

Equality, Diversity, and Inclusion Policy at UPES

At **UPES (University of Petroleum and Energy Studies)**, we are dedicated to cultivating a vibrant academic environment that embraces the principles of equality, diversity, and inclusion. Our commitment to these values stems from our belief that a diverse and inclusive community fosters innovation, creativity, and excellence in teaching, research, and service. As an institution of higher learning, we recognize the importance of creating a supportive and welcoming environment where every member of our university community feels valued, respected, and empowered to thrive.

The Equality, Diversity, and Inclusion Policy serves as a guiding framework for upholding these principles and ensuring that they are reflected in all aspects of university life. This policy reaffirms our unwavering commitment to promoting equality of opportunity, celebrating diversity in all its forms, and fostering a culture of inclusion where every individual is treated with dignity and fairness.

In alignment with our core values and in accordance with national and international standards, this policy outlines our approach to addressing bias and discrimination, promoting gender equality, ensuring accessibility and inclusion, fostering cultural competence, and fostering accountability and continuous improvement. By adhering to the principles outlined in this policy, we strive to create a university community that is characterized by mutual respect, understanding, and collaboration, and that serves as a model of excellence in promoting equality, diversity, and inclusion.

Diversity, Equity & Inclusion

<https://twitter.com/UPESDehradun/status/1640293987087990786> [1]

Meghna Sabharwal's research has extensively focused on Diversity, Equity & Inclusion. Join her as she discusses the challenges women face in progressing to leadership positions.

Register: <https://bit.ly/3IFEIW6>

The poster is for a lecture series at UPES School of Liberal Studies. The title is "Navigating Bias: Examining Barriers to Women's Leadership Advancement". The speaker is Meghna Sabharwal, Professor & Head of the public and non-profit management program at the University of Texas, Dallas. The poster includes a photo of Meghna and a bio: "Meghna focuses on DE&I in public HR management. She has authored 3 books and 55+ peer-reviewed journal articles, and won 4 best paper awards. Meghna serves on editorial boards of top public administration journals and is an Associate Editor of the Review of Public Personnel Administration and Public Integrity." The event is on 31st March, 2023, at 7:00 pm IST. There is a "Register to join" link and a "Register Now" button.

Walking the talk: UPES prioritises inclusion on campus

<https://blog.upes.ac.in/walking-the-talk-upes-prioritises-inclusion-on-campus/>



With the altruistic mission to empower the community and foster a meaningful social impact, UPES inaugurated Project Grow on December 21, 2023, in collaboration with the School for Life. This Corporate Social Responsibility (CSR) initiative is set to make a lasting impact on the lives of UPES housekeeping staff by providing them with three months of communicative English training. The inauguration ceremony witnessed the presence of distinguished guests, including Dr. Sharad Mehra, Chairman, Hydrocarbons Education Research Society (HERS), Mr. Manish Madaan (Registrar), Col. Sanjay Washington (Director CSR), Mr. Rahul Nainwal (Director – School of Business), and Ravi S. Kumar (Deputy Director HR). Their enthusiastic support for the initiative underscored the university's commitment to inclusivity on campus.

Project Grow signifies UPES' commitment to the comprehensive development of its entire community, recognising the pivotal role played by support staff in the university ecosystem. The collaboration between CSR and the School for Life aims to equip housekeeping staff with essential English language skills, crucial in today's globalised world.

Dr. Sharad Mehra, in his speech, acknowledged the challenge of learning a new language, especially in the later stages of life. However, he emphasised, that with perseverance and grit, this challenge could be overcome. He stressed the importance of mutual motivation and encouragement, making the language-learning journey both easy and enjoyable.

Dr. Sharad Mehra, Chairman, Hydrocarbons Education Research Society (HERS), addressing the audience

UPES believes in providing a level playing field and equal opportunities to everyone in the community and dismantling barriers of class and hierarchy.

Project Grow is not just about language proficiency; it aims to bring about holistic development for the housekeeping staff. The program promises several benefits, including:

Supporting Children's Education: Participants will be better equipped to comprehend and assist their children with their school homework.

Boosting Confidence: Housekeeping staff will gain confidence through enhanced communication skills.

Digital Literacy: The program will enable staff to use smartphones more effectively, navigate digital payment apps, and stay informed through online news.

Effective Communication: Participants will learn the art of conveying difficult messages efficiently, contributing to better workplace communication.

Project Grow reflects UPES' forward-thinking approach to community development, transcending traditional boundaries to uplift every member of its community. This initiative not only addresses language barriers but also fosters a sense of empowerment, confidence, and skill development among the housekeeping staff. As UPES continues to set new benchmarks in education, Project Grow stands as a shining example of its commitment to helping people become a better version of themselves and rising above their limitations.

Hues of Holi @UPES

<https://blog.upes.ac.in/down-the-memory-lane/> [2]

UPES EDITORIAL TEAM · MARCH 17, 2022

Students celebrating Holi on campus

Students celebrating Holi on campus after two years; Picture credit: Pradeep Jagwan

From splashing colours to dancing their hearts out, UPES students celebrated Holi on campus after two years with full enthusiasm while authorities made sure that it was a happy and safe Holi for every one



One of the most-celebrated festivals in India, Holi marks the end of winter and arrival of spring. The ritual starts by lighting a bonfire prior to the day of Holi, symbolising the triumph of good over evil. The festival of colours was much-awaited by students, who celebrated it on campus after two years. Here's what they had to say about the celebrations on campus:



Kartik Khanna, MBA Logistics and Supply Chain Management student: "This is one festival that students have always looked forward to, planning it well in advance. On the day of Holi, students gather at the UPES hostel ground where everyone merrily plays with colours and water. Students dance on some famous songs as they enjoy celebrating with their friends."

Holi celebrations

Picture credit: Pradeep Jagwan

Jigyasa Pahwa, BA LLB Corporate Law student: "**Covered in colours everyone looks the same, everybody is equal, and strangers readily become friends.** UPES is my home away from home, not to mention that each festival is celebrated at the campus with great enthusiasm and zest. Holi is planned on a large scale at the campus. The authorities always make sure that it is a happy and safe Holi for each one of us. With vibrant colours, water balloons, exotic dishes, rejuvenating drinks, dance and music, we await this delightful festival. I cannot thank UPES enough for all the experiences that it has added to the book of memories of my college life."

Holi celebrations

Picture credit: Pradeep Jagwan

Rebecca Mishra, BA LLB Criminal Law student: "The general perception towards festivals is that they have a predefined ritual. In the context of Holi, it is playing with gulal and eating hot fritters while dancing to rambunctious dhol beats. Well, UPES does all that and more! UPES students celebrate the festival with such gusto that that no one misses their near and dear ones. It is like having a small family away from home."



Equal Opportunity, Diversity & Inclusion

<https://upes-production-cvb3e7frghdda0a4.z01.azurefd.net/drupal-data/2023-09/principles-of-engagement.pdf> [3]

3.1.1 UPES is committed to **provide equal opportunity to all and attract a diverse and effective workforce with a wide range of abilities, experience and skills.**

3.1.2 Therefore, employment practices in UPES will be **based on merit, qualifications, and competencies suitable to the given role;** and will **not be influenced or affected by an applicant's or**

employee's gender, caste, religion, age (within statutory limits), marital status, nationality, ancestry, ethnicity, geographical origin, sexual orientation, disability, proximity to another employee, or any other trait protected by law.

3.1.3 UPES does not tolerate any form of bias or discrimination against any employee, by virtue of any above indicated trait.

3.1.4 There will be no preference given to any candidate. Existing employees may provide references; however, hiring decision will be solely based on merit.

3.1.5 Any employee involved in the hiring process, found to be **engaging in any type of unlawful discrimination will be subject to disciplinary action**, up to and including termination of employment.

UPES Launches 'Shakti' on its 'Year of Women Empowerment'

<https://www.csrmandate.org/upes-launches-shakti-on-its-year-of-women-empowerment/> [4]



New Delhi, February 2020: The University of Petroleum and Energy Studies (UPES) has announced the launch of Shakti, an initiative envisaged to empower women by implementing multiple initiatives in the areas of training and development, financial aid through scholarship, etc. Launched with the theme 'Accelerating the Gender Equality Journey: Empowering Women from Classroom to Boardroom', the event brought together change-makers from the government, industry, and academia to further the agenda of women's empowerment by institutions of higher learning.

The event that was inaugurated by Meenakshi Lekhi, Member of Parliament, leading actor Tisca Chopra, Sharad Mehra, Chairman – Hydrocarbons Education and Research Society and Dr. S.J. Chopra, Chancellor, UPES, witnessed an engaging discussion on women empowerment. Moderated by Dipti Nair, Editor, YourStory, the discussion had Dr. Renu Batra, Additional Secretary, UGC, Talish Ray, Founding Partner, TRS Law Offices, Rajashree Rao, Head of Partnerships & Ecosystem (APAC), R² Data Labs, Rolls Royce, Vidhu Goyal, Founder & Partner, WONK App, Meenakshi Gupta, Co-Founder, Goonj, and Dr. Vijay Kumar Singh, Dean, School of Law, UPES, as panelists.

While sharing her thoughts on the importance of gender equality in today's world, Meenakshi Lekhi, Member of Parliament said, "I congratulate UPES on the launch of Shakti that will create equal prospects for women all across. There is a strong need to not just provide opportunities but also recognise the efforts and results throughout their journey. And it is equally important for men to be

equal partners. Initiatives like Shakti are a step forward in addressing this issue and bridging the gender gap by empowering women in the real sense.”

The discussion focused upon the narrative of women empowerment in the present era and how the change needs to be initiated at the grassroots levels. It reiterated on the importance of education for women to bring the change that society seeks for today and break the glass ceilings to achieve their dreams.

Women account for 48 percent of India’s population but have not been equal beneficiaries of the country’s rapid economic growth. UPES believes that it’s imperative for educational institutions and boardrooms to reflect the diversity and bring more women into the corporate fold. Lack of financial resources is one of the major reasons that prevent girl students from pursuing quality higher education and fulfilling their dreams. Towards this, UPES has initiated several women empowerment efforts – including offering a 25 percent scholarship exclusively for all female students in 2020.

Commenting on the initiative, Actor Tisca Chopra, said, “Education is an important aspect in the overall development of an individual because it provides unanimous power to analyse and question. I congratulate UPES for its initiative to provide a 25 percent scholarship exclusively for all female students. Discussion around gender disparity is still new in India and initiatives like Shakti are playing a vital role in bridging the gender gap and addressing the matters that are of major concern.”



UPES is running several women-centric CSR programmes like Project Payal – promotion of education for the girl child; Project Samvedna – daycare for children of construction workers; Project Vikalp – skilling rural women towards economic empowerment; and Project Protsaahan – lending support to meritorious students from PYDS Academy of Learning, Purukul, among others. It is one of the very few universities in India that runs a formal leadership training under Shakti, for its women faculty and staff members. The year-long, module-based programme is aimed at propelling women employees to leadership roles by combining their intrinsic qualities with the right skills and knowledge. UPES plans to open up this programme to other corporates in the near future.

While talking about UPES initiatives towards empowering women, Sharad Mehra, Chairman – Hydrocarbons Education and Research Society said, “Through Shakti, we aim to bridge the gender gap and create a difference in the lives of women by empowering them in the real sense. The initiative is inclined towards bringing a systemic change in the way people think about equal opportunities for women in the professional world. We believe that Shakti will inspire many other industry players to initiate such causes, and women empowerment will eventually become a movement in the coming five years.”

The University supports 49 underprivileged girls, lovingly called, ‘Adopted Daughters of UPES’, from villages neighbouring its campus in Dehradun, in their education and holistic development through

extra-curricular activities. The University also works closely with the Purkal Youth Development Society and provides 100 percent of scholarships to female students interested in pursuing higher education at UPES.

UPES gave me a chance to develop holistically

<https://blog.upes.ac.in/upes-gave-me-a-chance-to-develop-holistically/> [5]



SNEHA BANERJEE · JULY 6, 2021

Diversity at the college campus gave me an opportunity to engage with varied perspectives and learn from peers with varied cultural backgrounds

I used to be a science student in school before I took up the BBA program at UPES. Initially, I found it difficult to cope with subjects like Accounts and Finance. But my mentors and professors were a constant source of guidance for me.

Coming from a Tier-2 city to pursue this program, I had to stay away from home for almost three years. During this phase, my interactions with fellow students and exposure to different cultures shaped my thought process and approach towards life.

While the Personality Enhancement Program was a lot of fun, when it came to academics, there were intense case study discussions, presentations, assignments, mid-semester and end-semester examinations. Theoretical knowledge was supplemented with industry visits and internships. The first visit was made to Jawaharlal Nehru Port Trust (JNPT), Mumbai, where I got practical exposure to the port operations for export-import. The second visit was to Eric Apparels, where I learnt about the manufacturing of garments and the process to export them. Thereafter, we went to Usha Martin, which is one of the world's leading manufacturers of wire rope. Here, I got an insight into the manufacturing of various types of wires, ropes, and export/import procedures. Lastly, a visit to Hind Terminals gave me a view into container train operations.



Theoretical knowledge was supplemented with industry visits and internships

My first internship was in the service (logistics) sector with DHE Shipping Services, where I was introduced to the export/import operations. Being a student of Foreign Trade, it was imperative for me to know the custom clearance procedures for both import and export and the compliances and documents pertaining to it. I also interned in the manufacturing sector which helped me in developing both my professional as well as personal skills. I got to know the whole value chain of Indian Made Foreign Liquor (IMFL). It also helped me to learn the linkages between the various stakeholders in the liquor manufacturing industry. My industry guide was a woman who was quite inspiring to work with.

Due to the vast range of disciplines and courses, UPES is home to a sizable student population from diverse backgrounds. The multidisciplinary environment has helped engender a vibrant and engaging campus life. The scenic beauty and verdancy of the surrounding mountains are breath-taking.

The university has various clubs and student chapters that conduct both technical and non-technical events. Cultural activities are a vital part of personality development. From becoming a member of the Discipline Committee, organising an Entrepreneurship Awareness Camp to participating in various events, my UPES journey has been truly transformational. I had the support of my seniors throughout the period of my graduation.

I also got a chance to travel to some of the exotic places around Dehradun – Mussoorie, Dhanaulti and Rishikesh – with friends. I stayed at the university hostel and didn't have to worry about security, comfort or living facilities. Although there were some restrictions with regard to the entry time, overall, it was a great experience. My roommates couldn't have been more perfect for me. Both of them were from different states, cultures and even different specializations – one was from Aviation and the other was from HR. Got to learn a lot from them, not only about their respective domains, but also about their cultures and lifestyles.



I got to learn a lot from my friends, not only about their respective domains, but also about their cultures and lifestyles

My photographs with my friends, having a good time at the campus, never fail to bring a smile to my lips. These are moments that carry a lot of sentimental value for me and will be embedded in my heart as precious memories forever.

[How co-teaching by international faculty is enhancing diversity at UPES](https://blog.upes.ac.in/how-co-teaching-by-international-faculty-is-enhancing-diversity-at-upes/)

<https://blog.upes.ac.in/how-co-teaching-by-international-faculty-is-enhancing-diversity-at-upes/> [6]

[EKTA KASHYAP](#) · FEBRUARY 25, 2022



UPES students get the opportunity to learn from experts hailing from different parts of the world, including Germany, Canada, and the United Kingdom

Instructional delivery plays a crucial role in shaping learners' perspectives. Inclusive educational practices such as co-teaching can provide a unique learning opportunity for students. It is one of the methods of instruction wherein two or more faculty teach as a team in a classroom. There are different models of co-teaching, including One Teach, One Support; Parallel Teaching; Alternative Teaching; Station Teaching; and Team Teaching.

Co-teaching enables students to learn from distinguished faculty hailing from different parts of the world. According to Dr. Sheetal Khanka, Head, Department of International Affairs, and Associate Professor, Organisation Behaviour at UPES, "Diversity in a university provides a platform for students to explore the world beyond the immediate environment. Having an international faculty is an excellent opportunity to experience a subject in a truly global way. The course curriculum and syllabus remain the same, but an international faculty provides a fresh perspective, thus enhancing the students' exposure."

Continuing its pursuit of [providing the best learning experience](#) to its students, UPES has collaborated with several esteemed international faculty. A glimpse at some of the faculty's notable work:

Jan Bauer is a Hamburg-based animation artist, illustrator, writer, and lecturer. He has worked on various formats over the last 20 years including television series, feature films, commercials, shorts, and educational videos for animation and live-action. His key competence is visual storytelling – the transformation of ideas into pictures. Besides being a storyboard artist, Bauer has experience as an animator, layout artist, director, and character and prop designer. He is also an internationally-recognised comic artist. His graphic novel 'The Salty River' has been published in four languages. Bauer has taught at several institutions such as the University of Applied Science, Europe, and Bauhaus University, Weimar.

Vladimir Isailovic is a visual artist, designer, and teacher. Born in Belgrade, Serbia, he pursued his master's from the Institute for Art in Context, Berlin, Germany, and a Diploma in Fine Arts, from the Academy of Fine Arts of Bologna, Italy. Isailovic specialises in game design, video production, sound design, graphic design, painting, engraving, illustration, and curating. He won the Award for Woodcut, Biennale of Young Artists, Kanagawa, Japan and the Award for Installation: Hommage to Hitchcock, Fondazione Zucchelli, Bologna, Italy.

Manfred Naescher is a visual artist from Berlin, Germany. He has studied design in Canada and has several awards and grants to his name, such as the Cultural Foundation of Liechtenstein: Exhibition

Grant. His extensive list of published work includes Still-Ten Watercolours, Faces, and Visiting Shadows, to name a few. Naescher has also conducted several workshops and drawing experiments.

Silvia Perdiguero Romero is well-versed in Spanish, English and Basque, developed throughout a career in, first, international media (BBC in Northern Ireland, EITB and Vocento in Spain, TeleMedia in Hungary, EuroParlTV in Brussels) and then in teaching and facilitation (Theatre of the Oppressed, The Art of Hosting Conversations that Matter). She has delivered workshops on several topics and voluntary work in Northern Ireland, China, Kenya, and Morocco – with programs like Beijing Broads, Active Citizens, ICAN, Grundtvig, and PEACE III.

Basel Naouri is an architect, musician, and designer of immersive spaces and experiences. Originally from Jordan, he is currently based in Berlin, where he is engaged in several projects in the fields of spatial sound, media architecture, and immersive spaces. Naouri's academic and professional work is focused on the cross-section between sound and architecture. He collaborates with architecture and design firms and museums as well as other artists, musicians, and architects on innovative projects, displaying his work in international design events and performances. Naouri is the founder and lead researcher of Timelab for transmedia design and lecturer and artistic researcher at Masters of Media Spaces at UE-A&D, Berlin, Germany.

Rekesh Raj Pandey, originally from Nepal and currently based out of Germany, is an experienced multidisciplinary designer and co-founder of 'Archraphix'. He is passionate about telling stories about brands, products, and companies. He specialises in 2D & 3D animation, VFX, projection mapping to team building and project management.

Bart Kuipers is a professional storyteller, all-round creative writer, teacher and freelance journalist dedicated to creating engaging content for a wide range of audiences. His work includes television screenplays work for children, LGBTQ+ themed short stories, literary critiques, and contributions to political magazines. Kuipers aim is to immerse, inform, and entertain through inventive language, moving narratives, and surprising angles. As an educator, he creates an encouraging environment, a safe space, in which students feel comfortable sharing their thoughts and writings. Kuipers has worked as a Creative Writing Teacher at Boston University and has numerous published works to his credit.

Diversity in education has a direct impact on the students, benefitting them academically and socially. Interactions with faculty from different cultural backgrounds lead to enhanced awareness of the world, improved communication, critical thinking, and thought-processing skills. Students become more empathetic and innovative in their approach to building solutions. UPES will continue to offer an education that is both global and inclusive so students can become better prepared for the complex and pluralistic society.

[Mexico's Carlota to Gambia's Chu Yassa: Campus celebrates diversity with global culinary feast](https://blog.upes.ac.in/mexicos-carlota-to-gambias-chu-yassa-campus-celebrates-diversity-with-global-culinary-feast/)

<https://blog.upes.ac.in/mexicos-carlota-to-gambias-chu-yassa-campus-celebrates-diversity-with-global-culinary-feast/> [7]

[DIANA GEORGE](#) · MAY 9, 2023



One of the many stalls at the International Food Festival at UPES Dehradun

UPES hosts over 60 exchange students from 27 different countries and the event was organised to celebrate the cultural diversity on campus and help foster unity through the medium of food

In a bid to celebrate the cultural diversity on its campus, UPES recently organised its first international food festival on April 24. Exchange students from countries such as Mexico, Bhutan, Ghana, South Sudan, and Nepal, among others, participated in the event.

Mouth-watering fares included Kewa Datshi and Fried Rice of Bhutan, Wai Wai Sadeko of Nepal, Swahili Buns of Ghana, South Sudan's Cassava Leaves, Cameroon's Ndoleh, Chicken Sauce and Fried Potatoes, Mexico's Carlota and Gambia's Chu Yassa.

Anusha Mirza, an exchange student from UAE in 3rd year Product Design, served delectable Chicken Shawarma and Hummus to the long queue of visitors thronging her stall.

She enjoyed making the dishes, she says. "It's been good fun participating in the international food festival. We all enjoyed making Shawarma and Hummus. We hope to participate in another event soon," she adds.

Jenisha Neupane of Nepal is in the final semester of her LL.M. course at UPES. She served her country's "go-to snack" Wai Wai Sadeko at the festival.

Jenisha Neupane (right) and her batchmates serve staple Nepalese snack Wai Wai Sadeko to visitors

"I would like to thank UPES and the Department of International Affairs for the international food festival," Jenisha says. "Personally, for me it was a bonding opportunity with my Indian friends who volunteered to help me before and during the festival. All the participants had a gala time presenting their dishes. We got to taste numerous different flavours in a day," she adds.



Calling the fiesta a "big hit", Jenisha says that seeing so many different people enjoying local Nepalese food made her very happy. "People loved our food so much that they came for second and third servings," she quips.

PhD scholar Armel M Nganda (right) and his friend treat UPES Chancellor Sunil Rai (centre) to Cameroonian dishes



“It was an enriching experience for us as we could showcase Cameroonian culinary know-how,” says PhD scholar Armel M Nganda who prepared two traditional meals Ndoleh and Chicken Sauce with Fried Irish Potatoes. Armel says he was pleasantly surprised to discover the similarities between Indian and Cameroonian food.

His dishes were sold out within minutes and he was elated with the positive feedback he received from students and faculty alike.

According to Dr Sheetal Khanka, Deputy Director, Department of International Affairs (DIA), UPES, the event was intended to be a “showcase of culinary excellence” that would help promote cultural unity on campus.

“It was an opportunity to learn about the cultures and traditions of different countries through the medium of local cuisines,” she added.

The novel idea was floated by some of the 60+ exchange students at UPES who felt that an event like a food festival could help connect different cultures on campus.

The idea immediately found a lot of backers, and a series of meetings and brainstorming sessions later, a plan had been put in place to bring the idea to fruition. With support from different stakeholders at the university, the event was held with much fanfare in the last week of April.

The incredible gala received positive response and earned so many rave reviews that the DIA is now considering making it a biannual event.

“We definitely would like to do this event more often. With the kind of positive feedback we have received, we will organise it two times every year, one in each semester,” Dr Sheetal confirms.

“The event was an amazing bonding platform for all UPES students, staff, faculty, and acknowledged the diversity we have. The international students received encouragement from everyone and their culinary skills were much appreciated. The UPES students got to know more about various cultures. Everyone enjoyed the food, music, songs, and dance celebrations during the event,” she adds before signing off.

[Anti-Discrimination committee](#)

<https://sawebiteupesciproduct01.blob.core.windows.net/drupal-data/pdfs/about-us-mandatory-disclosure/anti-discrimination-cell.pdf> [8]

The UPES committee on Anti-discrimination will oversee steps to prevent any kind of discrimination on campus on the basis of gender, race, caste, marital or civil partnership status, sexual orientation, religion or belief, age, or disability.

Anti – Discrimination Cell

For the Academic Year 1st July, 2021 to June, 2023, the
“Anti-Discrimination Cell” for the UPES Dehradun Campus
would have the following members:

- 1) Mr. Baij Nath, Director-Legal – Chairperson
- 2) Dr. Sanjeev Kumar Dubey – Member – Faculty
- 3) Dr. Shalini Vohra – Member – Faculty
- 4) Mr. Bhishek Singh Member – HR
- 5) Mr. Lakshay Sharma – BA LLB SPZ. (2020) Mob: 7357776333
- 6) Ms. Srishti Das – B.A Public Policy And Administration (2021) Mob: 7037064353

@ Additional members may be co-opted if required.

Further to above constitution the Committee is being reconstituted on 01st March 2022.

The broad illustrative functions of the cell shall be under:

1. The Cell shall try to uphold the dignity of the institution by addressing the concerns (if any) brought into the notice related to discrimination in offering or receiving education inside the campus.
2. The Cell will try to provide due redressal into the allegations of depriving a student or a group of students on the basis of caste, creed, race, religion, language, ethnicity, gender, disability etc. to education of any type of at any end.
3. The Cell shall endeavor to safeguard interest of the students without any prejudice to their caste, creed, religion etc. and also to eliminate discrimination against or harassment of any students in all forms as well as to promote equality among students of all sections of the society in the University.
4. The Cell will endeavor to provide preventive and protective measures to facilitate eradication of discrimination of any form or harassment and punishments for those who indulge in such activities.
5. The students can contact the Cell in the below mentioned address:

Mr. Baij Nath bnath@ddn.upes.ac.in Mobile No. 9411114434

Mr. Bhishek Singh bhishek.singh@ddn.upes.ac.in Mobile No. 9997777297.

The email ID of Anti-Discrimination Cell is: antidiscell@upes.ac.in

Dr. Sunil Rai
Vice Chancellor



UPES POLICY ON PREVENTION OF SEXUAL HARRASSMENT AGAINST WOMEN

<https://upes-production-cvb3e7frghdda0a4.z01.azurefd.net/drupal-data/2023-09/prevention-of-sexual-harrassment-against-women.pdf> [9]

THE UPES is committed to provide safe working and academic environment to all girl students and its women employees. Salient aspects of the UPES rules and regulations covering prevention and redressal of sexual harassment complaints against women are given in the succeeding paragraphs. UPES provisions have been framed in accordance with the existing law viz– The Sexual Harrassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

ICC (PREVENTION, MONITORING AND GENDER SENSITIZATION)

Objectives

- Prevent discrimination and sexual harassment against women by promoting gender amity among students and employees.
 - ✓ By publicizing the policy through multimedia, posters, notices etc.
 - ✓ To plan and organize training workshops by outside experts for select groups.
 - ✓ To support structured gender sensitization sessions conducted by the UPES counselors for student and faculty/staff.
 - ✓ To organize gender sensitization focus groups among campus hostel students.
 - To visit classrooms/ labs/ library/ girls hostels/ campus rounds to randomly ascertain the level of perceptions of safety amongst women. The observations and particulars be recorded.
 - To carry out, crisis management and mediation whenever called upon, to do so.
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- The committee will monitor adequacy of women safety measures like street lighting, traffic regulation etc. and recommend up gradations on as required basis.
 - The committee will have women and student representatives from all the Colleges, who will act as Women Harassment Preventive Cells of respective Colleges.
 - The Committee will also maintain coordination with Women Cell of Dehradun Police to uphold the policy on sexual harassment.

Action on receipt of Inputs

- On receipt of any kind of verbal, written or information about grievance or simmering discontent on account of harassment of any women, it will be reported to the Vice Chairperson at the earliest.
- Vice Chairperson will consult Chairperson and Member Secretary and decide if the case be handled as per OGRS or by the Preventive Committee or handed over to Complaint Redressal Committee. Case will then be progressed accordingly.

ICC (COMPLAINT REDRESSAL)

Objectives:

- Prevent discrimination and sexual harassment against women by promoting gender amity among students and employees.
- Deal with cases in a time bound manner as per provisions contained in the Act 2013, referred above.
- It will act to ensure support services to the victim complainant as also cessation of harassment.
- Examine and investigate all complaints of the UPES in accordance with detailed provisions laid down vide the abovementioned law.
- Recommend appropriate punitive action against the guilty party.
- All consultations and proceedings of ICC and identity of the victim will be kept strictly confidential as far as possible. To recommend action against the complainant in case the complaint is found to be false or malicious or evidence tendered is found to be false.

The aforementioned law has conferred the ICC, with the powers of summoning / enforcing attendance of witness, taking their deposition on oath and production of such documents / evidence as may be required.

DEFINITIONS

Sexual harassment means and includes the “unwelcome” sexually determined behavior “whether directly or by implication” and also;

- Demand or request for sexual favors;
 - Sexually colored or double meaning or unsavory remarks;
 - Showing pornography or other offensive or derogatory pictures, cartoons, pamphlets or sayings;
 - Other unwelcome physical, verbal or non verbal conduct of sexual nature.
 - Eve teasing, jokes causing or likely to cause awkwardness or embarrassment, innuendos and taunts;
 - Gender based insults and taunts;
 - Unwelcome sexual overtones in any manner: such as over telephone/ mobile/ social media (Facebook, Twitter, Whats Apps etc (repeated missed calls, obnoxious calls or sms /mms messages/ circulation of pictures / posting of videos. Even keeping of someone else’s obscene picture in mobile/ computer / hard copy or any other device is prohibited.
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- Physical contact and advances, touching and brushing and brushing against any part of the body, including forcible physical touch or molestation of any kind;
 - Physical confinement against one’s will or any other act likely to violate one’s privacy.

(Authority - The Sexual Harrassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and UPES Policy against Sexual Harassment, under the Employee Welfare Scheme Version 1.1)

PROCEDURE FOR APPROACHING THE ICC

Any person feeling aggrieved of such offence by any employee or student of the UPES may complain in writing / by email to Member secretary, Convener or Chairperson. Confidential mail ID for the purpose is as follows;

dsafeedback@gmail.com

UPES Strategic Plan

<https://upes-production-cvb3e7frghdda0a4.z01.azurefd.net/drupal-data/2023-09/upes-strategic-plan-2018-22.pdf> [10]



INCLUSIVITY

Outreach & Inclusivity

- **5% students to be International-750 full time students, 250 exchange students incoming and outgoing**
- **Raise gender ratio from 75:25 to 60: 40**
- **25% Scholarship to girl students by 2020**
- **Strengthening CSR**
 - **Adopting nearby villages**
 - **Scholarship for girls**
 - **Woman Leadership Program from Classroom to Boardroom**

UPES continues to champion gender equity with ‘Shakti’ scholarship

<https://blog.upes.ac.in/upes-continues-to-champion-gender-equity-with-shakti-scholarship/> [11]

MANSHA DHINGRA · FEBRUARY 2, 2021

As a premier institution of learning, UPES strives to cultivate an inclusive, gender-diverse environment that fosters the development and growth of women leaders

According to the 75th National Sample Survey conducted by the National Statistical Office (NSO) from July 2017 to June 2018, India’s country-wide female literacy rate stood at 70.3%; the male literacy rate was 84.7%, and the average literacy rate was 77.7%. Kerala topped the list with the highest female literacy rate of 95.2%, while Rajasthan was the



worst performing state with only 57.6% of its female population being literate.

These statistics emphasise the need for a multidimensional approach to bridge the gender divide from an early age. This can be achieved by focussing on women’s skill development training and by encouraging them to pursue higher education, especially in STEM (Science, Technology, Engineering, and Mathematics). These competencies will enable women to participate in every aspect of life and become active contributors to the economy.

Certain actions can be taken to obliterate the gender gap in schools, universities, and workplaces and bring about tangible benefits at sustainable costs. As a premier institution of learning, UPES strives to cultivate an inclusive, gender-diverse environment that fosters the development and growth of women leaders.

Through its Shakti initiative, the university aims to help women realise their potential, focus on their holistic growth, and help in nation-building. UPES endeavours to encourage more female students for the ‘classroom to boardroom’ journey and prepare women leaders across various sectors.

The scholarship offered under Shakti benefitted 1300 female students in 2020. To encourage more female students to continue their higher education after class 12th, UPES is continuing its scholarship program initiated in the year 2020. For the academic year 2021, UPES has announced a 20% scholarship for girls.

Apart from the scholarship for the female students, UPES has been working towards empowering women of all age groups through its Corporate Social Responsibility (CSR) wing. It has undertaken several initiatives that facilitate women to focus on their development through formal education, skill training, and personality development.

As part of the initiative, 30 women employees enrolled in a nine-month program focusing on adaptive skills, emotional intelligence, business communication, and team management.

Richa Choudhary, Associate Professor and a Shakti member at UPES, says, “The initiative was started in the year 2018 to develop leadership skills in women employees. And since then, Shakti has become a movement that is impacting women beyond UPES as well.”

She adds, “My Shakti journey was of nine months. It was a unique experience, which helped me understand the true meaning of leadership, emotions, and innovation, and guided me to think out of the box. Leadership training taught me the art of emotion management. The initiative boosted my confidence and changed the way I perceive life. I appreciate the efforts and dedication UPES management is putting in this initiative to bring a significant change around us through women empowerment.”

Rajeshwari Deb, Assistant Director at UPES, says, “Women make up 51% of the global population, contributing \$28 trillion to the world’s economy. Still, their voices go unnoticed in many areas of life. For any country to progress and prosper, these voices must be heard, and significant steps should be taken to ensure that it amplifies from ‘whisper to resonance’. UPES has always believed in gender equality and encouraged women to reverberate from ‘classroom to boardroom’. In this endeavour, the 20% scholarship introduced would support girls by providing an opportunity to study and make a significant contribution towards the society and the world.”

The following projects are part of the Shakti initiative:

Project Payal

Under project Payal, meritorious girls from underprivileged background in neighbouring villages are given financial support, opportunities, and platform for their overall personality development. Referred to as the ‘Daughters of UPES’, they are mentored by the UPES-CSR faculty and student volunteers through summer school training programs, competitions, and awareness trips to various schools at UPES.

Project Samvedna

Under this project, children of construction workers on campus are provided with adequate education and day-care support. A ‘day school’ has been set up on the UPES campus with all the necessary facilities including mid-day meals, washrooms, drinking water, clothing, books, and full-time teachers. These children also undergo routine medical check-ups by the team of doctors serving at the UPES infirmary.

Project Vikalp

Under project Vikalp, women from neighbouring villages are empowered to be financially independent. Supported by the Department of Science and Technology, Government of India (till June 2018), the project currently has two components:

Paper recycling: Focuses primarily on the manufacturing of ‘Green Pencils’ on a large scale, contributing to environmental preservation while ensuring substantial income to the women associated with it.

Identification and cultivation of medicinal and aromatic plant species: Participation in cultivating medicinal and aromatic plants encouraged women and helped in generating income. UPES-CSR is also helping women entrepreneurs in various ways to market their products and is exploring options to augment their economic empowerment.

Project Protsaahan

Under project Protsaahan, underprivileged meritorious students from the Purkal Youth Development Society are given admissions at UPES. The project takes care of the complete fees of two students, provides stipend during internships, a faculty to mentor and monitor academic and co-curricular progress, and a member from the Career Services team to assist in internships and placements.

Sharing her views on Shakti, Seema Bedi, Assistant Director, Corporate Relations, says, “Shakti was an empowering experience for me; it was an awakening and transformation of the inner self. The initiative aims to bring a systemic change in the way people think about gender parity.”

Geetanjali Raghav, Associate Professor at UPES School of Engineering says, “Shakti started in 2018, and I was privileged to be a part of its pilot batch. It was an enthralling experience. I got inspired to push my boundaries and explore new opportunities. The initiative was an opportunity for self-awareness and leadership and encouraged me to evolve as a person. It was a nine-month module filled with learning, introspecting, unlearning, and relearning. It was executed brilliantly, and the well thought out modules were expertly delivered by the trainers. UPES has extended this program on pillars such as scholarship on tuition fees exclusively for females and more CSR activities for underprivileged women and girls. I believe that we are yet to see the best of it. I feel honoured to be a part of the movement, and I am grateful to the people who were involved in its inception.”

Dr. Sunil Rai, Vice-Chancellor, UPES, shares, “Economic success, the progress of societies, and upliftment of communities cannot be realised without women power. As a university, we aim to empower them through education, training and development and opportunities to explore their potential. It is hearting to see that girls from the metro and non-metro cities are opting to pursue their dreams in non-traditional fields.”

UPES goes the extra mile to promote gender parity

<https://blog.upes.ac.in/international-day-of-girl-child-upes-goes-the-extra-mile-to-create-gender-diversity-on-campus/> [12]

BY A CORRESPONDENT · OCTOBER 10, 2020

As we celebrate the International Day of the Girl Child, it is a matter of pride for UPES to see UNICEF’s theme for this year – ‘My voice, our equal future’ – in alignment with the university’s vision

According to July 2017 to June 2018 survey by the National Statistical Office, the literacy rate of men in India stands at 84.7 per cent while that of women at 70.3 per cent. It’s a difference of around 15 percentage points. However, over time, the gap has been shrinking, hinting at a growing inclination for women’s education — a significant step towards closing the gap.

A patriarchal mindset, gender stereotypes, and financial difficulties are the three major hurdles that stop girls from taking the leap of pursuing higher education. To bolster the family income, when parents go out for work, the burden of managing the household chores squarely falls on the girls. As a result, education takes a backseat, and with it, their future. Indian women contribute a paltry 18 per cent to the nation’s GDP – one of the lowest in the world.



Education is the tool to empower the girl child and give her the clarity of mind to make decisions that will help her realise her dreams. It is the means through which she can improve her quality of life, lead to equitable development, and have a wide-ranging impact on the society and the nation. With this vision, UPES launched the 'Shakti' scholarship this year. The university announced an unconditional 25% scholarship to all girl students applying for all under-graduate and post-graduate courses starting with the session of 2020. Today, as we celebrate the International Day of the Girl Child, it is a matter of pride for UPES to see UNICEF's theme for this year – 'My voice, our equal future' – in alignment with the university's vision.

'Shakti', a Hindi word, means power, strength, or force. The vision of the 'Shakti' scholarship is to change how the world perceives women's power. It strives to empower them with the mindset to shatter the glass ceiling, silence the noise of patriarchy, break the tall boundaries of stereotypes, and ascend the summit of financial liberty. The 'Shakti' offer of 25 percent scholarship is a step closer to reinforcing the vision, speeding up the gender equality journey, and creating a more gender diverse equation on the campus. Besides the 'Shakti' scholarship, the university offers a 33 percent domicile concession to Uttarakhand's bonafide girl students.

The university also runs a 'Shakti' program that fosters the development of women leaders working with the institution. An intensive selection process handpicks a batch of 30 women employees and enrolls them in the meticulously designed 9-month program focusing on adaptive skills, emotional intelligence, business communication, and team management.

UPES has always been at the forefront of fostering an inclusive, gender diverse environment. The 'Shakti' initiative is a testament to its proposition of being a 'university with a purpose'. For the past 17 years, the purpose has been to give students the tools to craft their careers, irrespective of their gender, and bring about the change they want to see in the society.

[Dual incentive for Uttarakhand girls at UPES](https://blog.upes.ac.in/dual-incentive-for-girl-students-at-upes/)

<https://blog.upes.ac.in/dual-incentive-for-girl-students-at-upes/> [13]

PREETI ANEJA · AUGUST 7, 2020

UPES, under its Shakti initiative, is offering scholarship to all girl candidates for 2020 intake, but there is an additional fee concession for those who have a domicile in Uttarakhand

Women's education and empowerment are the indicators of development for any nation. Despite all the progress India has achieved since its independence, issues such as patriarchy, gender stereotypes and lack of financial support have been restraining women from pursuing higher education.



In order to promote girls' education in Uttarakhand and augment gender diversity on campus, UPES has announced a unique scholarship scheme as part of its women's empowerment initiative – Shakti. UPES is offering 25% scholarship on tuition fees to all girls taking admission in any of the undergraduate and postgraduate programmes for 2020 intake. Plus, there is an extra 33% concession for girls who have a domicile in Uttarakhand. For fee calculation, 33% concession will be applied first

and thereafter 25% scholarship to girls will be calculated on the reduced amount. This is being seen as big boost for the girl students who aspire for higher education but do not have the means to pursue it.

“Girls in classrooms pave the foundation for diversity at workplace,” says Dr. Sheetal Khanka, Professor & Head, Internationality, at UPES. “Be it Law, Business, Engineering or Health Sciences, a diverse classroom would surely help in building broad-based organisations, and subsequently, a progressive nation. This dual scholarship will indeed be a huge support for girls who wish to pursue higher education,” she adds.

UPES has announced a unique scholarship scheme as part of its women’s empowerment initiative – Shakti

Sharing her views on the unfulfilled academic aspirations of women, Dr. Shambhavi Sinha, a Shakti alumna and a core member of team Academic Strategy at UPES, says, “In an average family struggling to earn their daily bread, the girl child often fails to see the blackboard. Rather, the family prefers to save the same amount of money for the girl’s wedding instead of spending it on her education. The Shakti scholarships would serve as the silver lining and provide the financial cushion by making the family less hesitant to invest in the education of the girl child. This would surely provide wings to girls in Uttarakhand to fly high, stand tall and break the glass ceiling.”

Dr Juhi Garg, Deputy Director, Shakti projects at UPES, also lauds this move of providing fee concessions for the female candidates. “Quality Education is not just a dream; it’s the fundamental right of every girl. We, at UPES, value dreams and are determined to give wings to them through world-class education. UPES is celebrating 2020 as the Year of Women’s Empowerment and offering a scholarship of 25% to all girl students for the entire program duration. The domicile fee concession is an added bonus.” Not only this, as part of Shakti, all the girl students will be given exclusive access to Shakti Club wherein they will get a golden chance to undergo a transformative journey ‘From the Classroom to the Boardroom’. They will be nurtured through continuous motivation and mentoring from industry leaders and experts via web talk series, clubs activities and community service projects, among other things.

Emphasising the importance of girls’ education, Brahmleen Kaur, a Shakti alumna and a member of the Incubation Cell at UPES, explains, “Girls’ education and women’s empowerment are the two pillars of SHAKTI projects. If we think deeper about it, it is not just an initiative for a better tomorrow, but also to make India a stronger nation.”

“Equitable quality education for all girls is a must to build a roadmap for prosperity,” appends Pooja Khanna, another proud Shakti alumna and an employability coach at UPES.

UPES is a university with a purpose. This move to incentivize girls’ education is expected to open doors for many small-town girls and fuel their dreams and ambitions, besides creating a far-reaching impact on gender diversity at the campus.

[ACM-W Champions Gender Parity on Campus](https://blog.upes.ac.in/acm-w-champions-gender-parity-on-campus/)

<https://blog.upes.ac.in/acm-w-champions-gender-parity-on-campus/> [14]

BY A CORRESPONDENT · MARCH 5, 2020

ACM-W, women's wing of Association for Computing Machinery, is a student chapter at UPES with a women-focussed outlook.

In today's machine-oriented world where technology is enhancing the way we live, work and play, it really seems quite unfair to see a huge gap in gender parity, especially in the world of technology. There is no question that with proper training, workshops and events, the field of technology can help create a brighter future for women.



The UPES Association for Computing Machinery-Women (ACM-W) Student Chapter, sister chapter of the global organisation, was founded in 2015 and is the first active student chapter of UPES that provides a platform where they can exhibit their knack for technology. At ACM-W, the idea is to create a conducive environment where everyone receives equal opportunities and works hand in hand.

The chapter aims to highlight the fact that women deserve an equal standing alongside men in the field of technology. In a bid to achieve this goal, ACM-W has organised various technical and non-technical events for women over the past few years, including Superwomen and Tech-Xhibition.

ACM-W India Celebrations of Women in Computing (AICWiC) celebrates and supports instilling full engagement of women in the field of computing and technology. It supports women professionally and academically through role-modeling and mentoring in the field of technology. ACM-W, under AICWiC, held the Women Faculty Summit in 2016, an exclusive interaction between leading women in technology, academics and researchers in computing. Dr. Margaret Burnett, a distinguished international speaker, from School of Electrical Engineering and Computer Science, Oregon State University, delivered an intriguing and insightful keynote on Research Experiences for Undergraduates: Best Practices. Our Distinguished Speaker Program (DSP. Dr. Burnett spoke on Womeneconomics and Gender-Inclusive Software: What the Software Industry Needs to Know.

In 2018, UPES ACM-W hosted the 'ACM-W India Regional Celebration for Women in Computing'. A two-day event, it comprised activities curated exclusively for girls and aimed to make them aware of the endless opportunities that could make them stand out and shine.

For its efforts towards women's empowerment, ACM-W was awarded the runner-up position for 'Best Student Chapter' by ACM India. It believes that putting women's vision into effect would pave the way for a brighter future.

[How education can dispel gender stereotypes](https://blog.upes.ac.in/how-education-can-dispel-gender-stereotypes/)

<https://blog.upes.ac.in/how-education-can-dispel-gender-stereotypes/> [15]

SHAILJA KATYAL VERMA · FEBRUARY 11, 2020



Parents and educators are key facilitators who can help dispel stereotypes that discourage girls from pursuing higher education. And one of the best ways to do that is to create enabling ecosystems for them, helping them fructify their dreams and career goals

Incentivising education

Experience in scores of countries shows the importance of providing enablers such as stipends and scholarships. A recent study conducted by CRY affirms that incentivisation, an enabling environment, self-motivation or motivation by parents and community inspired 88 per cent of the girls to work towards their dreams of higher education and a career.

Societal interventions

Researchers believe that parents and educators can make a huge difference in bridging the gender gaps. Given how pervasive gender stereotypes are, girls need to be shielded from the belief that they're less intellectually capable than boys. It is worth questioning, for instance, as to why young girls are gifted kitchen sets or dolls, while young boys in the same family are showered with gizmos.

Unlocking potential

An effective strategy for countering stereotypes is to help girls adopt a growth mindset and nurture the belief that their abilities can be honed as opposed to being static. Negative stereotypes rest on the assumption that girls lack the innate ability required for success. Reinforcing how skills change and develop over time challenges this belief.

Stereotypes can also be debunked by exposing girls to the right role models, giving them a chance to envision themselves emulating the path to success.

Challenging patriarchy

There is a continuing gender bias and it is reflected in the statistics. The societal pressures perpetuating patriarchal notions of domesticity is one of the major reasons why women are deterred from pursuing higher education, and subsequently, a career.

This gender bias leaves women with a tougher battle to fight, but it's challenge they must take head-on. By relentlessly focussing on their goals and aspirations, women can, indeed, build successful careers for themselves.

Access to STEM courses

Stereotyping women as caregivers and homemakers often restricts their academic interests to teaching, nursing, liberal arts, home economics and so on. There are, of course, exceptions, but they are few and far between. In order to participate effectively in the jobs of the future, girls should be encouraged to pursue STEM (science, technology, engineering and mathematics) education.

STEM education can open up new avenues for girls and equip them with the tools to excel in future workplaces, particularly in jobs that involve the use of technologies such as automation, robotics, data science and artificial intelligence.

Some of the highest-paying jobs in the world today are in the technology space, and if girls form a tiny percentage of the students enrolling in higher education in Information and Communications Technology (ICT), the skill and pay gap will keep on widening. STEM education is also critical for imparting 21st-century skills such as analytical thinking and creative problem solving.

Enabling women to make informed choices

Some of the clearest examples of gender disparity can be found in the area of education. Hence, it continues to be one of the most critical areas of empowerment for women.

Offering girls quality education is the surest way of enabling them to make genuine choices about the kind of lives they wish to lead. It can make a huge difference to the lives of millions of women across the globe.

An educated woman is an empowered woman – a woman who is equipped with the skills, information and self-confidence that she needs to be a go-getter, an evolved leader and a global citizen!

Parents and educators are key facilitators who can help dispel stereotypes that discourage girls from pursuing higher education. And one of the best ways to do that is to create enabling ecosystems for them, helping them fructify their dreams and career goals.

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Stereotypes can also be debunked by exposing girls to the right role models, giving them a chance to envision themselves emulating the path to success.

Learning outcomes

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This gender bias leaves women with a tougher battle to fight, but it's challenge they must take head-on. By relentlessly focussing on their goals and aspirations, women can, indeed, build successful careers for themselves.

Girl Education

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Conclusion

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[UPES Shakti – Bridging the Gender Gap from Classroom to Boardroom](https://blog.upes.ac.in/upes-shakti-bridging-gender-gap-from-classroom-to-boardroom/)

<https://blog.upes.ac.in/upes-shakti-bridging-gender-gap-from-classroom-to-boardroom/> [16]



BY A CORRESPONDENT · FEBRUARY 4, 2020

Women's education in India is still a hot topic of discussion. Patriarchal mindset, gender stereotyping, lack of financial support are a few hindrances women face while pursuing their education. Ministry of Statistics finds out the literacy rate of adults (age 15 years and above) to be 78.8% for men while only 59.3% for women. This disparity further reflects women's participation in the workforce with a paltry 25.8% as compared to 73.3% for men.

Bridging this gap by facilitating women to pursue their higher education gave birth to the 'Shakti' initiative. Shakti means 'Power' in Hindi. And we strive to empower women through education to prepare them to work towards their aspirations, cultivate a strong workforce across all levels, and contribute to the growth of the nation.

shakti

Bridging the gap by facilitating women to pursue their higher education gave birth to the 'Shakti' initiative.

As all noble deeds begin at home, Shakti too initiated with the women at UPES. A 9-month program stretched over 5 modules, was designed to train women for holistic development, hone their skills, and inculcate leadership spirit. The program selects women through an intensive selection process and trains them in adaptive skills, emotional intelligence, business and professional communication, and team management. The five modules, each meticulously designed, covers areas of personal assessment, leadership training, and building one's personal brand. Apart from these, talks are also held where leaders like Lt. General TS Shergill, Neel V Broker (laureate EMEAA region), and Linda Brown (laureate Australia and New Zealand), share their stories and inspire the group. Two batches have successfully completed the nine-month program.

Continuing with the same vision, the Shakti initiative extended its purview to include girl students enrolling in UPES by providing them with a 25% scholarship on the tuition fees. The scholarship will apply to the entire program duration for all Undergraduate and Postgraduate students from the academic year 2020.

Shakti was launched on February 4, 2020, in the presence of dignitaries, women achievers, senior industry members, and UPES faculty. Smt. Meenakshi Lekhi, Member of Parliament, delivered the keynote address and stated that women are looking for equal treatment and opportunities. Actor, Tisca Chopra, congratulated UPES on starting Shakti and elucidated the importance of education as it

gives exposure, helps to understand a situation, and questions the status quo to change it. She insisted that both men and women should question the age-old mindset we are following and together cultivate an inclusive environment to drive the change.

UPES Shakti Event

Esteem Panelists @ Shakti Launch

A panel discussion on 'Accelerating the gender equality journey from classrooms to the boardrooms,' was moderated by Ms. Dipti Nair (YourStory) that saw women leaders share their journey while highlighting the challenges and remedies. Dr. Renu Batra, UGC, spoke of the importance of role models and mentors for women in their journey and credited her mother for insisting her to pursue education. Ms. Talish Ray, TRS Law Offices, Ms. Rajshree Rao, Rolls Royce, and Ms. Vidhu Goyal WONK app, urged women to take risks, ask questions, stand up for their rights, and most importantly keep working towards achieving their dreams. Failure should not be a deterrent but a catalyst for success and growth. Panelists agreed with Ms. Meenakshi Gupta, (Goonj), in cultivating a social atmosphere where education for women should be aimed at creating leaders. At the same time, Mr. Vijay Singh, UPES School of Law, explained how men should discuss the gender inequality and collectively drive the initiative forward.

Ms. Stuti Gandhi, UPES, in her closing remark, reminded universities and corporates to create an inclusive environment that'll foster not just women pursuing education but also encourage men to contribute to the change. She envisioned the initiative to turn into a movement that will offer quality education as a means to empower women and equip them with modern-day skills and make them future-ready.

UPES has declared 2020 as the 'Year of Women Empowerment,' and continues to undertake such initiatives to promote girl child education and nurture women working in UPES for leadership roles. To know more about the programmes and admissions for 2020, visit upes.ac.in.

[Promoting Girls' Education: Ensuring a Healthier and Happier Society](https://blog.upes.ac.in/promoting-girls-education-ensuring-a-healthier-and-happier-society/)

<https://blog.upes.ac.in/promoting-girls-education-ensuring-a-healthier-and-happier-society/> [17]

MANSHA DHINGRA · JANUARY 7, 2020

Education is a basic human right, yet there are millions of children who are deprived of this right. Constituting approximately half of the world's population, women form a significant global resource. Therefore, girl education becomes important for the development of the society. It is often said, "If you educate a man, you educate an individual, but if you educate a woman you educate a family". Needless to say, when girls are educated, they go on to better their lives and that of their families, communities, and countries.

Let's look at some ways in which girl's education can make a difference in society:

1. Improve socio-economic growth: Education is a way through which the vicious cycle of abuse, poverty, and subjugation of women can be disrupted. Educated women can lead productive, healthier and happier lives; thereby increasing the standard of living. If girls are not given basic education, it can hamper the stability and development of the entire world.

2. Reduce child marriages: Child marriage can result in the end of a girl's schooling. This is primarily due to uneducated mothers without any effective measures to build healthy, educated families. On the other hand, if women are well-read, they typically marry later, when they are ready to shoulder the responsibility of their family and children.

3. Educate the next generation: Literate women understand the importance of education well and ensure that their children, especially the girls, receive a formal education. It makes them aware of their rights, improves their knowledge and skills, increases the chances of employability, and has a positive influence on society.



UPES gives 25% scholarship to all girl students for the complete program duration.

4. Decrease malnutrition: Educated women are well-aware of their surroundings and know how to keep their families and children healthy. This includes health care, better nutrition, sanitation and emphasis on overall health and well-being.

5. Empower women: Educated girls and women can make decisions that benefit their family and community. They are less likely to accept domestic violence and are always ready to take up cudgels against any form of injustice, for themselves and for others who might need their help.

Creating awareness about the importance of educating girls and addressing the issue of gender disparity in education, requires constant support from all stakeholders. Due to the global scarcity of resources, it is vital to adopt a coordinated and integrated approach instead of duplicating efforts and working individually without adequate consultation or collaboration. UPES, Dehradun has taken a small step to address this issue. The university gives 25% scholarship to all girl students for the complete program duration.

Girl education is the best investment that can be made anywhere in the world. In order to tackle the issue of gender disparity in classrooms, there needs to be greater awareness regarding the importance of educating girls among parents, educators, academicians and the community at large. Once the society is sensitised to this glaring issue, there may be a greater possibility that more and more girls will be educated.

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