

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, 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.

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. **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 on inclusive admissions and gender-sensitive practices.
Student Affairs	Provides ongoing academic and financial support for under-represented students.
Academic Deans	Ensure curricula and pedagogy remain inclusive and accessible.
Vice President	Approves annual access targets and monitors 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 and rural 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.

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 scholarships and merit-cum-means schemes 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.
- 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.

8. Monitoring and Evaluation

- The Office of Admissions and Outreach shall compile an Annual Access and Participation Report, including:

- Admission and enrolment data disaggregated by gender, income, and first-generation status.
- Progress against annual targets.
- Outcomes of outreach and lifelong learning programmes.
- 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.
- Student ambassadors will be trained as Access Champions to assist outreach activities in schools and communities.
- HR shall coordinate workshops to promote awareness about inclusive recruitment 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) may be piloted 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.

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:











