

Creating a Culture of Care and Inclusion at Woxsen University

Woxsen University is guided by a profound belief that education thrives when care, equity, and inclusion coexist. The University's approach to institutional excellence is deeply rooted in the understanding that every member of its community — students, faculty, and staff — deserves not only equal opportunity but also a nurturing environment that values dignity, balance, and belonging.

This culture of care is sustained through a constellation of progressive policies and initiatives, including the Gender & Inclusion Leadership Policy, Parental Leave & Family Support Policy, Childcare Access & Support Policy, and Inclusive Access & Participation Policy. Together, they form a living ecosystem of support that empowers individuals to learn, lead, and flourish.

Empowering Inclusive Leadership

Woxsen champions gender equality and inclusive leadership at every level of the institution. Through flagship initiatives such as *SheLeads*, *STEM Stars*, and *SOW, Grow & Glow*, the University cultivates women leaders, first-generation learners, and under-represented faculty members. The Gender & Inclusion Leadership Policy ensures fair recruitment, transparent pay, and equitable career advancement, while mentorship networks connect emerging professionals with established leaders. This intentional nurturing of diverse leadership fosters a community built on respect, representation, and shared success.

Supporting Families and Caregivers

Recognising that personal well-being is essential to professional and academic growth, Woxsen provides a family-friendly ecosystem that supports parents and caregivers through all stages of life and work. The Parental Leave & Family Support Policy guarantees paid maternity, paternity, and adoption leave, with flexible reintegration options for returning employees. Complementing this, the Childcare Access & Support Policy ensures safe, affordable, and high-quality childcare facilities on campus. These measures enable staff, faculty, and students — particularly women — to pursue their ambitions without compromising family responsibilities.

Ensuring Equitable Access and Participation

True inclusion begins with access. Woxsen's Inclusive Access & Participation Policy ensures that admissions, scholarships, and student support systems are transparent, equitable, and socially responsive. Through targeted outreach, mentoring programmes, and scholarship schemes, the University extends educational opportunities to women, first-generation learners, rural youth, and economically disadvantaged students. By converting opportunity into achievement, Woxsen transforms access into empowerment.

Promoting Mental Health and Well-Being

At the heart of Woxsen's inclusive philosophy is the care for mental and emotional well-being. Programmes such as *You Matter – Mental Wellness & Support Day*, *Working Women ERS Sessions*, and regular community counselling initiatives provide safe spaces for reflection, dialogue, and healing. In collaboration with the HR Department, Student Affairs, and the ERS Cell, Woxsen integrates well-being into its daily rhythm — from counselling and peer-support networks to wellness campaigns that destigmatise mental health and promote holistic care.

Accountability and Progress

The University's commitment to care and inclusion is monitored through an Annual Inclusive Equity Report, which consolidates data on gender representation, family-support benefits, childcare utilisation, diversity hiring, and participation in mentorship and wellness programmes. Oversight lies with the Vice President, supported by Human Resources, Student Affairs, and the Gender & Inclusion Cell, ensuring transparency, responsiveness, and continuous improvement.

Conclusion

At Woxsen University, inclusion is not a policy — it is a practice of care. By combining progressive leadership, family support, mental health advocacy, and equitable access, the University builds a community where diversity is celebrated, voices are valued, and everyone can lead with confidence.

Creating a Culture of Care and Inclusion is not just Woxsen's commitment — it is its identity, shaping an environment where compassion and excellence go hand in hand.

Policies and Evidence attached for reference:

Gender Equity and Inclusion Policy

1. Purpose

This policy establishes Woxsen University's institutional commitment to gender equity, inclusion, and non-discrimination in all academic, professional, and social environments. It ensures that all individuals — irrespective of gender, gender identity, gender expression, or sexual orientation — are treated with fairness, respect, and equality of opportunity.

The policy reinforces Woxsen's mission to foster a diverse and inclusive community that values equity, representation, and participation for all.

2. Scope

This policy applies to all members of the Woxsen community, including:

- Students (undergraduate, postgraduate, doctoral, and exchange)
- Academic and administrative staff
- Postdoctoral fellows and visiting faculty
- Contractors, service providers, and external collaborators

It covers all university activities, including admissions, recruitment, employment, research, teaching, learning, housing, and campus life.

3. Policy Statement

Woxsen University maintains a zero-tolerance stance toward discrimination, exclusion, or harassment on the basis of:

- Gender or sex
- Gender identity or expression (including transgender and non-binary identities)
- Sexual orientation, marital or parental status, or pregnancy

Every individual at Woxsen has the right to equal access, opportunity, and participation in all academic, professional, and social aspects of university life.

4. Guiding Principles

1. **Equity:** Promote fair treatment, access, and advancement for all genders.
2. **Respect:** Ensure a campus culture that values the dignity, rights, and well-being of every person.

3. **Inclusion:** Build an environment where diversity is recognized as a source of strength and innovation.
4. **Transparency:** Uphold clear, fair, and accountable practices in recruitment, admission, and promotion.
5. **Empowerment:** Actively support leadership and capacity-building opportunities for women and gender-diverse persons.
6. **Intersectionality:** Recognize and address overlapping identities such as caste, disability, and socioeconomic background in gender-related matters.

5. Governance and Responsibility

5.1 Office of Diversity, Equity & Inclusion (DEI)

- The DEI Office oversees implementation, review, and compliance of this policy.
- It collaborates with Human Resources, Academic Schools, Student Affairs, and other units.

5.2 Gender Equity Cell (GEC)

- The GEC, under DEI supervision, coordinates gender-inclusion initiatives, mentorship, and leadership programmes.

5.3 Equal Opportunity Committee (EOC)

- Under oversight of the DEI Office, the EOC ensures equitable processes in recruitment, promotion, and student admissions, and reviews discrimination complaints in coordination with internal committees.

5.4 Reporting and Redressal

- The DEI Office ensures confidential channels are available for reporting discrimination and harassment.
- Protection from retaliation or disadvantage for reporting is managed by DEI.

6. Key Commitments

Area	Commitment
Recruitment and Employment	Maintain gender-balanced hiring panels and ensure all job descriptions are gender-neutral.
Education and Admissions	Guarantee equal access and fair selection for women and gender-diverse applicants.

Workplace and Campus Environment	Ensure a safe, inclusive, and accessible campus environment for all genders.
Facilities and Infrastructure	Provide gender-neutral restrooms, inclusive housing options, and secure spaces.
Leadership and Representation	Strive for equitable representation of women and gender-diverse persons in academic and governance roles.
Training and Awareness	Conduct regular gender-sensitivity and inclusion training for students, faculty, and staff.
Data and Monitoring	Track participation, retention, and advancement of women and gender-diverse persons annually.

7. Implementation and Monitoring

- The DEI Office shall prepare an **Annual Gender Equity Report** summarizing activities, participation data, and improvements across departments.
- Schools and administrative units shall submit gender representation data annually for review.
- Findings will inform new initiatives and continuous improvement measures.

8. Confidentiality and Protection

All proceedings, complaints, and investigations related to gender discrimination or harassment are treated with strict confidentiality.

No student or employee shall face reprisal, disadvantage, or disciplinary action for reporting or supporting a complaint made in good faith.

9. Awareness and Capacity Building

- The University shall integrate gender inclusion principles into its orientation, leadership training, and professional development programmes.
- Periodic seminars, campaigns, and outreach programmes will promote awareness and cultural sensitivity.

This policy was approved by the Management Team on 12th October 2020 and last reviewed on 8th October 2024.

Inclusive Access and Participation Policy

1. Purpose

This policy defines Woxsen University's institutional commitment to ensuring equitable access, participation, and progression in higher education for women, first-generation learners, economically disadvantaged students, and other under-represented groups.

The policy aims to remove structural and social barriers that limit participation in education and to foster an inclusive academic environment where diversity is valued and supported.

All activities and implementation under this policy are supervised and administered by the Office of Admissions and Outreach, in collaboration with Human Resources (HR), Student Affairs, and Academic Deans.

2. Scope

This policy applies to:

- All academic programmes (undergraduate, postgraduate, doctoral, and lifelong learning).
- All domestic and international applicants and enrolled students.
- All staff and academic offices engaged in admissions, outreach, recruitment, and retention support.

It also extends to partnerships with schools, community organisations, and government agencies aimed at improving access to higher education.

3. Policy Statement

Woxsen University is committed to:

- Ensuring fair and transparent admission practices for all qualified candidates.
- Increasing participation and success rates of women, first-generation students, and other under-represented communities.
- Expanding lifelong learning opportunities and flexible pathways for adult learners and professionals.
- Providing targeted financial aid, mentorship, and academic support to enhance equity of outcomes.
- Promoting diversity and inclusion across all recruitment, hiring, and advancement processes for staff and faculty.

The University’s approach to access and participation is based on inclusivity, evidence-based planning, and continuous improvement.

4. Objectives

1. Increase access to higher education for women and marginalized groups.
2. Promote equity in admission and participation rates across gender, socioeconomic, and regional backgrounds.
3. Support retention and success through mentoring, academic counselling, and career guidance.
4. Encourage lifelong learning and re-entry into education through modular, part-time, and professional programmes.
5. Strengthen inclusive recruitment and representation of under-represented groups among staff and faculty.
6. Regularly measure progress using gender and access data to inform future initiatives.

5. Governance and Responsibility

Unit / Office	Responsibility
Office of Admissions and Outreach	Oversees outreach, data monitoring, and annual reporting on access metrics.
Human Resources (HR)	Implements staff training and inclusive recruitment practices for both admissions and employment.
Student Affairs	Provides ongoing academic and financial support for under-represented students.
Academic Deans	Ensure curricula, pedagogy, and assessment remain inclusive and accessible.
Vice President (Governance & Strategy)	Approves annual access and recruitment targets, monitors diversity progress reports.

6. Key Policy Areas

6.1 Access and Admission

- Admission processes shall be transparent, merit-based, and inclusive, ensuring no discrimination on gender, socioeconomic background, or disability.

- The University will maintain annual targets to increase women's applications and enrolments in all schools, particularly in STEM and leadership programmes.
- The Office of Admissions will collect and analyse disaggregated data on:
 - Application → Offer → Acceptance → Enrolment rates (by gender, background, region).
 - Participation of first-generation, rural, and under-represented students.

6.2 Participation and Progression

- Academic and non-academic support mechanisms (mentoring, tutoring, leadership workshops) will be provided to improve retention and progression.
- Schools will identify students at risk of withdrawal and provide tailored academic counselling.
- Career Services will ensure equal access to internships, placements, and leadership roles for all genders and backgrounds.

6.3 Financial Aid and Scholarships

- Woxsen University provides a structured Scholarship Framework prioritising:
 - Women students (especially in STEM).
 - First-generation and low-income learners.
 - Students from rural or marginalised backgrounds.
- Need-based and merit-cum-means scholarships will be reviewed annually by the Scholarship Committee under HR and Finance.

6.4 Outreach and Engagement

- Conduct targeted outreach through:
 - School partnerships and community workshops in underserved regions.
 - Scholarship awareness campaigns for women and first-generation learners.
 - Collaborations with NGOs and government agencies promoting women's education and rural access.
- The University shall host annual open days for prospective students and parents from rural and semi-urban backgrounds.

6.5 Lifelong Learning and Continuing Education

- The University will expand opportunities for working professionals, women returning to the workforce, and adult learners through:

- Online and blended courses.
- Weekend and evening programmes.
- Executive education modules.
- Admissions to lifelong learning programmes will be open, flexible, and inclusive, with clear pathways for credit transfer and progression.

6.6 Inclusive Recruitment and Representation

- The University shall adopt inclusive recruitment practices to attract and retain diverse staff and faculty members, with special attention to women, persons with disabilities, minorities, and other under-represented groups.
- Human Resources shall ensure that all job advertisements, selection criteria, and interview panels are free from bias and promote equal opportunity.
- Departments shall aim to maintain balanced gender representation and diverse perspectives in academic and administrative teams.
- Annual diversity and representation data for staff and faculty will be monitored and reported alongside student access statistics.
- HR shall work with Academic Deans to develop mentorship and career advancement programmes for women and minority faculty to enhance retention and leadership pathways.

8. Monitoring and Evaluation

- The Office of Admissions and Outreach shall compile an Annual Access and Participation Report, including:
 - Admission, enrolment, and graduation data disaggregated by gender, income, first-generation status, and region.
 - Progress against annual access and diversity targets.
 - Outcomes of outreach, lifelong learning, and inclusive recruitment initiatives.
- Reports shall be reviewed by the Vice President (Governance & Strategy) and presented to the Academic Council for policy review.

9. Training and Awareness

- All staff involved in admissions, advising, and student support shall undergo annual **Inclusive Education and Access Training**.

- HR shall conduct inclusive recruitment and unconscious-bias workshops for all members of recruitment and promotion committees.
- Student ambassadors will be trained as Access Champions to assist outreach activities in schools and communities.
- HR shall coordinate university-wide sessions on inclusive hiring, equitable career progression, and retention practices.

10. Continuous Improvement

- Feedback will be collected from students, faculty, and outreach partners through annual surveys.
- Best practices and outcomes will inform revisions of the access strategy every three years.
- New initiatives (e.g., mentorship programmes, targeted financial aid, inclusive hiring pilots) may be launched based on evidence from data reviews.

This policy was approved by the Management Team on 18th September 2021 and last reviewed on 12th August 2024.

Parental Leave and Family Support Policy

1. Purpose

This policy establishes Woxsen University's commitment to supporting employees and students who become parents, whether through childbirth, adoption, or surrogacy by providing equitable and inclusive leave, flexible reintegration, and family support measures. All provisions in this policy are supervised and administered by the Human Resources (HR) Department.

2. Scope

This policy applies to:

- All full-time and part-time academic, research, and administrative staff.
- Doctoral and postdoctoral researchers.
- Full-time students requiring parental support during their course of study.

The policy is applicable regardless of gender, marital status, or mode of parenthood (birth, adoption, or surrogacy).

The HR Department is responsible for implementation across all departments and schools.

3. Policy Statement

Woxsen University recognises parenthood as a significant life event and commits to creating an environment that:

- Supports maternity, paternity, and adoption equally.
- Enables parents to take necessary leave without career or academic disadvantage.
- Promotes shared caregiving responsibilities among all genders.
- Ensures job and study continuity after parental leave.

Oversight, monitoring, and review of all leave provisions and reintegration processes are managed by HR.

4. Types of Leave and Entitlements

4.1 Maternity Leave (Gestational Parent)

Under supervision of the HR Department:

- Eligible employees are entitled to 26 weeks (6 months) of paid maternity leave for childbirth.

- In the case of miscarriage, 6 weeks' paid leave is granted immediately following the incident.
- Leave may commence up to 8 weeks prior to the expected date of delivery.
- Job continuity and benefits are fully preserved during and after leave.
- Doctoral students and research fellows are eligible for equivalent leave periods, with academic timelines adjusted accordingly.

4.2 Paternity Leave (Non-Gestational Parent)

Under HR oversight:

- Eligible employees are entitled to 15 days of paid paternity leave to support caregiving during or immediately following childbirth.
- Leave can be taken in a flexible block within 6 months of the child's birth.
- Male, transgender, and non-binary parents are equally eligible.
- Reintegration assistance (adjusted workload or flexible working hours) is offered upon return.

4.3 Adoption Leave

Under HR supervision:

- Employees who legally adopt a child below the age of 1 year are entitled to 12 weeks of paid adoption leave.
- Adoptive fathers, mothers, and same-gender partners are equally eligible.
- For children older than 1 year, 6 weeks' leave is granted for bonding and adjustment.
- Supporting documents must be provided to HR, with confidentiality ensured.

4.4 Shared Parental Leave (Optional)

Where both parents are Woxsen employees:

- Parental leave may be shared or split upon mutual agreement.
- Combined leave shall not exceed 26 weeks.
- The HR Department facilitates equitable arrangements to balance workloads.

5. Flexible Working and Reintegration

Administered by HR:

- Upon return from leave, eligible employees may access:
 - **Phased reintegration**, allowing reduced hours for up to 8 weeks.

- **Flexible work arrangements**, including remote work or adjusted schedules.
- **Temporary reassignment** to non-teaching or research duties if required.
- **Academic extensions** for doctoral students or researchers impacted by parental leave.

Supervisors and line managers must ensure reintegration is free from bias or negative performance assessment.

6. Rights and Protections

- No employee or student shall face discrimination, demotion, or disadvantage due to pregnancy, parenthood, or adoption.
- Parental leave will not affect eligibility for promotion, performance incentives, or academic assessment.
- The HR Department will ensure confidentiality and fairness in all cases.
- Retaliation or bias against parents availing leave is strictly prohibited.

7. Family Support Facilities

Managed by HR:

- **Accessible childcare facilities** for staff and students.
- **Lactation rooms and parental care zones** in academic and administrative buildings.
- **Parenting workshops and counselling** through HR and Student Affairs.
- **Emergency leave provision** for sudden childcare or medical needs.

8. Governance and Administration

Responsible Office	Function
Human Resources (HR)	Policy administration, leave processing, payroll, records, and reporting.
Academic Schools / Doctoral Office	Adjustment of course or research timelines for academic parents.
Vice President	Policy approval and periodic review authority.

9. Confidentiality and Grievance Redressal

- All requests for parental leave or family support shall be handled confidentially by HR.
- Any grievance regarding parental leave denial, discrimination, or reintegration barriers may be submitted to HR or the internal grievance mechanism.
- HR will ensure that no employee or student suffers disadvantage or retaliation for availing their rights under this policy.

10. Monitoring and Reporting

- The HR Department will prepare an Annual Parental Support Report, documenting:
 - Leave uptake (disaggregated by gender)
 - Flexible work requests and approvals
 - Reintegration outcomes and childcare facility usage
- The report will be reviewed by the Vice President (Governance & Strategy) for institutional planning.

This policy was approved by the Management Team on 22nd June 2021 and last reviewed on 9th May 2024.

Childcare Access and Support Policy

1. Purpose

This policy outlines Woxsen University's commitment to providing safe, accessible, and affordable childcare facilities for its employees and students.

The objective is to ensure that parents and guardians can pursue their academic, research, and professional responsibilities with confidence and support.

The policy promotes an inclusive, family-friendly environment and recognizes childcare as an essential component of equitable access to education and employment.

All childcare operations and entitlements under this policy are supervised and administered by the Human Resources (HR) Department, in coordination with Student Affairs and Campus Operations.

2. Scope

This policy applies to:

- All permanent and contractual employees, including faculty, administrative, and support staff.
- All students, including undergraduate, postgraduate, doctoral, and research scholars with dependent children.

The policy applies to all childcare facilities owned, operated, or partnered by Woxsen University within campus premises.

3. Policy Statement

Woxsen University is committed to providing accessible childcare services that enable working parents and student parents to balance their professional, academic, and caregiving responsibilities.

The University ensures that childcare is:

- Safe and nurturing
- Affordable (free or subsidized)
- Accessible to both staff and students
- Professionally managed and compliant with childcare standards

The HR Department oversees all operations, policies, and partnerships related to childcare facilities.

4. Objectives

1. To ensure that parents at Woxsen University are supported through quality childcare services.

2. To enhance participation and retention of staff and students with family responsibilities.
3. To promote gender equity and inclusion by enabling women and parents with caregiving duties to continue academic or professional growth.
4. To provide an institutional framework for the governance, funding, and monitoring of childcare services.

5. Childcare Facilities and Operations

5.1 Facility Overview

- Woxsen University operates an on-campus childcare centre, designed for the care of children aged 6 months to 6 years.
- The facility adheres to all safety, hygiene, and educational standards set by recognized childcare and early education frameworks.
- The centre includes:
 - Age-appropriate play and learning areas
 - Sleeping and feeding zones
 - Qualified caregivers and trained support staff
 - Medical and first-aid support
 - CCTV and controlled-access security

5.2 Location and Hours

- The primary facility is located within the main academic campus near the Oval with convenient proximity to staff and student housing.
- Operating hours: 8:00 a.m. to 6:00 p.m., Monday to Saturday.
- Extended hours or weekend services may be provided during examination or project periods based on demand.

6. Eligibility and Access

6.1 For Staff and Faculty

- All permanent and contractual employees with dependent children aged below 6 years are eligible for childcare services.
- Access is prioritized for staff with children below school age.
- HR manages enrolment through a transparent application process.
- Subsidized Access: 70% of childcare costs are subsidized by the University; the remaining 30% may be contributed by the parent through payroll deduction.

6.2 For Students

- Student parents enrolled full-time in any programme are eligible to use the childcare facility.
- Students from economically disadvantaged backgrounds may access services free of charge upon approval by the Dean of Student Affairs and HR.
- Usage is based on seat availability, with equitable distribution between staff and student parents.

6.3 For Visitors and Guests

- Visiting scholars, conference participants, or short-term faculty may access childcare for a temporary period subject to space availability and nominal daily fees.

7. Registration and Usage

- Applications are submitted to the HR Department with proof of dependency (birth certificate or adoption certificate).
- Enrolment is confirmed on a first-come-first-served basis with priority to full-time staff and students.
- A **Childcare Agreement Form** outlining responsibilities, emergency contacts, and consent terms must be signed prior to enrolment.
- The HR Department maintains all attendance and usage records for annual reporting.

8. Staffing and Safety

- All childcare staff shall undergo:
 - Background verification and child safety training.
 - First-aid, fire safety, and emergency response certifications.
 - Periodic professional development sessions.
- The facility is supervised daily by an appointed Childcare Coordinator (HR representative) and Campus Safety Officer.
- Security protocols include CCTV monitoring, ID access control, and mandatory parent/guardian pickup verification.

9. Fees and Subsidy Model

Category	Subsidy Type	Parent Contribution	Remarks
Permanent Faculty / Staff	70% University Subsidy	30% Payroll deduction	Optional flexible payment mode

Contractual / Visiting Staff	50% University Subsidy	50% direct payment	Subject to availability
Student Parents (Low-Income / Scholarship Holders)	100% Free Access	Nil	Requires documentation
Student Parents (General Category)	50% University Subsidy	50% monthly fee	Fee capped at minimal rate

All fee structures are reviewed annually by HR in consultation with the Finance Department.

10. Monitoring and Reporting

- HR shall maintain records on:
 - Number of registered children per year
 - Utilization rate by staff and students
 - Subsidy expenditures
 - Facility audits and satisfaction surveys
- The **Annual Childcare Report** shall be presented to the Vice President (Governance & Strategy) and published internally for transparency.

11. Roles and Responsibilities

Office / Department	Responsibility
Human Resources (HR)	Policy implementation, operations management, staffing, and budgeting.
Student Affairs	Identification and support of student parents; coordination with HR for approvals.
Finance Department	Subsidy allocation and expense oversight.
Campus Operations	Maintenance, safety compliance, and infrastructure management.
Vice President	Policy approval, periodic review, and oversight.

12. Grievance and Feedback

- Any concern regarding childcare quality, safety, or access may be submitted to HR through the official grievance mechanism.
- Complaints will be acknowledged within 7 working days and resolved within 30 days.

- Feedback forms are available at the facility and online to ensure continuous service improvement.

13. Confidentiality

All information provided by parents, guardians, or caregivers under this policy will be kept strictly confidential and used only for childcare administration purposes.

This policy was approved by the Management Team on 22nd June 2020 and last reviewed on 3rd August 2023.

Equity and Safe Reporting Policy

1. Purpose

This policy establishes Woxsen University's institutional framework for reporting, investigating, and addressing any form of discrimination, harassment, misconduct, or unethical behaviour within the university community.

The purpose is to ensure that all individuals: students, faculty, and staff can safely raise concerns without fear of retaliation, educational or employment disadvantage.

All provisions in this policy are supervised and administered by the Human Resources (HR) Department, in collaboration with the Office of Legal and Compliance and respective grievance committees.

2. Scope

This policy applies to:

- All employees, including academic, research, administrative, and contractual staff.
- All students, including undergraduate, postgraduate, and doctoral candidates.
- Consultants, vendors, and external collaborators who interact with the university.

The policy covers all types of misconduct, including:

- Discrimination or bias (gender, caste, religion, disability, etc.)
- Harassment, bullying, or intimidation
- Sexual harassment or gender-based misconduct
- Retaliation against individuals reporting concerns in good faith
- Violations of institutional ethics or professional standards

3. Policy Statement

Woxsen University maintains a zero-tolerance policy toward discrimination, harassment, or any form of reprisal against individuals who report such concerns.

Every member of the Woxsen community has the right and responsibility to report inappropriate behaviour and to participate in investigations without fear of victimization or retaliation.

The University ensures that all complaints are treated seriously, confidentially, and impartially, with appropriate corrective or disciplinary action taken when warranted.

4. Guiding Principles

1. **Safety:** Reporters and witnesses shall be protected from retaliation, educational disadvantage, or professional harm.
2. **Confidentiality:** All reports are handled discreetly to protect the identity and privacy of involved parties.
3. **Fairness:** Investigations follow due process, ensuring impartiality for both reporter and respondent.
4. **Non-Retaliation:** Retaliation in any form — including demotion, denial of opportunity, academic penalty, or social intimidation — is strictly prohibited.
5. **Accountability:** All members of the Woxsen community are responsible for upholding integrity and respect in reporting and resolution processes.

5. Reporting Channels

The university provides multiple **safe and accessible channels** to report concerns:

Reporting Mechanism	Access Point	Oversight Department
Online Reporting Form	Internal HR Portal (secure submission)	HR Department
Email Reporting	complaints@woxsen.edu.in	HR / Legal Office
Written Complaint	Submitted to HR, Dean, or Registrar	HR
Anonymous Reporting Box	Located in administrative buildings	HR
Internal Complaint Committee (PoSH)	For sexual harassment cases	HR + PoSH Committee

All complaints must be acknowledged by HR within 7 working days of receipt.

6. Investigation Process

All cases reported under this policy are handled in a confidential, time-bound manner.

6.1 Preliminary Review:

- HR and Legal Office jointly determine whether the case falls under discrimination, harassment, or ethics violation.
- If necessary, it is referred to a specific committee (e.g., PoSH Committee, Student Grievance Committee, or Academic Council).

6.2 Formal Investigation:

- Conducted by a neutral committee comprising HR, Legal, and one independent external member (where applicable).
- Both complainant and respondent may present evidence or witnesses.
- Interim measures (temporary transfer, academic adjustments, etc.) may be taken to prevent disadvantage.

6.3 Resolution and Outcome:

- The final report and recommendations are submitted to the Vice President
- HR implements disciplinary or corrective action as appropriate.
- Both parties are notified of the outcome in writing.

6.4 Appeal:

- Either party may appeal within 30 days of decision issuance to the Vice Chancellor's Office.

7. Protection for Whistle-Blowers

Woxsen University ensures complete protection for individuals who, in good faith, report misconduct, discrimination, or harassment.

7.1 Non-Retaliation Guarantee

- No student or employee shall face demotion, academic penalty, denial of promotion, or exclusion due to submitting a report.
- This includes protection against subtle retaliation such as reduced research opportunities, workload manipulation, or social ostracism.

7.2 Confidential Handling

- The identity of reporters and witnesses shall remain confidential except when disclosure is legally mandated or necessary for fair resolution.

7.3 Educational and Employment Protection

- Any adverse action against a whistle-blower will be considered a serious misconduct and subject to disciplinary proceedings.
- HR will ensure that students' grades, scholarships, or academic progress are not affected due to reporting.
- For employees, no changes in pay, role, or employment status may occur as retaliation.

8. Support Services

The HR Department provides the following support mechanisms:

- Access to counselling and psychological support through the Wellness Centre.
- Legal guidance for understanding rights and responsibilities.
- Assistance with documentation and safe communication during investigations.
- Flexible academic or work arrangements for affected individuals when necessary.

9. Training and Awareness

To maintain a culture of openness and accountability:

- HR will conduct annual training on workplace ethics, safe reporting, and non-retaliation practices.
- All new employees and students will be oriented on the reporting framework during induction.
- Awareness posters and digital information will be displayed across campus and portals.

10. Governance and Oversight

Office / Committee	Responsibility
Human Resources (HR)	Policy ownership, investigation coordination, and grievance resolution.
Office of Legal and Compliance	Advises on legal due process, confidentiality, and appeals.
PoSH Committee	Handles cases of sexual harassment per statutory requirements.
Student Grievance Committee	Manages student-related complaints of discrimination or bias.
Vice President (Governance & Strategy)	Reviews annual reports and approves final policy updates.

11. Documentation and Records

- HR will maintain a confidential database of all complaints, actions taken, and outcomes.

- Annual anonymized data will be compiled for internal reporting and continuous improvement.
- Records are retained securely for a minimum of five years.

This policy was approved by the Management Team on 10th June 2021 and last reviewed on 15th October 2024.

NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	You Matter: Mental Wellness & Support Day
2.	Date & Time	22.04.2025 (3.30-4.30 pm)
3.	School/Dept	SOLH
4.	Venue	ROOM NO. C-012
5.	UN SDG	SDG-5
6.	Activity Type	ERS
7.	Impact Group	Women Labour Workers, Students involved in learning gender issues, researchers working on the labour women empowerment.
8.	Total Participants	60
9.	Number and Name Woxsen Student participated	5 Students (Saishree Reddy ; Siri Raju ; Priyanka; Anvayini;- Akshaya-)
10.	Name of Lead faculty member	Dr. Ratnpriya
11.	Supportive Faculty members	Dr. Jyotsana , Prof. Koushumi
12.	Link to LinkedIn post	(29) Post Feed LinkedIn

DETAILED REPORT OF THE PROGRAM:

Following the successful activity organized on International Women’s Day last month, a need was felt to create consistent support initiatives for the women labourers on campus. Recognizing mental health as a crucial component of overall well-being, a special session titled “*You Matter: Mental Wellness & Support Day*” was organized. The aim was to promote awareness about mental health, offer basic counselling services, and foster a nurturing environment.

Objectives:

- To spread awareness about the importance of mental health and emotional well-being.
- To provide women labourers access to basic counselling support.
- To create a safe and confidential space for women to share their concerns.
- To encourage periodic engagement through wellness sessions in the future.

Program Highlights:

- Introduction:
The session began with a warm welcome and a brief introduction to the importance of mental health by the organizing faculty member.

- **Awareness Talk:**
A short talk was delivered by our psychology faculty, emphasizing the significance of mental health, identifying stressors, and simple ways to manage stress and anxiety.
- **Interactive Session:**
Participants were encouraged to share their experiences and feelings in a safe, non-judgmental environment.
- **Counselling Support:**
Private one-on-one counselling support was made available for those who wished to seek personal advice or assistance.
- **Feedback and Future Planning:**
Participants were asked to provide feedback and express interest in future wellness sessions. Many expressed gratitude for the initiative and the need for more supportive spaces.

Outcomes:

- Increased awareness about mental health among the women labourers.
- Several women availed one-on-one counselling support.
- Participants expressed the need for regular mental wellness sessions.
- Strengthened trust and community-building among the women labourers.

CONCLUSION AND FOLLOW-UP PLAN:

The "*You Matter: Mental Wellness & Support Day*" successfully met its objectives by providing a platform for mental health awareness and support. It emphasized that mental wellness is an essential part of overall well-being, particularly for marginalized sections. Regular engagement through such initiatives will further contribute to building a healthier, more empowered community on campus. This also helped our students in understanding inclusivity and gender differences in the society. We are also planning to write a collaborative research paper on social issues faced by the marginalized and these interactions help us gauge into the deeper truths more vividly and also provide us with first hand information.

Based on the response, we have created a system where these women can approach us at any given point of time where we can provide them with personal counselling sessions. In the long term, we aspire to collaborate with NGOs or mental health organizations for more structured workshops and to train interested women as peer counsellors or "Mental Health Champions" to build internal support networks on campus. As a follow up event we will also hold the next month session on menstrual hygiene and health for these women.

PHOTOGRAPHS OF THE PROGRAM:





ATTENDANCE SHEETS/ACKNOWLEDGMENT LETTER:

Dr. Ratnpriya
Assistant Professor
SOLH

NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	“Shakti: Empowering Labour Women for a Stronger Future”
2.	Date & Time	<u>10th March (4-5) pm</u>
3.	School/Dept	SOLH
4.	Venue	Woxsen University, Room No. C-012
5.	UN SDG	SDG-5
6.	Activity Type	ERS
7.	Impact Group	Women Labour Workers, Students involved in learning gender issues, researchers working on the labor women empowerment
8.	Total Participants	90
9.	Total Woxsen Student participated	2
10.	Link to LinkedIn post	(26) Post Feed LinkedIn

DETAILED REPORT OF THE PROGRAM:

This International Women’s Day, we had the privilege of organizing an ERS (Ethics, Responsibility & Sustainability) initiative at Woxsen University, dedicated to educating and empowering the labour women on our campus. Through interactive discussions, awareness talks, and engagement activities, we created a space for learning, self-expression, and empowerment. The primary aim of this event was to create a **supportive and informative environment** where labor women could openly discuss their challenges and gain insights into topics that directly impact their daily lives. The initiative focused on:

- **Building awareness** about gender equality, financial literacy, and health.
- **Encouraging self-confidence** through interactive activities.
- **Providing practical knowledge** that can contribute to their economic and social empowerment.

The discussion-based session focused on gender rights, workplace respect, and equal opportunities, encouraging women to share their experiences and understand the importance of self-worth and representation. Health and hygiene were also key topics, with demonstrations on hygiene practices, distribution of sanitary kits, and a Q&A session. To promote long-term independence, the financial literacy workshop covered saving money, self-help groups (SHGs), government schemes, banking basics, and small investments, making financial concepts accessible and practical. Additionally, confidence-building activities like storytelling, role-playing, and creative expression empowered women to share their struggles and triumphs, fostering self-belief and community support. The event

successfully enhanced awareness, broke social barriers, and encouraged self-sufficiency, equipping the participants with essential knowledge to make informed decisions in their lives.

It was great turn out and the women participated actively showing a keen interest in further sessions. The students too had a new experience while communicating with them and understood how marginalized women face several challenges which helped them gauge through the social realities. It was interesting to see how women are vocal about learning, and they want to be educated in different spheres of life and can handle different challenges on their own. This motivated us to further develop this activity as a regular initiative by our school which will help us create a stronger community in future.

CONCLUSION AND FOLLOW-UP PLAN:

The ERS initiative at Woxsen University on International Women's Day was a meaningful step toward empowering the labour women on our campus. The discussions and activities not only provided them with valuable knowledge on gender equality, health, financial literacy, and confidence-building but also created a supportive environment where they felt heard and valued. Their enthusiasm and participation reinforced the importance of continuous engagement in such initiatives. True empowerment comes from sustained efforts, and this event was just the beginning of a long-term commitment to their growth and well-being.

Follow-up Plan

To ensure that the impact of this initiative extends beyond a single event, we propose the following follow-up actions:

1. **Regular Awareness Sessions** – Organize monthly workshops on health, hygiene, financial literacy, and legal rights to reinforce learning and provide updates on relevant policies.
2. **Skill Development Programs** – Introduce vocational training sessions focused on skill-building, enabling women to explore economic opportunities beyond their current roles.
3. **Health & Wellness Check-ups** – Collaborate with healthcare professionals to conduct periodic health camps, providing essential medical guidance and preventive care.

4. **Financial Support & Micro-Savings Groups** – Assist in setting up self-help groups (SHGs) to encourage savings and provide access to small-scale financial resources for economic independence.
5. **Feedback & Mentorship** – Establish a mentorship program where faculty and students regularly engage with the women, addressing their concerns and supporting their personal and professional aspirations.

By integrating these follow-up measures, we aim to create a lasting impact, fostering an ecosystem of support, empowerment, and self-reliance for the labour women in our community.

PHOTOGRAPHS OF THE PROGRAM:





Regards,

Dr. Ratnpriya
Assistant Professor (SOLH)

NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	Domestic Violence Awareness Program
2.	Date & Time	19.05.2025 (3.30-4.30 pm)
3.	School/Dept	SOLH
4.	Venue	ROOM NO. C-012
5.	UN SDG	SDG-5
6.	Activity Type	ERS
7.	Impact Group	Women Labour Workers, Students involved in learning gender issues, researchers working on the labour women empowerment.
8.	Total Participants	70
9.	Number and Name Woxsen Student participated	2 Students (Nivedita, Spoorti)
10.	Name of Lead faculty member	Dr. Ratnpriya
11.	Supportive Faculty members	Dr. Jyotsana
12.	Link to LinkedIn post	(33) Post Feed LinkedIn

DETAILED REPORT OF THE PROGRAM:

As part of Woxsen University's commitment to Ethics, Responsibility, and Sustainability (ERS), a focused workshop was conducted to address domestic violence among labour women. The program aimed to raise awareness, encourage dialogue, and equip participants with essential knowledge and resources to seek support and assert their rights.

The workshop featured an **Introductory Awareness Session**, highlighting the forms, signs, and long-term impact of domestic violence. **Role-play activities** were conducted to simulate real-life scenarios, enhancing understanding of legal rights and redressal mechanisms. Participants were provided with **informational handouts** detailing helpline numbers, support services, and community resources. An **open forum discussion** allowed women to share personal experiences, identify cultural stigmas, and collectively explore solutions to break the cycle of silence and dependence.

The event created a safe and empowering space, with participants expressing a strong interest in follow-up workshops focusing on women's health and financial literacy. This initiative aligns with Woxsen's broader ERS objectives of promoting gender justice, community empowerment, and education as a tool for resilience and self-reliance.

CONCLUSION AND FOLLOW-UP PLAN:

The ERS workshop on domestic violence awareness among labour women at Woxsen University successfully fostered a platform for dialogue, empowerment, and community solidarity. By addressing the often-silenced issue of domestic violence, the session not only raised critical awareness but also equipped participants with practical resources and support options. The creation of a safe and inclusive space enabled participants to voice their experiences, challenge cultural stigmas, and commit to collective action. This initiative underscores Woxsen University's commitment to gender justice, social responsibility, and the empowerment of vulnerable communities.

To build on the momentum generated by this workshop, we propose the following follow-up actions:

1. Periodic Workshops: Organize quarterly sessions focused on women's rights, legal literacy, health awareness, and financial independence.
2. Peer Support Networks: Facilitate the formation of peer groups within the community to provide mutual support, share experiences, and encourage collective problem-solving.
3. Resource Centre: Establish a campus-based or community-linked information hub with access to legal advisors, helplines, and counselling services.
4. Skill Development & Financial Literacy: Conduct targeted training sessions to equip women with income-generating skills and knowledge of financial management to enhance self-reliance.
5. Monitoring & Evaluation: Develop feedback mechanisms to track the impact of these initiatives and continuously refine content to meet evolving needs.

Through sustained engagement, Woxsen aims to transform awareness into long-term empowerment and resilience for labour women and the broader community.

PHOTOGRAPHS OF THE PROGRAM:



ATTENDANCE SHEETS/ACKNOWLEDGMENT LETTER:

Dr. Ratnpriya
Assistant Professor
SOLH

NAME OF THE PROGRAM: Women's Day Celebration at the
School of Science (07.03.2025) " ORGANISED BY SCHOOL OF
SCIENCES (SoS), WOXSSEN UNIVERSITY

REPORT SUMMARY:

1.1)	PROGRAM NAME	Women day celebration_2025
1.2)	DATE & TIME	07.03.2025, 10.00 AM to 11.00 AM
1.3)	SCHOOL/DEPT	School of Sciences
1.4)	VENUE	LT4, Woxsen University
1.5)	ALIGNED UN SDG	
1.6)	ACTIVITY TYPE	WOMEN EMPOWERMENT
1.7)	IMPACT GROUP	School students
1.8)	TOTAL PARTICIPANTS	100
1.9)	Total Woxsen Student participated	10
1.10)	List of staffs involved in the program	1. Dr. Daya Shankar Tiwari, Dean, School of Sciences Woxsen University: Event Facilitator 2. Dr. Beauty Pandey, Associate Professor, SoS, Woxsen University: Event Facilitator 3. Dr. Ramakrishna Madaka, (Assistant Dean – Student Affairs, SoS, Woxsen University) 4. Dr. Dipak Kumar Sahoo, (Assistant Dean – Academics, SoS, Woxsen University) 5. Dr. T Santhosh Kumar, Assistant Professor, SoS, Woxsen University – Event Coordinator 6. Dr. Suman Chirra, Assistant Professor, SoS, Woxsen University 7. Dr. Amit Kumar Singh, Assistant Professor, SoS, Woxsen University 8. Dr. Amlan Kanti Halder, Assistant Professor, SoS, Woxsen University 9. Dr. Vishal Anand, Assistant Dean-International Relations SoS, Woxsen University 10. Dr Heeramoni Boro, Assistant Professor, SoS, Woxsen University 11. Dr Basu Battacharjee, Assistant Professor, SoS, Woxsen University 12. Dr. Jagoba Rey, Assistant Professor, SoS, Woxsen University

		13. Dr. Jessica Amit Swamy, Assistant Professor, SoS, Woxsen University 14. Dr. Bixapati Nayak, Assistant Professor, SoS, Woxsen University
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Place: LT4, Woxsen University

Date: 07-02-2024 (Friday)

Time: 10.00 AM to 11.00 AM

Student Volunteer: Anchal

School of Sciences Students

1. Introduction:

The " Women Day", organized by the School of Sciences at Woxsen University, on 7^h March 2024.

The School of Science celebrated International Women’s Day on March 7, 2025, with great enthusiasm, recognizing the achievements and contributions of women in various fields. The event aimed to inspire and empower students and faculty members by fostering discussions on gender equality and highlighting influential women from different walks of life. The celebration featured a debate on gender equality, an engaging game of charades, and a session where participants shared stories about the women who have inspired them. The event concluded with a heartfelt vote of thanks, expressing gratitude to everyone who contributed to making the celebration a success.

2. Objective:

3. DETAILED NARRATIVE OF THE PROGRAM:

Debate: Does True Gender Equality Exist in Today’s World? A lively debate was organized on the topic: Does true gender equality exist in today’s world? Participants were divided into two teams—one supporting the idea that gender equality has been achieved and the other arguing that significant gaps still exist.

- **Supporting Arguments:** The affirmative side presented statistics and case studies highlighting how women have broken barriers in politics, business, and science. They pointed out the increased representation of women in leadership roles, progressive policies ensuring equal pay, and social movements advocating for women’s rights.
- **Opposing Arguments:** The opposing team argued that despite progress, disparities still persist, particularly in wage gaps, workplace discrimination, and societal expectations. They

emphasized that women continue to face challenges such as underrepresentation in STEM fields, gender-based violence, and cultural biases that hinder true equality.

The debate was thought-provoking, sparking insightful discussions among attendees. It provided a platform for participants to critically analyze the current state of gender equality and recognize the work that still needs to be done.

Game: Charades, following the intense debate, a fun and interactive session of Charades was held. The game featured words and phrases related to women's achievements, famous female figures, and gender equality concepts. Participants enthusiastically acted out clues while their teammates guessed the answers. The game encouraged teamwork and added a light hearted moment to the event, making it a memorable part of the celebration.

4. Discussion: Speaking About the Women That Have Inspired You Throughout Your Life

One of the most emotional and inspiring segments of the event was when participants shared stories about the women who have influenced their lives. Students and faculty members spoke about their mothers, teachers, historical figures, and even personal mentors who had shaped their perspectives and aspirations. Some notable mentions included:

- Marie Curie for her ground breaking contributions to science despite societal challenges.
- Personal Stories where participants shared heartfelt anecdotes about women in their families who played a significant role in their growth and success.

5. Outcome: highlighted the impact of strong, resilient women in shaping individuals and society.

6. Vote of Thanks: The event concluded with a vote of thanks, expressing gratitude to the organizers, speakers, and participants. Appreciation was extended to the faculty for their support and to the students for their enthusiastic participation. Special acknowledgment was given to the debate panel for their insightful contributions and to the organizing committee for ensuring the smooth execution of the event. The celebration ended on a positive note, leaving everyone inspired to continue advocating for gender equality and recognizing the invaluable contributions of women in all aspects of life.

The Women's Day celebration at the School of Science was a meaningful and engaging event that reinforced the importance of gender equality and honored the achievements of women across generations.

Some Photographs of the event:



NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	Sow, Grow, Glow (SGG) Grow with your grace and glow with faith in yourself.
2.	Date & Time	12 April, 2025
3.	School/Dept	School of Liberal Arts & Humanities (SoLH),
4.	Venue	Zilla Parishad High School (ZPHS) Kamkole UM, in Kankole, Munipalli, Sangareddy, Telangana
5.	UN SDG	Goals 01, 04, 05, 10, 16
6.	Activity Type	Workshop
7.	Impact Group	ERS and (School students' Empowerment and overall development)
8.	Total Participants	03
9.	Number and Name of Woxsen Student Participating	0
10.	Name of Lead faculty member	Dr Mohd Shahid Ali, Dr Shriman Naveen, Dr Jyotasana
11.	Supportive Faculty members	2
12.	Link to LinkedIn post	

DETAILED REPORT OF THE PROGRAM:

The ‘Sow, Grow, Glow (SGG)’ initiative is a one-year program designed to inspire and motivate school students, particularly minority students from rural and semi-urban areas, through workshops and interactive sessions. Guided by an inclusive approach, this program fosters holistic development. It aligns with the United Nations’ Sustainable Development Goals (SDGs), specifically SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals).

As part of the Sow, Grow, Glow initiative, a **Financial Literacy** session featuring distinguished speakers Dr. Mohd Shahid Ali and Dr. Shriman Naveen was organized. The session provided a dynamic and interactive platform for students to enhance their understanding of financial management and learn how to organize their financial decisions with clarity and confidence.

Dr. Mohd Shahid Ali delivered an insightful discussion covering key financial literacy concepts, emphasizing the importance of effective financial management for individuals at all stages of life. He highlighted crucial aspects such as budgeting, saving, investing, and responsible spending, and explained how mastering financial skills empowers individuals to express themselves confidently in personal and professional settings.

The session also stressed that effective financial management goes beyond numbers—it involves understanding various critical concepts of Financial Literacy. Skills are also essential for meaningful financial conversations and decision-making in different social and professional environments. Students engaged actively in a series of practical exercises, participating in real-life financial scenarios. They received constructive feedback to refine their skills, helping them identify areas for improvement and build greater confidence in handling financial matters clearly and effectively.

The session concluded with a vibrant, interactive Q&A segment, during which students shared challenges related to day-to-day financial management and career planning. Both speakers provided personalized guidance, equipping participants with practical tools to manage their finances better in both formal and informal settings.

CONCLUSION AND FOLLOW-UP PLAN:

This workshop on the Sow, Grow, Glow initiative set a strong foundation by addressing financial literacy and management among students. By providing continuous guidance and resources, the program seeks to empower rural youth and create a significant socio-economic impact.

The initiative will continue bi-monthly workshops focusing on different themes to refine students' skills, address challenges, and inspire innovation. By consistently visiting Zilla Parishad High School (ZPHS), Kamkole, SoLH aims to nurture a thriving community and build an inclusive learning environment.

PHOTOGRAPHS OF THE PROGRAM:





ATTENDANCE SHEETS/ACKNOWLEDGMENT LETTER:

ATTENDANCE SHEETS:

S. No	Name of the Faculty
01	Dr Mohd Shahid Ali
02	Dr Shriman Naveen
03	Dr Jyotasana

Acknowledgment Letter

We would like to sincerely thank Dr. Mohd Shahid Ali and Dr. Shriman Naveen for conducting an insightful and interactive session on 'Financial Literacy' under the Sow, Grow, Glow initiative. Your valuable inputs on financial management, budgeting, and planning helped students gain practical skills and confidence in managing their finances effectively.

I would also like to thank **Woxsen University** for its continuous support and encouragement in facilitating such essential programs and fostering a learning and community engagement spirit. A special thanks to **Zilla Parishad High School (ZPHS)** Kamkole UM, Kankole, Munipalli, Sangareddy, for their warm cooperation and active participation, which made the session even more meaningful and impactful.

Thank you again to everyone who contributed to making this session a success.

Sow, Grow, Glow (SGG): Grow with your Grace and Glow with Faith in yourself

REPORT SUMMARY

1	Program Name	Sow, Grow, Glow (SGG) Grow with your grace and glow with faith in yourself.
2	Duration	December 11, 2024 – October 25, 2025
3.	(Fifth program) Date & Time	February 18, 2025, 03.00 am to 05.00 pm
4.	School/Dept	School of Liberal Arts & Humanities (SoLH),
5	Venue	Zilla Parishad High School (ZPHS) Kamkole UM, in Kankole, Munipalli, Sangareddy, Telangana
6.	UN SDG	Goals 01, 04, 05, 10, 16
7.	Activity Type	Workshop
8.	Impact Group	ERS and (School student's Empowerment and overall development)
9.	Total Participants	03
10.	Total Woxsen Students participated	0
11.	Link to LinkedIn post	https://www.linkedin.com/posts/dr-msali_ersactivity-ethicsresponsibility-sustainability-activity-7297848335275565056-C629?utm_source=share&utm_medium=member_desktop&rcm=ACoAAD04g24Bdf3wwqwUKro2rjA-qBDo5ZTWpZ0

DETAILED REPORT OF THE PROGRAM:

The ‘Sow, Grow, Glow (SGG)’ initiative is a one-year program designed to inspire and motivate school students, particularly minority students from rural and semi-urban areas, through workshops and interactive sessions. Guided by an inclusive approach, this program fosters holistic development. It aligns with the United Nations’ Sustainable Development Goals (SDGs), specifically SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals).

WORKSHOPS AND ACTIVITIES

1. **English Communication** – Enhancing proficiency through interactive sessions.
2. **Career Counseling** – Exploring career options and opportunities.
3. **Essay Writing** – Encouraging creativity and critical thinking.
4. **Painting** – Developing artistic skills and self-expression.
5. **Public Speaking** – Building confidence in communication.

6. **Social Communication** – Strengthening interpersonal skills and teamwork.
7. **Financial Literacy** – Promoting financial management and economic awareness.
8. **Entrepreneurship** – Inspiring innovation and venture creation.
9. **Social Inclusion** – Encouraging acceptance and diversity.
10. **Children’s Rights** – Educating about fundamental rights and advocacy.
11. **Women’s Rights** – Promoting gender equality awareness.
12. **Hygiene** – Emphasizing personal and community hygiene.
13. **General Policy Awareness** – Understanding government policies affecting students.
14. **State Fellowship/Scholarship Guidance** –Information regarding academic support.
15. **Central Fellowship/Scholarship Guidance** –Information regarding academic support.
16. **Local Governance** – Educating on civic responsibilities and governance.
17. **E-Governance** – Educating on civic responsibilities and governance.
18. **Final Career Counselling Session**– Educating on civic responsibilities and governance.

OBJECTIVES: The primary objectives of the program are:

1. **Raising Awareness:** Educating students about holistic development as a viable career path.
2. **Motivating Students:** Inspiring students to explore diverse career options through inclusive learning.
3. **Providing Career Alternatives:** Highlighting opportunities in entrepreneurship, academics, and other fields.
4. **Skills Development:** Guiding students in essential leadership, communication, and innovation skills.
5. **Fostering Growth:** Enhancing students' overall development and community engagement.
6. **Addressing Challenges:** Tackling socio-economic and cultural themes affecting students’ lives.

Implementation Plan

- **Frequency:** Twice a month on the second and fourth Wednesdays.
- **Location:** Local schools Zilla Parishad High School (ZPHS) Kamkole
- **Duration:** Each session is 2 hours long.

THIRD ERS PROGRAM: ESSAY WRITING

Date: 18th February 2025

Speaker: Ar. Sushant J, Associate Professor, SoAP.

The **Sow, Grow, Glow** initiative hosted a program on **Scope of Painting**, conducted by **Ar. Sushant J** (Mr Ashwini excused due to some other official work). The session aimed to enhance students' painting skills, designing, and ability to organize ideas effectively. Ar. Sushant J covered key aspects of painting, including subject matter, technique, structure, and clarity. It can be categorized into different types, such as portrait, landscape, abstract, still life, and historical painting, each with unique stylistic and thematic elements. The structure of a painting involves composition, colour scheme, perspective, and texture, which together create visual harmony and depth. Clarity in painting refers to the precision of details, the coherence of elements, and the intended expression, ensuring effective communication of the artist's vision. Students participated in a **live painting exercise**, where they received constructive feedback to refine their skills. The session concluded with an interactive Q&A, addressing common challenges in painting and offering tailored guidance.

As part of the session, prizes from the previous **Essay Competition** activity were distributed. **Ar. Sushant J** and **Dr Shriman Naveen** faculty of Woxsen University, presented the **1st, 2nd, and 3rd prizes** to the winning students, recognizing their exceptional performance.

The **interactive Q&A segment** provided an opportunity for students to share their painting - related concerns and receive tailored advice from the speakers. The **bilingual delivery** of the workshop (English and Hindi) ensured accessibility for all attendees, creating an inclusive environment that resonated with the diverse audience. This impactful and dynamic session laid the groundwork for empowering students to take charge of their career journeys with clarity and confidence.

Participation:

- **Students:** 35
- **Faculty from Woxsen:** 4 (SoLH: 3 + SoAD: 1)

Follow-Up Plan

The initiative will continue bi-monthly workshops focusing on different themes to refine students' skills, address their challenges, and inspire innovation. By consistently visiting Zilla Parishad High School (ZPHS), Kamkole, SoLH aims to nurture a thriving community and build an inclusive learning environment.

Expected Outcomes

- Students will develop enhanced essay writing and critical thinking skills.
- Recognition through prize distribution will motivate active participation.
- Hands-on activities and feedback will help improve techniques.
- A positive, inclusive learning environment will foster engagement and enthusiasm.

Team Details:

S. No	Name of the Faculty
01	Dr Mohd Shahid Ali
02	Dr Shriman Naveen
03	Dr Jyotasana
04	Ar. Sushant J

CONCLUSION

The this workshop of the *Sow, Grow, Glow* initiative set a strong foundation by addressing career counseling among students. By providing continuous guidance and resources, the program seeks to empower rural youth and create a significant socio-economic impact.

PHOTOGRAPHS OF THE PROGRAM:





Sow, Grow, Glow (SGG): Grow with your Grace and Glow with Faith in yourself

REPORT SUMMARY

1	Program Name	Sow, Grow, Glow (SGG) Grow with your grace and glow with faith in yourself.
2	Duration	December 11, 2024 – October 25, 2025
3.	(Sixth program) Date & Time	March 12, 2025, 10.00 am to 11.00 am
4.	School/Dept	School of Liberal Arts & Humanities (SoLH),
5	Venue	Zilla Parishad High School (ZPHS) Kamkole UM, in Kankole, Munipalli, Sangareddy, Telangana
6.	UN SDG	Goals 01, 04, 05, 10, 16
7.	Activity Type	Workshop
8.	Impact Group	ERS and (School student's Empowerment and overall development)
9.	Total Participants	04
10.	Total Woxsen Students participated	02
11.	Link to LinkedIn post	https://www.linkedin.com/posts/dr-msali_socialinclusion-ersactivity-ethicsresponsibilitysustainability-activity-7305898130284101634-8R2M?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAvIXVcB0r-8x8Qb0Y7q8KS5shdxN2LdRuA

DETAILED REPORT OF THE PROGRAM:

The ‘Sow, Grow, Glow (SGG)’ initiative is a one-year program designed to inspire and motivate school students, particularly minority students from rural and semi-urban areas, through workshops and interactive sessions. Guided by an inclusive approach, this program fosters holistic development. It aligns with the United Nations’ Sustainable Development Goals (SDGs), specifically SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals).

SIXTH ERS PROGRAM: SOCIAL COMMUNICATION

Date: 12th March 2025

Speakers: Prof. Venkatesh B and Dr. Jyotasana

Student Participants: Sara Munish & Anushree K.

The Sow, Grow, Glow initiative hosted a Social Communication program by Prof. Venkatesh B and Dr. Jyotasana. The session provided a dynamic and interactive platform for students to enhance their communication skills and effectively organize their ideas with clarity. Prof. Venkatesh B's discussion covered key social and public communication aspects, emphasizing how individuals can express themselves confidently in different settings. Effective social communication involves understanding verbal and nonverbal cues, active listening, and audience engagement, essential for meaningful interactions. The session explored strategies for communicating, adapting to different social environments, and navigating conversations in public spaces. Students actively participated in a communication exercise, where they practiced real-life scenarios and received constructive feedback to refine their skills. This hands-on approach allowed them to identify areas for improvement and build confidence in expressing their thoughts clearly and effectively.

The session concluded with an interactive Q&A, addressing common challenges in social communication, such as overcoming stage fright, maintaining engaging conversations, and handling diverse social interactions. Participants received personalized guidance, equipping them with practical tools to communicate more effectively in formal and informal settings. By fostering a collaborative and supportive learning environment, the session empowered students to use communication as a powerful tool for connection, persuasion, and self-expression, enhancing their ability to engage meaningfully in social and public interactions.

The interactive Q&A segment allowed students to share their communication-related concerns and receive tailored advice from the speakers. The workshop's bilingual delivery (English and Hindi) ensured accessibility for all attendees, creating an inclusive environment that resonated with the diverse audience. This impactful and dynamic session laid the groundwork for empowering students to take charge of their career journeys with clarity and confidence.

Participation:

- **Students: 35**
- **Faculty from SoLH: 4**
- **SoLH Junior Scholar/Students: 02**

PHOTOGRAPHS OF THE PROGRAM:

www.woxsen.edu.in

WOXSEN UNIVERSITY

ERS Activities for School Students
Organizing by School of Liberal Arts & Humanities

SOW, GROW, GLOW

Grow with your grace, & glow with faith in yourself

Objectives:

- To enhance the overall development of school students by providing exposure to diverse skills and knowledge areas.
- To create an inclusive learning environment that encourages personal growth and active community participation.
- To address important educational, socio-economic, and cultural themes relevant to students' lives.

11th Dec, 2024 to 15th Oct, 2025 (Fortnightly)

Topics:

- English Communication
- Career Counselling
- Essay Writing
- Painting
- Public Speaking
- Social Communication
- Financial Literacy
- Entrepreneurship
- Social Inclusion
- Children's Rights
- Women's Rights
- Hygiene
- General Policy Awareness
- Fellowship/Scholarship Opportunities
- Local Governance
- General Policy Awareness
- Fellowship/Scholarship Opportunities
- Local Governance

For more information contact:
Dr. Mohd Shahid Ali
9013828938

www.woxsen.edu.in

WOXSEN UNIVERSITY

ERS Activities for School Students
Organizing by School of Liberal Arts & Humanities

SOW, GROW, GLOW

Grow with your grace, & glow with faith in yourself

Objectives:

- To enhance the overall development of school students by providing exposure to diverse skills and knowledge areas.
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- To address important educational, socio-economic, and cultural themes relevant to students' lives.

Topic: Social Communication

11th March, 2025

ZPH School Kamkole UM
Kamkole Village Sangareddy Dist.

Lecture Deliver by
Prof. Venkatesh B
Assistant Professor,
SOL.H, Wou.

Activity Conducting by
Dr. Jyotasaana
Assistant Professor,
SOL.H, Wou.

For more information contact:
Dr. Mohd Shahid Ali
9013828938





Follow-Up Plan

The initiative will continue bi-monthly workshops focusing on different themes to refine students' skills, address their challenges, and inspire innovation. By consistently visiting Zilla Parishad High School (ZPHS), Kamkole, SoLH aims to nurture a thriving community and build an inclusive learning environment.

Expected Outcomes

- Students will develop enhanced essay writing and critical thinking skills.
- Recognition through prize distribution will motivate active participation.
- Hands-on activities and feedback will help improve writing techniques.
- A positive, inclusive learning environment will foster engagement and enthusiasm.

WORKSHOPS AND ACTIVITIES

1. **English Communication** – Enhancing proficiency through interactive sessions.
2. **Career Counseling** – Exploring career options and opportunities.
3. **Essay Writing** – Encouraging creativity and critical thinking.
4. **Painting** – Developing artistic skills and self-expression.
5. **Public Speaking** – Building confidence in communication.
6. **Social Communication** – Strengthening interpersonal skills and teamwork.
7. **Financial Literacy** – Promoting financial management and economic awareness.
8. **Entrepreneurship** – Inspiring innovation and venture creation.
9. **Social Inclusion** – Encouraging acceptance and diversity.
10. **Children’s Rights** – Educating about fundamental rights and advocacy.
11. **Women’s Rights** – Promoting gender equality awareness.
12. **Hygiene** – Emphasizing personal and community hygiene.
13. **General Policy Awareness** – Understanding government policies affecting students.
14. **State Fellowship/Scholarship Guidance** –Information regarding academic support.
15. **Central Fellowship/Scholarship Guidance** –Information regarding academic support.
16. **Local Governance** – Educating on civic responsibilities and governance.
17. **E-Governance** – Educating on civic responsibilities and governance.
18. **Final Career Counselling Session**– Educating on civic responsibilities and governance.

OBJECTIVES: The primary objectives of the program are:

1. **Raising Awareness:** Educating students about holistic development as a viable career path.
2. **Motivating Students:** Inspiring students to explore diverse career options through inclusive learning.
3. **Providing Career Alternatives:** Highlighting opportunities in entrepreneurship, academics, and other fields.
4. **Skills Development:** Guiding students in essential leadership, communication, and innovation skills.
5. **Fostering Growth:** Enhancing students' overall development and community engagement.
6. **Addressing Challenges:** Tackling socio-economic and cultural themes affecting students’ lives.

Implementation Plan

- **Frequency:** Twice a month on the second and fourth Wednesdays.
- **Location:** Local schools Zilla Parishad High School (ZPHS) Kamkole
- **Duration:** Each session is 2 hours long.

Team Details:

S. No	Name of the Faculty
01	Dr Mohd Shahid Ali
02	Dr Shriman Naveen
03	Dr Jyotasana
04	Prof. Prof. Venkatesh B

CONCLUSION

This workshop of the *Sow, Grow, Glow* initiative set a strong foundation by addressing career counseling among students. By providing continuous guidance and resources, the program seeks to empower rural youth and create a significant socio-economic impact.

Sow, Grow, Glow (SGG): Grow with your Grace and Glow with Faith in yourself

REPORT SUMMARY

1	Program Name	Sow, Grow, Glow (SGG) Grow with your grace and glow with faith in yourself.
2	Duration	December 11, 2024 – October 25, 2025
3.	(Third program) Date & Time	January 10, 2025, 03.00 am to 05.00 pm
4.	School/Dept	School of Liberal Arts & Humanities (SoLH),
5	Venue	Zilla Parishad High School (ZPHS) Kamkole UM, in Kankole, Munipalli, Sangareddy, Telangana
6.	UN SDG	Goals 01, 04, 05, 10, 16
7.	Activity Type	Workshop
8.	Impact Group	ERS and (School student's Empowerment and overall development)
9.	Total Participants	03
10.	Total Woxsen Students participated	0
11.	Link to LinkedIn post	https://www.linkedin.com/posts/dr-msali_ersactivity-ethicsresponsibility-sustainability-activity-7282081054008496128-4xFf?utm_source=share&utm_medium=member_desktop https://www.linkedin.com/posts/dr-msali_when-a-woxsen-ers-ethics-responsibility-activity-7284163551500349440-rSLt?utm_source=share&utm_medium=member_desktop

DETAILED REPORT OF THE PROGRAM:

The ‘Sow, Grow, Glow (SGG)’ initiative is a one-year program designed to inspire and motivate school students, particularly minority students from rural and semi-urban areas, through workshops and interactive sessions. Guided by an inclusive approach, this program fosters holistic development. It aligns with the United Nations’ Sustainable Development Goals (SDGs), specifically SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals).

WORKSHOPS AND ACTIVITIES

1. **English Communication** – Enhancing proficiency through interactive sessions.
2. **Career Counseling** – Exploring career options and opportunities.
3. **Essay Writing** – Encouraging creativity and critical thinking.

4. **Painting** – Developing artistic skills and self-expression.
5. **Public Speaking** – Building confidence in communication.
6. **Social Communication** – Strengthening interpersonal skills and teamwork.
7. **Financial Literacy** – Promoting financial management and economic awareness.
8. **Entrepreneurship** – Inspiring innovation and venture creation.
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15. **Central Fellowship/Scholarship Guidance** –Information regarding academic support.
16. **Local Governance** – Educating on civic responsibilities and governance.
17. **E-Governance** – Educating on civic responsibilities and governance.
18. **Final Career Counselling Session**– Educating on civic responsibilities and governance.

OBJECTIVES: The primary objectives of the program are:

1. **Raising Awareness:** Educating students about holistic development as a viable career path.
2. **Motivating Students:** Inspiring students to explore diverse career options through inclusive learning.
3. **Providing Career Alternatives:** Highlighting opportunities in entrepreneurship, academics, and other fields.
4. **Skills Development:** Guiding students in essential leadership, communication, and innovation skills.
5. **Fostering Growth:** Enhancing students' overall development and community engagement.
6. **Addressing Challenges:** Tackling socio-economic and cultural themes affecting students’ lives.

Implementation Plan

- **Frequency:** Twice a month on the second and fourth Wednesdays.
- **Location:** Local schools Zilla Parishad High School (ZPHS) Kamkole
- **Duration:** Each session is 2 hours long.

THIRD ERS PROGRAM: ESSAY WRITING

Date: 10th January 2025

Speaker: Dr. Gajanan Pratap Kulkarni, Associate Professor, SoAD.

The **Sow, Grow, Glow** initiative hosted a program on **Essay Writing**, conducted by **Dr. Gajanan Pratap Kulkarni**. The session aimed to enhance students' writing skills, critical thinking, and ability to organize ideas effectively. Dr. Kulkarni covered key aspects of essay writing, including **topic selection, thesis development, structure, and clarity**. He shared practical tips to avoid common mistakes and improve coherence in writing. Students participated in a **live writing exercise**, where they received constructive feedback to refine their skills. The session concluded with an interactive Q&A, addressing common challenges in essay writing and offering tailored guidance.

As part of the session, prizes from the previous **Career Counselling** activity were distributed. **Prof. Konrad Gunesch**, Dean of the School of Liberal Arts and Humanities (SoLH), presented the **1st, 2nd, and 3rd prizes** to the winning students, recognizing their exceptional performance.

Additionally, **Dr. Imran Parray**, who accompanied the team, made a generous contribution by donating his collection of books to the students. This thoughtful gesture added a unique and enriching element to the program, inspiring students to further their academic pursuits. This session was an impactful blend of skill development, recognition, and encouragement, leaving students motivated and better equipped for future challenges.

The **interactive Q&A segment** provided an opportunity for students to share their career-related concerns and receive tailored advice from the speakers. The **bilingual delivery** of the workshop (English and Hindi) ensured accessibility for all attendees, creating an inclusive environment that resonated with the diverse audience. This impactful and dynamic session laid the groundwork for empowering students to take charge of their career journeys with clarity and confidence.

Participation:

- **Students:** 35
- **Faculty from SoLH:** 6

Follow-Up Plan

The initiative will continue bi-monthly workshops focusing on different themes to refine students' skills, address their challenges, and inspire innovation. By consistently visiting Zilla Parishad High School (ZPHS), Kamkole, SoLH aims to nurture a thriving community and build an inclusive learning environment.

Expected Outcomes

- Students will develop enhanced essay writing and critical thinking skills.
- Recognition through prize distribution will motivate active participation.
- Dr. Imran Parray's book donation will support students' academic growth.
- Hands-on activities and feedback will help improve writing techniques.
- A positive, inclusive learning environment will foster engagement and enthusiasm.

Team Details:

S. No	Name of the Faculty
01	Prof. Konrad Gunesch
02	Dr. Gajanan Pratap Kulkarni
03	Dr. Dr. Imran Parray
04	Dr. Mohd Shahid Ali
05	Dr. Shriman Naveen
06	Dr. Jyotasana

CONCLUSION

The this workshop of the *Sow, Grow, Glow* initiative set a strong foundation by addressing career counseling among students. By providing continuous guidance and resources, the program seeks to empower rural youth and create a significant socio-economic impact.

PHOTOGRAPHS OF THE PROGRAM:





ERS PROGRESS REPORT

SCHOOL OF ARTS AND DESIGN

The School of Arts and Design (SOAD), Woxsen University is primarily responsible for conducting activities related to the Sustainable Development Goals (SDGs), 5 - Gender Equality and 13 - Climate Action, as a part of the Ethics, Responsibility and Sustainability (ERS), activities of the institution, and contribute towards realizing the SDGs. The following activity was organized by ERS-SOAD on 7th March as a part of women's day on Woxsen University.

Title of the program: SHELeads - Women Leadership Talk Series (Inaugural Edition)

Programme Summary:

1.	Program Objective	To foster dialogue on gender parity and women's leadership, encouraging students to critically engage with the realities of gender equity in India, and develop leadership skills
2.	Date & Time	22 nd September 2025 10:50-11:50
3.	School/Dept.	School of Arts and Design - Ethics, Responsibility, and Sustainability (ERS)
4.	Venue	Lecture Theatre - 2 Woxsen University Campus
5.	UN SDG	SDG 5: Gender Equality SDG 10: Reduced Inequalities
6.	Activity Type	Leadership Talk Series
7.	Impact Group	Junior Scholars, Students, and Faculty.
8.	Key Personnel Involved	Ms. Valbha Shakya, Deputy Director, Confederation of Indian Industry (CII), Centre for Women Leadership Dr. Adity Saxena - Dean, SOAD, Woxsen University Arun Gupta - Assistant Dean: ERS, SOAD, Woxsen University Prof. Debductta Choudhury Student Volunteer Team - Aswathi S, Harshavardhini Prasanna, Sai Krishna Saanvi Jupudi, Ankitha KP, Ahana Solanki, Hasini Muppa, Jashita Bagga, Laasya Manchukonda

Detailed Report of the Program:

The inaugural edition of **SHELeads - Women Leadership Talk Series** at Woxsen University marked a significant step in fostering meaningful dialogue on gender parity and women leadership.

The session featured **Ms. Valbha Shakya, Deputy Director, Confederation of Indian Industry (CII), Centre for Women Leadership**, who delivered a thought-provoking talk on *"Gender Parity and Women Leadership in India."* Her insights challenged students to look beyond surface-level

narratives, confront workforce disparities, and ask bold questions that matter for building an equitable future.

A unique highlight of this event was the tireless effort of the **student volunteer team**, whose commitment transformed this idea into a successful reality. From planning and logistics to coordination and execution, their dedication showcased the very spirit of leadership this series aims to nurture.

Special acknowledgment was given to **Dean Dr. Adity Saxena** for her constant encouragement and support in driving initiatives that empower students to learn, lead, and create change.

Conclusion:

The inaugural SHELeads session set the tone for an impactful leadership series at Woxsen University. By combining powerful insights from industry leaders with the enthusiasm and energy of students, the program created a platform for dialogue, growth, and empowerment. It reaffirmed the university's commitment to advancing gender equality and cultivating the next generation of leaders.

Photographs of the Program:







NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	Labor Voices: Rights, Realities, and the Road Ahead
2.	Date & Time	8 th May, 2025, 4-5:30 PM
3.	School/Dept	SOLH
4.	Venue	Kamkole Village and Kamkole local Market
5.	UN SDG	SDG 1, 4, 8 & 10
6.	Activity Type	Engaged with local workers about their rights — from fair wages and workplace safety to social security and insurance coverage
7.	Impact Group	LABORS OF KAMKOLE
8.	Total Participants	4
9.	Number and Name Woxsen Student participated	0
10.	Name of Lead faculty member	Prof. Mahesh Admankar
11.	Supportive Faculty members	Dr. Siriman Naveen, Dr Venkatesh Boddu, & Dr. Jyotasana
12.	Link to LinkedIn post.	https://www.linkedin.com/posts/mahesh-admankar-088735b2_laborvoices-ers-internationalworkersday-activity-7326482498803113985-Vj8E?utm_medium=ios_app&rcm=ACoAABf1CSgB0XABakzlio9nDwSt7lq-USWu83A&utm_source=social_share_send&utm_campaign=whatsapp

DETAILED REPORT OF THE PROGRAM:

As part of our semester-end engagement initiative, a team of faculty and students visited Kamkole village, a semi-rural area located on the outskirts of Hyderabad. The primary aim was to interact with local workers, especially those in construction, brick kilns, and agricultural sectors, to better understand their lived experiences, rights awareness, and access to social protection measures. This field engagement is a core part of our broader pedagogical philosophy of experiential learning, wherein real-world interactions test and enrich classroom knowledge. It reflects our institutional commitment to community engagement, policy literacy, and rights-based development. The visit provided critical insights into the intersection of labor, governance, and welfare schemes. We heard directly from workers about systemic barriers, including a lack of documentation, limited awareness about schemes, wage delays, and safety violations.

Activity Conducted:

During the visit, the following activities were undertaken:

1. Community Interaction & Listening Session

- Conducted open group discussions with approximately 40 workers (men and women) from construction and informal sector backgrounds.

- Key issues identified included lack of safety gear, arbitrary wage deductions, and gaps in accessing welfare schemes like ESIC, BOCW, Ayushman Bharat, and PM-Shram Yogi Maandhan Yojana.

2. Rights Awareness and Guidance Session: provided basic legal and procedural information on:

- Fair wage practices
- Occupational safety standards
- Access to health and life insurance
- Grievance redressal mechanisms at local and state levels

3. Skill-Building and Resilience Discussion

- Discussed the importance of worker collectivization, forming or joining unions or self-help groups.
- Emphasized civic literacy to engage with Panchayats, local labor offices, and legal aid centers.

Observations & Insights

- Safety Protocols: Almost nonexistent at work sites; very few had access to helmets, gloves, or protective footwear.
- Wage Transparency: Payments were often made in cash, undocumented, and subject to delays.
- Social Security Awareness: The Majority were unaware of existing schemes or lacked the digital/literacy skills to enroll.
- Policy Mistrust: Workers expressed scepticism about government interventions, citing past experiences of exclusion or benefits being withdrawn.

CONCLUSION AND FOLLOW-UP PLAN:

The visit to Kamkole was a short but powerful intervention that underscored the disconnect between policy design and grassroots realities. While the engagement brought some immediate relief regarding information and guidance, it also pointed to more profound structural gaps in implementing labor laws and welfare schemes. Education and awareness are foundational — without these, even well-intentioned schemes fail to deliver. Workers value dignity and safety over charity; hence, rights-based engagement is crucial. There is a need for sustained civil society and academic involvement in local governance processes.

FOLLOW-UP PLAN:

1. Documentation & Policy Briefing

Prepare a detailed policy memo/report from the visit to share with local administration and labor welfare boards.

2. Establish a Help Desk

In collaboration with legal aid clinics and civil society partners, set up a monthly help desk in Kamkole to assist with documentation, application processes, and grievance redressal.

3. Collaborate with Local Panchayats

Conduct regular sessions for Panchayat leaders on facilitating worker registration and ensuring compliance from contractors and site owners.

4. Long-Term Research & Engagement

Institutionalize this initiative as part of an action-research project aligned with SDGs 8, 10, and 16. Annual visits to monitor progress and integrate findings into the curriculum.

PHOTOGRAPHS OF THE PROGRAM:





ACKNOWLEDGMENT LETTER:

We extend our sincere gratitude to the workers of Kamkole village for sharing their experiences with honesty and trust. Your voices enriched our understanding of labor rights and realities. We also thank **Woxsen University** for its continuous support and encouragement in facilitating such essential programs and fostering a spirit of learning and community engagement.

Thank you to everyone who contributed to making this session a meaningful and successful experience.

With appreciation,
Team Labor Voices

08/05/2025

ERS ACTIVITY: WITH SUMMER SCHOOL STUDENTS

[Aligning with UN SDGs: 4 (Quality Education)]

REPORT SUMMARY:

1.	Program Name	INSPIRING YOUNG MINDS
2.	Date & Time	06.03.2025 & 10 AM – 2: 00 PM
3.	School/Dept	School of Liberal Arts and Humanities (SOLH)
4.	Venue	Woxsen University
5.	UN SDG	SDGs 4, 12 & 16
6.	Activity Type	Field Visit
7.	Impact Group	Summer School Students
8.	Coordinators of the ERS activity	Dr. Naveen Siriman Dr. Jyotasana Dr. Satyanarayana Turangi Dr. Ratnpriya
9.	Total Participants	12
10.	Total Woxsen Student participated	NA
10.	Link to LinkedIn post	https://www.linkedin.com/posts/activity-7337799265173262336-20cj?utm_source=share&utm_medium=member_desktop&rcm=ACoAADR0mw0BM6Kwtb-Ai7n9wgmK2Hn8gAQqmt8

DETAILED REPORT OF THE PROGRAM:

On 30th May 2025, the School of Liberal Arts and Humanities (SOLH), Woxsen University, organized the ERS activity with Summer School Students at Kamkole Village, located in Munipally Mandal, Sangareddy District, Telangana. The summer school students practically explored a typical village atmosphere to learn about the rural areas and to understand the distinction between rural and urban lives. The summer school students learnt and experienced the rural environment what they read in the school books.

Objectives of the ERS initiative:

1. Familiarise the Rural Environment: Expose the summer school students to learn about village society.
2. Educating students: Educate the summer school students on rural areas, i.e., geography, livelihoods, culture, administration, etc.
3. Experiences sharing: Students' interactions with rural community, school children, people and village officials.
4. Activities: Organizing the discussions to distinguish between urban places and rural localities.

At the school, Mr. Umesh, Head of the school and Mr. Syed Azhar, Mathematics teacher both interacted with summer school students and explained about the school. After the teachers' interaction, the summer school students interacted with ZPH school students and shared their schooling experiences; they played interactive games with them.

Our summer school students moved from ZPH Urdu school to the Gram Panchayat office in Kamkole village. We met Mrs. M. Santhosha, Panchayat Secretary, to learn about village administration, management, and different welfare schemes. The Panchayat Secretary explained to the summer internship students on demographic status and socio-economic conditions, rural livelihoods, welfare schemes, education, health, electricity, waste management, etc. This discussion covered various aspects that are aligned with Sustainable Development Goals of No Poverty (1), Good Health and Well-being (3), Quality Education (4), Decent Work and Economic Growth (8), Responsible Consumption and Production (12), and Peace, Justice and Strong Institutions (16).

Through these experiences, students gained a holistic understanding of rural realities, and the interconnected efforts needed to achieve sustainable development.

Timeline:

Timeline of the ERS Activity	
09:30 AM – 09:45 AM	Reaching the summer school students to Kamkole village.
09:45 AM – 10:30 AM	Students' Interaction with of the MEO and school teachers with Dean and Faculty members of SoLH, Woxsen University.
10:30 AM – 11:30 PM	Conducting the activities with the students
11:30 AM – 01:00 PM	Campus visit
01:00 PM – 01.45 PM	Lunch
01:45 PM – 02:00 PM	Students traveling back to ZPH school from Woxsen University

CONCLUSION:

This immersive field visit served as a meaningful learning experience for summer school students, offering them first-hand exposure to the challenges and solutions in rural livelihoods, socio-economic progress, local administration, public policy, waste management, environmental sustainability, primary and secondary education, and the public health system. Engaging with local officials, school teachers, and interacting with healthcare professionals allowed students to draw vital connections between classroom knowledge and ground realities.

No Poverty (1), Good Health and Well-being (3), Quality Education (4), Decent Work and Economic Growth (8), Responsible Consumption and Production (12), and Peace, Justice and Strong Institutions (16).

The visit closely aligned with several UN Sustainable Development Goals (SDGs)- including SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 15 (Life on Land) and SDG 16 (Peace, Justice and Strong Institutions)- demonstrating the importance of interdisciplinary learning in creating socially responsible citizens.

Follow-up Actions:

1. Awareness Campaign in the Village:
 - The students will organize a community awareness campaign focused on:
 - Health and hygiene, especially maternal and reproductive health.
 - Government schemes available for farmers and rural youth.
 - Environmental responsibility, including the importance of tree plantation and waste management.
 - This campaign will include poster-making, short skits, and interactive sessions with villagers and schoolchildren.
2. Sustained Engagement - Next Batch Visit:

A follow-up visit is being planned with the next batch of students, ensuring continuity in learning and engagement. The new group will build upon the previous cohort's activities, especially by monitoring the growth of planted saplings, assessing community feedback, and continuing interactions with local institutions.

3. Reflection Reports & SDG Mapping:

Students from this batch will submit individual reports mapping their observations and learning outcomes with relevant SDGs. These will be compiled and archived as part of a long-term community engagement initiative.

4. Collaboration for Internships & Projects:

Efforts will be made to formalize collaborations with the Panchayat office and Primary Health Center for offering short internships or community projects to interested students.

Through these planned initiatives, we aim to foster a culture of service learning, civic responsibility, and sustainable thinking, contributing meaningfully to both academic development and grassroots change.

PHOTOGRAPHS OF THE PROGRAM:









STEM STARS: INSPIRING GIRLS FOR HIGHER EDUCATION

1. REPORT SUMMARY:

1.1)	Program Name	STEM STARS: INSPIRING GIRLS FOR HIGHER EDUCATION
1.2)	Date & Time	18.03.2025 & 3:00 PM-6:00 PM
1.3)	School/Dept	School of Sciences
1.4)	Venue	Library Basement and Labs
1.5)	Aligned UN SDG	4,5
1.6)	Activity Type	Educational Outreach & Awareness, STEM Career Guidance, Laboratory Exposure & Hands-on Learning
1.7)	Impact Group	Higher Secondary Girl Students
1.8)	Total Participants	~160
1.9)	Total Woxsen Student participated	~30
1.10)	List of staffs involved in the program	All Science Faculties, researchers and instructors
1.11)	Link to LinkedIn post	https://www.linkedin.com/posts/dr-revathi_stemeducation-futurescientists-ersinitiative-activity-7308003378851160064-JJt9?utm_source=share&utm_medium=member_desktop&rcm=ACoAAC4RN1ABRpAibE_MlcYxye9ZYWOwNsGF-FA

2. INTRODUCTION:

As part of the **Ethics, Responsibility, and Sustainability (ERS) initiative**, School of Sciences, Woxsen University hosted a group of **160 students from TGRS and JC Government High School** on **March 18, 2025**, from **3:00 PM to 6:00 PM**. The purpose of this visit was to introduce students to **career opportunities, scholarships, and inspiring contributions of women in STEM**, while also providing them with hands-on exposure to **scientific research and innovation** through lab visits.

3. OBJECTIVE OF THE PROGRAM:

The primary objectives of this program were:

- To **inspire and educate** school students about potential **career opportunities in STEM**.
- To provide guidance on **scholarships and higher education pathways**.
- To encourage young minds, especially girls, by sharing **success stories of great women in STEM**.
- To offer **practical exposure** to scientific experiments and university-level research through **lab visits**.

- To promote a **holistic learning experience** by introducing students to both academic and sports facilities.

4. DETAILED NARRATIVE OF THE PROGRAM:

4.1 Welcome and Orientation

- The students were warmly welcomed by Woxsen faculty, lab instructors and research scholars.
- A brief **orientation session** was conducted, explaining the **agenda and objectives** of the visit.

4.2 Inspirational Talks

Faculty members delivered insightful talks on:

- **Great Women in STEM** – Highlighting pioneering contributions by women in science and technology by Dr. Beauty Pandey
- **Career Opportunities in STEM** – Covering emerging fields and required skills by Dr. Bidisha Roy and Dr. Heeramoni Boro
- **Scholarships for Higher Education** – Guidance on funding opportunities by Dr. Ravilisetty Revathi

4.3 Laboratory Visits

Students explored **cutting-edge research** through guided tours of Woxsen's laboratories, including:

- **Physics Lab** – Demonstrations on fundamental experiments.
- **Electrical Lab** – Learning about circuits and electrical components.
- **Biotechnology Lab** – Understanding the role of biotech in medicine and agriculture.

4.4 Sports Facility Visit

- After an enriching academic tour, the students visited **Woxsen's sports complex**, where they were introduced to various sports facilities, promoting a balanced approach to education and fitness.

5. OUTCOME AND CONCLUSION:

- The students displayed **great enthusiasm and curiosity**, actively engaging with faculty and researchers.
- Many students asked insightful questions regarding **career paths, scholarships, and higher education opportunities**.
- The lab visits sparked keen interest in **scientific experimentation and research**.
- The event successfully **inspired students to consider STEM careers**, aligning with Woxsen University's mission of education, empowerment, and social responsibility.

Looking forward to more such enriching engagements in the future!

6. PHOTOGRAPHS OF THE PROGRAM:











