

# NAVIGATING THE TERRAIN OF GENDER JUSTICE

A Handbook for  
Gender Audits at Higher Education Institutes in India

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Meenakshi Gopinath Seema Kakran Shilpi Shabdita



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**Women in Security, Conflict Management and Peace**  
*an initiative of the*  
**Foundation for Universal Responsibility**  
*of His Holiness the Dalai Lama*

# **Navigating the Terrain of Gender Justice: A Handbook for Gender Audits at Higher Education Institutes in India**

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Published by

WISCOMP

Foundation for Universal Responsibility  
*of His Holiness the Dalai Lama*

UGF, Core 4 A, India Habitat Centre

Lodhi Road, New Delhi – 110003

India

ISBN: 978-81-952841-6-0

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## **Suggested Citation**

Meenakshi Gopinath, Seema Kakran, Shilpi Shabdita. *Navigating the Terrain of Gender Justice: A Handbook for Gender Audits at Higher Education Institutes in India*. New Delhi: WISCOMP, 2022.

Design Credit: Jamyang Tenzin with the authors

Cover Image Credit: E.N. Hareepriya

Printed by: Anjali Graphics, BG6/214B, Paschim Vihar, New Delhi - 110063

*An invaluable guide for all stakeholders who envision gender-just higher education environments and are looking to intervene to enable this transition. This handbook provides a roadmap that can help institutions actualize the goals of equity and inclusion as laid out in NEP 2020, and the UGC and NAAC guidelines on gender equality.*

**Hon. Justice Gita Mittal, former Chief Justice  
High Court of Jammu and Kashmir**

*In the midst of norms that anchor and sustain rigid masculinity in social spaces, achieving gender equality and justice in Higher Education Institutes (HEIs) can be a formidable task. WISCOMP in its characteristically imaginative way has evolved a comprehensive framework of gender auditing to assess HEIs on a Pan-India basis. This framework is sensitive to the complex and subtle nuances of a plethora of individual institutions without losing sight of the general principles that are mandatory for such audits. This commendable Handbook will not merely sensitize the reader to mute, covert and overt forms of gender discrimination but evoke pathways to eliminate them.*

**Prof. Rajen Harshé, former Vice Chancellor, Central University of Allahabad  
& former President, G.B. Pant Social Science Institute, Prayagraj**

*The issue of Gender Equality often remains unaddressed due to a lack of understanding and sensitivity amongst various stakeholders. Discrimination faced by women needs to be addressed, both as a matter of fundamental right, as well as to underline the critical role played by them in transforming the society and economy. The Handbook aptly employs gender audit to lay down a dynamic process for HEIs to facilitate Gender Equality in all its complexity. A must read for Academic Leaders, Faculty and Students!*

**Dr. Pankaj Mittal, Secretary General, Association of Indian Universities**

*We are at an inflection point in history, against the backdrop of a public health crisis which has exposed and exacerbated violence against women and threatened to roll back women's rights around the world. This Handbook is a critical call to action to academic institutions around the world to institute gender audits as accountability tools. It responds to the dual forces of the MeToo Movement and racial social justice movements that have forced a global public reckoning.*

**Prof. Rangita de Silva de Alwis, Associate Dean of International Affairs, University of Pennsylvania Law School & Hillary Rodham Clinton Distinguished Fellow, Georgetown**

*The Handbook situates the need and practice of gender audits within a framework of equity and social justice. It is more than a manual of strategies and tools. It provides a learning framework within which gender audits can be envisioned and operationalised as collective exercises of ownership that promise to educate and transform the academic and socio-political ethos of higher education institutions. The rich ideas presented involve all actors in*

*the space, having the potential to disrupt hegemonies, develop capacities to discern subtle forms of patriarchy, learn to become self-reflexive and cultivate agency to call out everyday injustices that intersect with gender.*

Prof. Poonam Batra, Professor of Education,  
formerly with Central Institute of Education, University of Delhi

*This novel gender audit has broken new ground by bridging the gap between the theory and practice of democracy. Participatory in nature, the audit brought new energy into 45 HEIs in diverse settings spread across India. The audit is a part of a commitment to the cause of equity on campus understood in substantive terms. It addresses issues of governance and leadership, administrative structures, processes, curriculum, physical space and mechanisms for redressal of gender based grievances. This Handbook is the result of the zeal of committed researchers and practitioners to justice in both letter and spirit.*

Prof. Krishna Menon, Professor, Gender Studies,  
School of Human Studies, Dr. B.R. Ambedkar University Delhi

*Gender education and gender equality at Cotton University came to be truly reflected in the institution's structures and policy measures only after we learnt about the processes involved in bringing gender justice into the academy. WISCOMP's exemplary role in gender advocacy on our campus and training in gender audits has helped launch a new Centre for Gender and Women's Studies, narrow down curricular gaps while enhancing our best practices. This has contributed to positively transforming our institutional vision towards greater inclusion.*

Prof. Diganta Kumar Das, Registrar, Cotton University, Guwahati

# EXECUTIVE SUMMARY

How can campuses of higher learning embed gender justice in the practices and daily rhythm of their work? How can the canvas of gender initiatives on campuses expand beyond anti-sexual harassment protocols or one-off gender workshops? Who can take responsibility for mobilizing support for this work, both from within the campus and the society at large? What methodologies and resources can be leveraged? How can a non-linear, textured and nuanced framework for assessing progress on gender equality be evolved?

*Navigating the Terrain of Gender Justice: A Handbook for Gender Audits at Higher Education Institutes in India* attempts to respond to these questions. It introduces participatory Gender Audits as one of the many ways in which Higher Education Institutes (HEIs) can engage with the complex and vexed terrain of gender equality on campuses.

The Handbook suggests an innovative Gender Audit framework with six broad areas of intervention that include:

- Organizational Structure and Culture
- Administrative Practices
- Curriculum (Formal and Hidden)
- Campus Infrastructure and Surrounding Public Space (Usage and Design)
- Media and Communications (Internal and External)
- Student Life and Professional Development

Drawing upon a successful initiative at Columbia University, USA, this Handbook offers a template for Gender Audits that speaks to the specificities and diversity in the Indian higher education environment. Senior administrators, faculty and Gender Studies Departments at HEIs who seek to push the envelope on gender justice at their institutes can use it. The dynamic process suggested in the Handbook lends itself to suit the location, historical context, priorities and structural possibilities for innovation and change at diverse institutes. Once initiated, it opens up spaces for engagement that are reflexive, participatory and empowering.

The Gender Audit process is a work-in-progress with substantive equality at its core. It creates a context to address gender concerns along with larger issues of inclusion and democratic praxis within the HEI. The National Accreditation and Assessment Council (NAAC) and the University Grants Commission have exhorted that Gender Audits be carried out on university and college campuses to address issues of equity and inclusion.

The Handbook offers a practical roadmap to conceptualize and implement Gender Audit in five phases that include:

**Preparatory Phase** to set the context for the Gender Audit at the institute by identifying constituencies that will animate the process, initiating a buy-in for the idea, and planning reflection activities with the campus community on issues of gender equality and inclusion.

**Reflection and Prioritization Phase** to collectively unscramble gender unequal practices, policies and processes at the institute with a focus on issues of discrimination, marginalization and voice. This phase initiates collective reflection on: What needs to be done to advance gender justice at our campus? Which issues need to be prioritized for intervention? How can it be done? Who will do it? It also involves an assessment of the limits and possibilities of engagement.

**Consolidation Phase** to develop an institutional Gender Audit plan with research questions on the prioritized gender issues, data collection methodology and timeline for conducting the Audit.

**Roll Out Phase** to conduct the Gender Audit, analyse the data collected from the process and prepare a report with the findings and recommendations for change.

**Phase to Embed the Process** by building consensus or a substantial 'buy-in' on the recommendations of the Gender Audit report, crafting an institutional plan of action and assessing the impact of the process, including both minor and major shifts in perspectives and practices.

Suggested tools as well as some best practices are included in the various sections to aid in planning a Gender Audit.

This is an invitation to HEIs in India to engage with the terrain of gender justice in innovative and self-reflexive ways. The endeavour is that Gender Audits eventually become integral to the internally driven assessment processes through which HEIs continue to review and reflect on their policies and practices.

# ACKNOWLEDGMENTS

In 2018, Women in Security, Conflict Management and Peace (WISCOMP) launched a pan-India initiative on developing frameworks for Gender Audits at colleges and universities under its *HAMSA: Campus Equity Initiative*. Supported by the Public Affairs Section, U.S. Embassy, New Delhi, WISCOMP facilitated workshops on Gender Audits with representatives of 45 very diverse Higher Education Institutes (HEIs) from different regions of the country.

This Handbook assimilates the learning from deliberations amongst the communities of senior management, staff and students from diverse HEIs on nurturing equitable and gender just campuses. We are grateful to the Vice Chancellors, Principals and Directors of the HEIs for their visionary leadership in supporting and facilitating this pioneering effort to evolve frameworks for Gender Audits. The outcome of this was a rich tapestry of approaches.

Our sincere thanks to the resource persons from India and the United States whose expertise on gender issues enriched the deliberative processes at the workshops. We are deeply indebted to Dr. Kristy E. Kelly for generously sharing the Gender Audit frameworks for interventions that she developed at Columbia University, U.S.A. Her conceptual designs provided invaluable frames of reference for our own engagement to address gender concerns on Indian campuses.

We are grateful to the senior management, faculty, and students who actively participated in WISCOMP workshops to evolve institutional Gender Audit frameworks and for their substantive feedback.

At each of the partner institutes, a small strategic team of senior management and faculty propelled the Gender Audit process with commitment and vigour. The teams that conducted Gender Audits at St. Teresa's College, Kochi; Cotton University, Guwahati; Kanya Maha Vidyalaya, Jalandhar; Symbiosis School for Liberal Arts, Pune and Kalinga Institute of Social Sciences, Bhubaneswar generously shared their reports with us. While it is not possible to mention the names of all those who made invaluable contributions, we would like to specially acknowledge and thank Dr. Latha Nair, Dr. Rakhee Kalita Moral, Dr. Atima Sharma Dwivedi, Dr. Anita Patankar, and Dr. Tushar Senapati, both for welcoming us to their institutes and also being inspiring collaborators. This is a work-in-progress and will continue to draw upon their experience as Gender Audits gain growing acceptance in the higher education space.



Our heartfelt gratitude to Dr. Maina Chawla Singh and Nityakalyani Ramasubramaniam for reviewing the handbook and for their suggestions. We thank Mandeep Kaur for her unwavering belief in WISCOMP's work on gender justice.

We are thankful to Rajiv Mehrotra and the Foundation for Universal Responsibility of His Holiness the Dalai Lama for their constant support and encouragement.

Our gratitude to Diksha Poddar for being an integral part of the *HAMSA* initiative, and engaging actively with the student community at partner institutes. The support of the WISCOMP administrative and finance team of Nemani S. Rao, Harish C. Bhatt, Sree Kumari and Devender Kumar is gratefully acknowledged.

Meenakshi Gopinath  
Seema Kakran  
Shilpi Shabdita

# LIST OF ABBREVIATIONS

- AIIMS** | All India Institute of Medical Sciences
- CSIR** | Council of Scientific & Industrial Research
- GATI** | Gender Advancement for Transforming Institutes
- GBV** | Gender-Based Violence
- GSCASH** | Gender Sensitization Committee against Sexual Harassment
- HEI** | Higher Education Institute
- IC** | Internal Committee (Set up for Redressal of Sexual Harassment complaints)
- ICMR** | Indian Council of Medical Research
- IIT** | Indian Institute of Technology
- IQAC** | Internal Quality Assurance Cell
- NAAC** | National Assessment and Accreditation Council
- NIRF** | National Institutional Ranking Framework
- NSO** | National Statistical Office
- PGI** | Post Graduate Institute (Recognized by the Medical Council of India)
- SMT** | Senior Management Team
- SOGI** | Sexual Orientation and Gender Identity
- SPARSH** | Sensitization, Prevention and Redressal of Sexual Harassment
- STEM** | Science, Technology, Engineering and Mathematics
- STEMM** | Science, Technology, Engineering, Mathematics and Medicine
- UGC** | University Grants Commission
- WDC** | Women's Development Cell
- WISCOMP** | Women in Security, Conflict Management and Peace
- WSC** | Women's Studies Centre

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## 1

# INTRODUCTION

## 1.1 Re-envisioning Gender Justice on Indian Higher Education Campuses

For over two decades, WISCOMP has collaborated with colleges and universities across the country in its efforts to foreground gender justice on campuses. Deepening this engagement, WISCOMP launched the HAMSA: Campus Equity Initiative in 2018 as an innovative Pan-India initiative to develop frameworks for Gender Audits at Higher Education Institutes (hereafter HEIs).

This initiative sought to embed gender-just norms and practices at HEIs through participatory processes of evolving Gender Audit frameworks tailored to suit the needs and context of each institute.

The initiative drew on the [SAKSHAM Report](#)<sup>1</sup> (2013) of the University Grants Commission that recommends the need for regular Gender Audits on campuses of higher education, and the National Assessment and Accreditation Council (NAAC) Framework of Assessment (2018) that mentions Gender Audits in its Appendix: Glossary and Notes<sup>2</sup> (See [Annexure A](#) for NAAC Guidelines of 2021). Despite these policy recommendations and guidelines, many ambiguities continue to exist around the meaning, process and scope of Gender Audits and their relevance to HEIs.

Conventionally, Gender Audit parameters have been framed in a manner that confines gender equality to the numeric presence of women on campuses and equates gender-based-violence only with sexual harassment. Substantive issues of voice,

<sup>1</sup> One of the authors of the Handbook, Meenakshi Gopinath was Co-chair of the Task Force that prepared the SAKSHAM Report.

<sup>2</sup> The Appendix carries the following definition of Gender Audit: "A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender". See NAAC, [NAAC Institutional Accreditation MANUAL for Self-study Report Universities](#) (Bengaluru: NAAC, December 2019), 131.

representation and the gendered nature of knowledge production in the academy have been marginalized and invisibilized in the gender equality discourse on many campuses.

This Handbook aims to substantively expand the measures and parameters of Gender Audits in the Indian higher education space, keeping substantive equality lies at its core. It invites HEIs to re-imagine the discourse on equality and inclusion beyond gender ratios, particularly in hitherto male bastions of STEM (Science, Technology, Engineering and Mathematics) fields. It is structured on the premise that the mere numeric presence of women and sexual minorities on a campus or the absence of sexual harassment is not a holistic yardstick of an institute's progress on gender equality. It is important to ask:

- What designations and positions do women hold?
- How does the presence of women and sexual minorities alter gendered practices on campus?
- Do institutional policies address the varied needs and concerns of women, men and sexual minorities?
- Is gender perspective integral to the teaching-learning process at the institute?
- Has the discourse on safety at the institute shifted away from 'protection' and 'surveillance' towards trust and responsible choice?

Foregrounding these concerns, this Handbook lays out a dynamic process for HEIs to push the envelope and 'embody' gender equality with all its challenges.

Senior Management Teams (Vice Chancellors, Principals, Registrars, Heads of Internal Quality Assurance Cell, to name a few), Women's Development Cells, Gender Studies Departments and interested faculty at HEIs can use it to build capacities and propel a Gender Audit process at their institute. It is an accessible resource which broadly defines the scope of a Gender Audit, and lays out a roadmap for its implementation. Based on WISCOMP's experience of conducting workshops at several HEIs across India, the Handbook draws attention to possible challenges and outlines strategies which may help to overcome resistance and create a buy-in among various stakeholders. Beyond offering strategies, a Toolkit for collective reflection on gender issues along with a step-by-step facilitation guide is included.

## 1.2 Gender Audit: The Six Parameter Intervention

The Handbook introduces the idea of Gender Audits with its attendant substantive equality measures or parameters as integral to enhancing gender justice at HEIs. These parameters of Gender Audits, initially developed at the Columbia University, U.S.A.,<sup>3</sup> have been adapted by WISCOMP for Indian HEIs and found to be successful.

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<sup>3</sup> We are indebted to Dr. Kristy E. Kelly for sharing these parameters with us. The parameters evolved as part of a course on Gender and Development that she has been teaching to Masters' level students at Columbia University from 2011 onwards.

The following six parameters are a suggestive starting point for HEIs to develop the rubrics of a Gender Audit framework to qualitatively enhance gender justice on their campuses:

- Organizational Structure and Culture
- Administrative Practices
- Curriculum (Formal and Hidden)
- Media and Communications (Internal and External)
- Student Life and Professional Development
- Campus Infrastructure and Surrounding Public Space (Usage and Design)

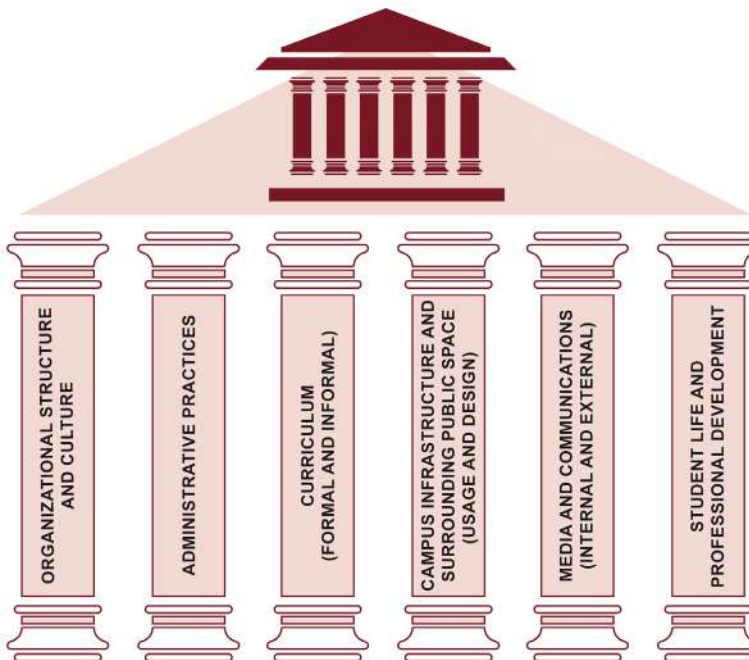


Figure 1. **Gender Audit: The Six Parameter Intervention**

These parameters recognize that gendered practices, policies and procedures that disadvantage women and sexual minorities cut across multiple aspects of an educational institute. They are useful in raising questions such as, does the HEI have sufficient budgetary allocations for the implementation of gender justice programs on campus? Does the HEI have policies regarding creche facilities for faculty, non-teaching staff, and students who may be parents? Do women deliver public lectures and speak at the convocation? Is there a process whereby campus recruiters are filtered for their gender inclusive policies at the workplace? Does the HEI have SOGI (Sexual Orientation and Gender Identity) inclusive anti-ragging policies? Are the teaching methodologies gender-sensitive? Raising such questions helps HEIs to broaden the gender equality discourse and *evolve more such parameters that speak to the varying geographical and socio-cultural contexts of Indian higher education campuses.*

### 1.3 WISCOMP, HAMSA and the Journey Towards Gender Audits

This Handbook draws on WISCOMP's efforts at introducing Gender Audits to representatives of 45 diverse HEIs and documenting its resonances across different regions of India. The partner colleges and universities spanned denominational-secular, public-private, rural-urban, metropolitan-cluster, small-large, single-sex-co-educational, and tribal institutes, among others. Clusters of HEIs from diverse locations such as Bhubaneswar and Kolkata in the East; Jalandhar and New Delhi in the North; Kochi, Hyderabad and Chennai in the South; Guwahati in the North East; and Pune and Mumbai in the West, engaged in dialogue and deliberation on gender-just policies, practices and norms, with the goal of evolving context-specific Gender Audit frameworks for their institutes. The inclusion of gender experts from the American academy and partnerships with HEIs across India encouraged feminist collaborations and a cross-fertilization of ideas.

Under the *HAMSA: Campus Equity Initiative*, WISCOMP conducted participatory workshops on Gender Audits with senior administrators, faculty, and students at partner HEIs. These workshops revealed the gendered nature of policies, processes and practices at several campuses. Participants attempted to develop a shared vocabulary and parameters for Gender Audits relevant to their institutes. As one workshop followed another, the Gender Audit template constantly evolved as a work-in-progress, enriched by the unique 'context' of the various campuses and the 'lens of gender justice' through which 'unseen' issues emerged. Sustained communication with partner HEIs helped WISCOMP to track the impact of Gender Audits towards informing policy and practice at the institutes as they move towards enhancing gender justice.

In conjunction with these Gender Audit workshops across the country, WISCOMP buttressed the process with other creative interventions such as:

- **Log-in Gender:** A unique online Educators' Portal to sustain dynamic virtual conversations among university and college communities on issues of gender justice and inclusion
- **Saahas Awards:** The Awards were used as motivators and celebrated the efforts of individuals whose resistance helped break cultures of silence around gender-based violence and discrimination on campuses, to nurture an enabling and inclusive environment
- **WISCOMP Dialogues:** A Dialogue series to bring together civil society and academia for sustained public dialogue on pertinent contemporary issues of gender justice

Conversations among the HEIs revealed that gender concerns were embedded within specific cultural milieu, even as some concerns were shared across diverse contexts. A single Gender Audit framework cannot serve the gender justice needs of all institutes. Each institute needs to evolve its own framework based on its vision, mission, history, the sociocultural within which it operates, and the gender issues that the HEI community encounters.



#### TIER-II CITY PARTNERS

Cotton University, Guwahati; Kanya Maha Vidyalaya, Jalandhar; Kalinga Institute of Social Sciences, Bhubaneswar; St. Teresa's College, Kochi; Symbiosis School for Liberal Arts, Pune



#### TIER-I CITY PARTNERS

Ambedkar University, Delhi; Jadavpur University, Kolkata; KIIT University, Bhubaneswar; Loyola College, Chennai; Maulana Azad National Urdu University, Hyderabad; O.P. Jindal Global University, Sonipat; St. Xavier's College, Mumbai; Symbiosis College of Arts and Commerce, Pune; Tata Institute of Social Sciences, Mumbai



#### REGIONAL PARTICIPATING INSTITUTIONS

Arya Vidyapeeth College, Guwahati; Assam Don Bosco University, Guwahati; Bharathiar University, Coimbatore; Central University of Kashmir; CMS College, Coimbatore; Cordia College, Sanghol; Cordia Institute of Business Management, Sanghol; Government College of Education, Srinagar; Guru Nanak Khalsa College, Jalandhar; Guwahati University, Guwahati; Handique Girls College, Guwahati; IIIT, Guwahati; Kamala Nehru Women's College, Bhubaneswar; Punjab Police Academy, Phillaur; Punjabi University, Patiala; Ramadevi Women's University, Bhubaneswar; Sacred Heart College, Thevara; Savitribai Phule Pune University, Pune; Sidho-Kanho-Birsha University, Purulia; Sree Sankaracharya University of Sanskrit, Kalady; St. Albert's College, Ernakulam; Symbiosis Institute of Business Management, Bengaluru; Symbiosis Institute of Computer Studies and Research, Pune; Symbiosis Institute of International Business, Hinjewadi; Symbiosis Institute of Management Studies, Pune; Symbiosis Institute of Media and Communication, Pune; Symbiosis Institute of Operations Management, Nasik; Symbiosis School of Sports Sciences, Pune; TISS, Guwahati; Trinity College, Jalandhar; Union Christian College, Aluva

Figure 2. Pan-India HAMSA Network

The Gender Audit process unfolded differently at different HEIs based on the willingness of the leadership to engage, the effort and energy invested in the process by the propellers<sup>4</sup> at the institute, the availability of resources, and where the institute placed itself on the continuum of gender equality.

### **One Size Does Not Fit All !**

Indian higher education is a space of monumental heterogeneity. It includes 1043 universities, 42343 colleges and 11779 stand alone institutes, with an enrolment figure of 3.85 crore and over 15.03 lac teachers.<sup>5</sup> These include large multidisciplinary universities with extensive research programs and small Arts and Science colleges; rural and urban institutes; denominational institutes and those serving indigenous communities; co-educational and single-sex institutes. The institutes are diverse also in terms of research capacities on gender. Some institutes have well-established interdisciplinary Gender Studies programs and there are several others with no course offerings on gender. The Gender Audit process suggested in the Handbook takes these diversities on board.

## **1.4 Who Can Use the Handbook**

This Handbook can be used by faculty or senior administrators who wish to address issues of gender equity in institutional policies, processes and practices at their university or college. They can generate conversations around gender justice at their institute by kindling interest and building the capacities of a cohort of faculty and senior administrators in collaboration with students and non-teaching staff to develop and implement Gender Audits.

The Handbook can serve as a 'Do-It-Yourself Guide' for institutes that have in-house gender expertise. For institutes that do not have a gender facilitator, we recommend they begin by identifying an expert who can assist with the process.

## **1.5 How to Use the Handbook**

This Handbook offers one of the ways in which a participatory Gender Audit can be initiated and made part of regular institutional evaluation and accreditation processes. Instead of prescribing linear steps, the Handbook lays out a map that can assist an institute to locate itself on a continuum of gender equity and inclusion, and develop an institutional roadmap by identifying gender priorities and to chart a plan of action for change in the immediate, short and long term.

<sup>4</sup> Department of Higher Education, Ministry of Education, Government of India (GOI), [All India Survey of Higher Education 2019-20](#) (New Delhi: Department of Higher Education, 2020), 5.

<sup>5</sup> The process can be propelled by the senior management (Vice Chancellor, Principal, Head of IQAC, among others), Women's Development Cell, Women's/Gender Studies Department or a senior gender expert from any department at the institute. Sim explab iliquias sam qui dendipietur molorectis suntur sum disciuria vitinctoriae cus aribus

The role of the senior management is vital since it shapes the institutional vision and policies, and is best positioned to provide overall leadership and impetus to the Gender Audit process.

The multi-stage process laid out in the Handbook must be adapted to the specific context, priorities and needs of every institute. A sample timeline and suggestive trajectory are included, but we encourage each institute to evolve its own design and timeline based on its academic calendar and institutional conventions. The scope of the Gender Audit can also be adapted — focusing either on multiple dimensions of a few select parameters ([See the parameters listed](#)) at a time, or working simultaneously on issues within all the six parameters. This would have to be based on the institutional capacity to invest time and resources in the process.

The suggested Gender Audit in the Handbook comprises five phases –

- **Preparatory Phase** to set the context for the Gender Audit at the institute by identifying constituencies that will animate the process, initiating a buy-in for the idea, and planning reflection activities with the campus community on issues of gender equality and inclusion.
- **Reflection and Prioritization Phase** to collectively unscramble gender unequal practices, policies and processes at the institute with a focus on issues of discrimination, marginalization and voice. This phase initiates collective reflection on: What needs to be done to advance gender justice at our campus? Which issues need to be prioritized for intervention? How can it be done? Who will do it? It also involves an assessment of the limits and possibilities of engagement.
- **Consolidation Phase** to develop an institutional Gender Audit plan with research questions on the prioritized gender issues, data collection methodology and timeline for conducting the Audit.
- **Roll Out Phase** to conduct the Gender Audit, analyse the data collected from the process and prepare a report with the findings and recommendations for change.
- **Phase to Embed the Process** by building consensus or a substantial ‘buy-in’ on the recommendations of the Gender Audit report, crafting an institutional plan of action and assessing the impact of the process, including both minor and major shifts in perspectives and practices.

The handbook contains ten sections. Following the **Introduction** in Section 1, **Section 2** lays out the **rationale** for conducting Gender Audits in higher education institutes. It provides an analysis of the tensions around the framing of gender equality in Indian higher education and key policy milestones on gender equality by the government.



**Section 3** explores the meaning, scope and **key features** of participatory Gender Audit processes in higher education. It includes a description of six suggested Gender Audit parameters and a roadmap for Gender Audits in HEIs.

**Section 4** provides details on how to **put together a team** to propel the Gender Audit by identifying the diverse stakeholders on campus – senior management, faculty, students and non-teaching staff – and mapping their roles in the process. It also delineates strategies to create a buy-in for the idea of a Gender Audit across organizational hierarchies, departments and constituencies at an institute.

**Section 5** elucidates how the '**propellers**' of the Gender Audit at the institute can prepare themselves to lead the process – build a shared vocabulary and contextual understanding of gender concerns, learn about the different phases of the Gender Audit process, and brainstorm to plan workshops for identifying gender equality concerns at the institute. The section foregrounds the significance of conducting a Preparatory Gender Survey that provides a snapshot of where the institute stands in terms of gender programs and initiatives. This helps to gauge its readiness for change.

**Section 6** maps out how **collective reflection** on gender equity and inclusion at HEIs could pan out among the campus community so that issues which require intervention can be identified. The conceptual frameworks, elicitive methodologies and tools in this section can be adapted to design context-specific reflection workshops.<sup>6</sup> The workshops help to identify: What needs to change at the institute to enhance gender justice? What is prudent to do? How can it be done? Who will do it?

**Section 7** describes how to **build on the outcomes** of the reflective process and evolve a Gender Audit plan on prioritized issues—with research questions, data collection methodology, role of stakeholders and timelines.

**Section 8** enumerates the **steps involved in data collection**, analysis and preparation of a Gender Audit Report which highlights findings and recommendations for change.

**Section 9** foregrounds the role of the senior leadership in evolving strategies to **disseminate** the findings of the Gender Audit and implementing change to embed gender justice in the institutional ethos.

The concluding **Section 10** provides an **overview of the possible outcomes** of a Gender Audit process in the immediate, short and long term. Treating every small step as significant in the path to equality and inclusion, this Section provides examples of some

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<sup>6</sup> While all well designed and facilitated workshops involve critical thinking and reflection, we use 'Reflection Workshop' to emphasize two things: One, the significance of reflection on both the content and the process. Two, to bring the ideas of self-awareness and reflective thinking together to impact the broader context through action.

signs of transformation that users of the Handbook can look out for in their institutional journey for change.

**Case Studies** drawn from WISCOMP's engagement with partner HEIs are interspersed throughout the Handbook to give the users a glimpse into disparate understandings of gender, the unfolding of the Gender Audit and its impact across different contexts.

The **Annexures** are a very important part of the Handbook since they provide important resources to enable the process. They contain:

- An analysis of Gender Audit resonances in the NAAC guidelines for universities
- Sample Survey and Handouts that can be used during different phases of the Gender Audit
- A list of helpful resources on gender equality initiatives at HEIs in different parts of the world.

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It is useful to become familiar with the contents of the Handbook, before embarking on the Gender Audit process at the institute. Additional readings and resources are also provided to add perspective. Users who wish to request a customized training at their campus can contact WISCOMP by sending an email to [wiscomp2006@gmail.com](mailto:wiscomp2006@gmail.com).

## 2

## THE NEED FOR GENDER AUDITS IN HIGHER EDUCATION INSTITUTES

### 2.1 The Dialectics of Gender Equality and Equity on Campuses

India's higher education landscape registered an impressive increase in the enrolment rate of female students over the past decade (49% in 2019–20 from 44% in 2010–11) and in the hiring of female faculty (42.5% in 2019–20 from 37.85% in 2010–11)<sup>7</sup>. However, **the absence of robust gender-just practices deny women substantive equality and voice in the higher education space.**

In recent years, a spate of **student protests<sup>8</sup> across campuses in India** have highlighted the pervasiveness of gender discriminatory practices and cultures in HEIs. They have brought to light several retrograde practices, such as the use of subjective and discriminatory marking and evaluation as a means to 'domesticate' students, especially women and sexual minorities who raise their voice against gender-based violence; differential timings for access to libraries and student hostels that disadvantage women; imposition of dress codes; inhibiting the mobility of female students by designating areas as 'unsafe' for women in and around campuses; and intrusion into the privacy of female students through surveillance in the garb of 'protection'. The vulnerability to discrimination and violence is worse for women belonging to low-income groups, marginalized castes, religious and sexual minorities and the differently abled.

**Female faculty also have to combat glass ceilings.** The representation of women in the higher echelons of the professoriate and senior management teams remains abysmally low. The ratio of female professors to male professors in 2020 was 38 for every 100.

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<sup>7</sup> See [All India Survey of Higher Education 2019-20](#), ii and Department of Higher Education, Ministry of Human Resource Development, GOI, [All India Survey of Higher Education 2010-11](#) (New Delhi: MHRD, 2013), iv.

<sup>8</sup> Banaras Hindu University (BHU) was a hotbed of protests over gender based violence since 2014. From 2015 onwards, a similar movement titled Pinjara Tod (trans. Break the Prison) started at universities in Delhi and later spread to campuses across the country, including universities in Aligarh, Hyderabad and Kolkata. Women from Indian university campuses also joined the #Metoo campaign that started in the United States.

In 2015, less than 3% of Vice Chancellors in the country were female.<sup>9</sup> This staggering absence of women in leadership positions reveals layers of structural discrimination which manifest in myriad ways, such as publication dependent yardsticks for career advancement that adversely impact women who take leave for maternity and child care; the way selection committees are constituted; lack of crèche and child care facilities that put undue strain on women to balance professional work and care responsibilities at home; inadequate institutional support to help women navigate the complex web of constraints that hinder their attendance at outstation professional development conferences, to mention a few.

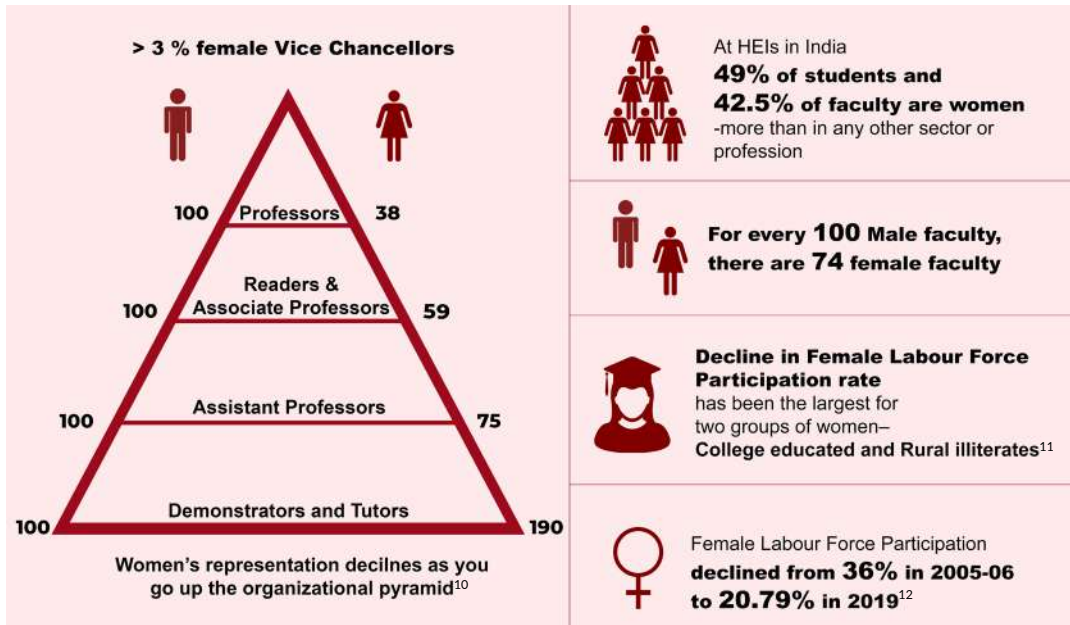


Figure 3. **Why Carry out Gender Audits at HEIs**

Discrimination is not only about numeric representation. It is also about the lack of substantive voice. For instance, even in positions of leadership at HEIs, is there a gender disparity in who engages frontally and prominently in decision-making? Do women deliver public lectures and speak at convocations? Do female faculty have less time for research and teaching since they carry the bigger burden of mentoring and student care?

A policy focus solely on gender parity in enrolment and hiring hides these covert forms of discrimination within higher education. Several constitutional mandates, progressive legislation such as Sexual Harassment of Women at the Workplace (Prevention,

<sup>9</sup> The All India Survey of Higher Education, conducted annually, does not include gender disaggregated data on vice chancellors of universities. This data was compiled independently by a journalist. See Chethan Kumar, "Only 13 of India's 431 Universities have Women VCs," *The Times of India*, June 5, 2015.

<sup>10</sup> Department of Higher Education, AISHE 2019-20, except where noted otherwise.

<sup>11</sup> Luis A. Andres et al., "Precarious Drop Reassessing Patterns of Female Labor Force Participation in India," Policy Research Working Paper 8024 (Washington, D.C.: World Bank Group, April 4, 2017), 17.

<sup>12</sup> For the Female Labor Force Participation rate in 2019 see <https://www.worldbank.org/en/data/datatopics/gender/country/India>

Prohibition and Redressal) Act 2013, and instructions from regulatory bodies like the UGC are in place to address inequities in higher education (For some of these policy milestones [see page 15](#)). However, ground realities reveal that the aspirations of equity and gender justice are seldom fulfilled.

A closer **analysis of institutional practices, policies and processes can reveal** the impact of layers of embedded inequalities beyond those captured by numeric gender parity indices. There is a need to formally institutionalize robust procedures to redress these, such as:

- Budgetary allocations for implementation of gender-justice programs
- Processes whereby on-campus recruiters are filtered for the gender inclusive policies at their workplaces
- Infrastructure facilities for women, sexual minorities and the differently abled on campus
- Levels of transparency in the implementation of anti-sexual harassment policies
- Use of a gender lens in the curriculum and pedagogy of STEM, Commerce and Management disciplines

Data based holistic analysis can help HEIs to identify where transformation is needed and create a dynamic institutional roadmap for change. Here Gender Audits can prove enormously useful.

**Gender Audits, as part of Social Audits, are one of the participatory tools that can enhance gender justice on campuses, and help address both overt and structural forms of gender-based violence and exclusion.**

The vision of gender justice that grows from such analysis can help an HEI to continuously identify and disrupt practices that perpetuate patriarchal gender relations as an axis of power. In this we take inspiration from Robyn J. Ely and Debra E. Meyerson (2000) who note,

*“Because we are limited in our vision of a gender equitable state by the gender relations of which we are currently a part (Flax, 1990), we cannot anticipate what precisely a transformed, end-state looks like, and suggest instead that the process of transformation—of resistance and learning—continues indefinitely and itself constitutes the gender equity goal... [T]his process of reflection, learning, and change will eventually transform the [HEI], its members, and their relations with one another by challenging and redefining their sense of what it means to be male or female, masculine or feminine... breaking down the hard oppositions traditionally associated with gender.”*<sup>13</sup>

<sup>13</sup> Robyn J. Ely and Debra E. Meyerson, “Theories of Gender in Organizations: A New Approach to Organizational Analysis and Change,” *Research in Organizational Behavior* 22 (2000), 132, [https://doi.org/10.1016/S0191-3085\(00\)22004-2](https://doi.org/10.1016/S0191-3085(00)22004-2).



### Are STEM Fields Gender-Neutral?

Gender equity initiatives on campuses are often perceived as the domain of Social Sciences, Humanities and Liberal Arts faculty, and considered less relevant to STEM fields. Below are some popular assumptions:

- Natural Sciences, Technology, Engineering and Mathematics are gender neutral due to their 'objective' subject matter
- Women's aggregate enrolment in STEM fields in India is not as dismal as in several developed countries which reflects that there is no bias against women
- Stories of successful women professionals in STEM are evidence of equal opportunities
- Female PhD candidates outnumber male enrolments in many areas of science



These arguments fail to acknowledge that STEM fields have huge gender gaps at the top level of academic positions and that there are alarming gender gaps in terms of academic publishing, citations, research funding and awards. Women in the scientific fields are clustered into lower paying sub-disciplines. For instance, within the engineering and technology fields, the most coveted areas of Artificial Intelligence and Big Data are male-dominated. There also exists a high incidence of quid pro quo sexual harassment in science departments on campuses where generous research grants are available and the lab often turns out to be a site of exclusion or overt harassment.

Even enrolments numbers reported in the All India Survey of Higher Education (2019-20) tell us a story of gender disparity. At the undergraduate level in the Engineering and Technology programs (regular), men constitute 71.26% and females 28.73%. At the Postgraduate level, the most popular program is Civil Engineering which comprises 70.6% men. In the two most popular subfields of research within Engineering and Technology – Computer Engineering and Mechanical Engineering, men comprise 57.7% and 91.2% of the total PhD enrolments, even though women form the majority (52.67%) of enrolments in Computer Engineering at the Masters' level.

From the outside, STEM fields may appear gender neutral. For instance, women's enrolment at 59.5% is higher than men at the undergraduate level in medical sciences which maybe perceived as an indicator of equality. But once we take into consideration the gendered aspect of disciplinary segregation and knowledge generation, gaps at the level of leadership, and publications and awards between male and female scholars, STEM departments are as gendered as many other departments in the higher education space. Recognizing that the gender disparity in the sciences seriously impacts scientific productivity and excellence the government is taking steps to address it. (See [Annexure B-Hyderabad Charter for Gender Equity in Physics, 2020](#))



### Women in STEM

- Out of 216 Nobel Laureates in Physics, only 4 are women.
- In Life Sciences and Medicine, of the over 400 Lasker Awards, only 33 have gone to women.<sup>14</sup>
- Women form only 10-15% of STEM researchers and faculty members, in the IITs, CSIR (Council Of Scientific and Industrial Research), AIIMS and PGIs.<sup>15</sup>
- Men are first authors in three times as many academic papers as those with a female first author among 26 'broad fields' including psychology, engineering, medicine, physics, arts etc.<sup>16</sup>
- Top positions at funding agencies— CSIR or the Department of Science and Technology – have never gone to a woman. The Department of Biotechnology has fared better by appointing two women as its secretaries during various times (1995-2004 and 2018-2021). The Indian Council of Medical Research (ICMR) has also had only two women heads (1994-1997 and 2015-2017) in its 100 years of history.<sup>17</sup>

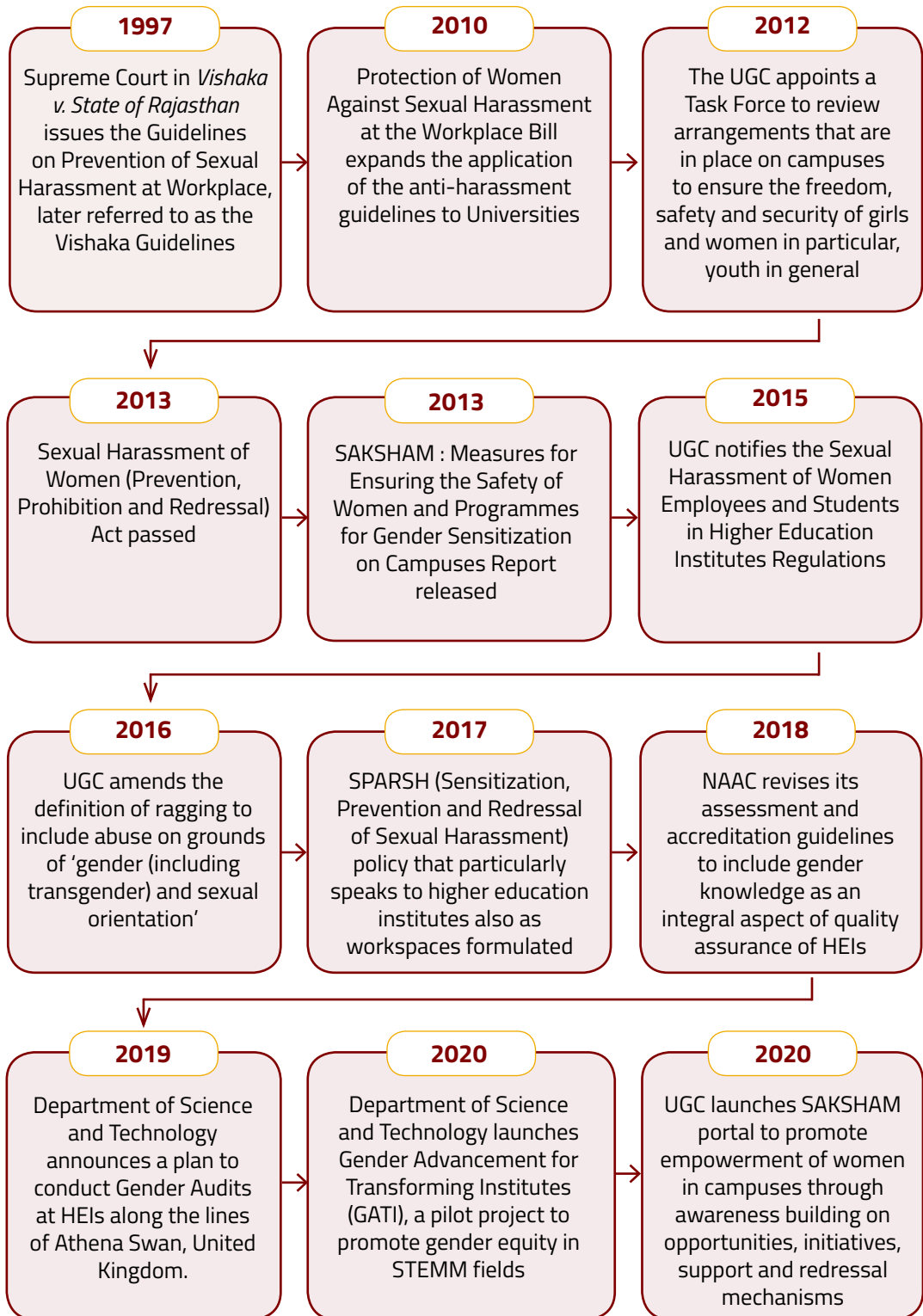
<sup>14</sup> Kumardeep Chaudhary and Sandeep Kumar Dhanda, "[India's Top Science Awards Heavily Gender Skewed](#)," *Nature India*, 11 February 2019.

<sup>15</sup> The most well-endowed scientific public institutes of India.

<sup>16</sup> Sandhya Ramesh, "[Men are first authors in 3 times more papers published in India as women](#)," *The Print*, 6 February 2019.

<sup>17</sup> Kumardeep, 2019. The years of appointment of women secretaries accessed from <https://dbtindia.gov.in/about-us/former-secretaries>. The years of appointment of ICMR Director Generals accessed from <https://main.icmr.nic.in/former-dg>

## 2.2 Gender Equity in Higher Education: Some Milestones





## 3

## UNDERSTANDING THE CONTOURS OF A GENDER AUDIT PROCESS AT HEIs

### 3.1. What is a Gender Audit?

Gender Audit is an **internally-driven participatory process** that enables an institute to identify gendered policies, processes and practices, and set its own goals to institutionalize gender-just norms and practices. It is a process that turns the searchlight inwards. **It enables institutes to be reflexive and self-corrective and set their own compass to nurture inclusive and gender-just campuses.**

The purpose of a Gender Audit is not to 'evaluate, grade, or hierarchically assess different departments/centres on a campus, or their relative progress toward gender equality'. Instead, Gender Audits are a tool of 'soft activism',<sup>18</sup> designed to:

- **Open spaces for dialogue** and engage in conversations on gender that are grounded in rigorous analysis;
- Identify and **explore opportunities** for creating more gender-just and context-specific policies, processes and practices; and
- To organically but **systematically mark progress and obstacles** toward greater gender justice and inclusivity at the institute.

As a work-in-progress, Gender Audit is a process of building a grounded understanding of the myriad ways in which the gender disparities embedded in an institute, can impact the members of the campus – senior management, faculty, students, and non-teaching staff. Through a lens of gender justice, it can potentially open conversations on the experiences and needs of a female faculty, for instance, seeking creche facilities on campus to balance her professional responsibilities with care work responsibilities; a female non-teaching staff in need of institutional transport facility to commute after late working hours; a female or sexual minority student demanding institutional support for mentoring and counselling; a male faculty responsible for primary parenting seeking equitable childcare leave and so on.

<sup>18</sup> This idea of Gender Audits as tools of Soft Activism was shared by Kristy E. Kelly at a WISCOMP workshop in Kochi. See WISCOMP, *Gender Equity and Inclusion: Transformative Pathways in Higher Education* (New Delhi: WISCOMP, 2019).

Gender Audits can also uncover gender inequities that intersect with class, caste, religion, ethnicity, language, age, designation, disability, and sexual orientation. For instance, a female student from an indigenous tribe enrolled at a university in a city after graduating from a government school in the vernacular medium, would experience disadvantage differently from an upper caste female student from the city who studied at an 'elite' English medium school. Again, faculty and non-teaching staff experience the gendered impact of policies and practices differently. A female faculty member who carries care responsibilities towards elderly parents or young children when required to work late hours in the laboratory for research, experiences disadvantage differently from a peer who may not have similar care responsibilities.

Measures of gender parity that stop at statistics on enrolment or hiring fail to bring out the myriad ways in which gender 'matters' at HEIs. Only analyses that unravel how women, men, and sexual minorities experience disadvantage can offer such insights and open doors to action towards addressing such inequalities.

In this context, putting the curriculum under the scanner is also crucial for a university or college. The [SAKSHAM report](#) points out,

*The responsibility of universities (and colleges) as modern educational institutes is not only to treat women students and all youth regardless of gender as citizens who have a right to safety but to assist them physically, emotionally and intellectually to claim that right and seek to expand its contours. Every effort also needs to be made to provide the college and university community with an atmosphere in which education (in both universes of citizenship and of knowledge) can be freely and fearlessly pursued.<sup>19</sup>*

Questions such as what are the inclusions and the exclusions in the syllabi, what is the pedagogy and how is student performance measured are, therefore, crucial to a Gender Audit in higher education.

Data is of the essence to a Gender Audit process. The process of conducting a Gender Audit at an institute involves rigorous research and methodologies that can stand up to scrutiny. It is not only about impressions or perceptions of inequalities on campuses. It is equally about:

- Identifying and prioritizing gender issues pertinent to the context of a particular HEI;
- Designing research questions to investigate the issues through a gender lens;
- Developing data collection tools to collect relevant data;
- Engaging in data analysis;
- Drafting a report with the findings; and
- Framing the recommendations strategically, so that the senior management can be persuaded to follow it up with appropriate action plans.

<sup>19</sup> University Grants Commission, *SAKSHAM: Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses* (New Delhi: UGC, December 2013), 11.

Therefore, a Gender Audit process should be seen as **evolving a dynamic institutional roadmap to transform the HEI into a more gender just, democratic and enabling space**. The outcomes should enhance gender justice in the immediate, intermediate and long-term, and facilitate a discourse where the idea of Gender Audits become first acceptable and then integral to learning processes. Ideally, at such an HEI, the staff will recognize the value of gender-just practices and the students will carry it to their future workspaces.

The Handbook looks at Gender Audits through two frames:

- **A zoom-in frame** where the gender audit is a time-bound 'activity' that can be executed through specifically designated tasks, deliverables, timelines and goals. It responds to certain immediate needs that fulfill the mandates of assessing institutions and establishes the HEI's required credentials for gender-sensitivity. Spanning five phases, a gender audit begins with conceptualization and culminates in the implementation of specific suggestions for change in the gender audit report.
- **A wide-angle frame** where the Gender Audit is a longer-term ongoing, dynamic and adaptive 'process'; a work-in-progress. It becomes an in-built process of inquiry and ongoing self-reflection on diverse issues of inclusion and offers a larger canvas of change. This may also involve revisiting the original mission statement and vision of the HEI. This process could feed into a larger social audit on inclusion to transform the ethos of an institute.

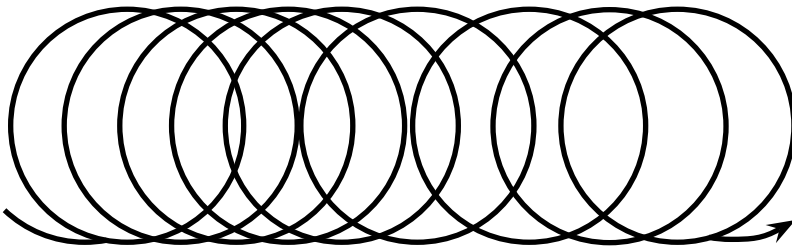


Figure 4. **Process-Structure<sup>20</sup>: A dynamic web of gender audits feeding into the long-term Gender Audit process**

Ideally, a dynamic web of time-bound gender audits buttresses the longer-term process of institutional change to realize substantive inclusion. It is in the gradual movement of the individual incremental gender audits that an HEI can locate and define its own trajectory of gender justice.

<sup>20</sup> We adapt the idea of process-structure from the work of John Paul Lederach on Conflict Transformation. He states that "In the New Sciences, process-structures are described as natural phenomena that are dynamic, adaptive, and changing, while at the same time maintaining a functional and recognizable form and structure...They are also, paradoxically, phenomena which are both circular and linear...it requires us to articulate how we think things are related, how movement is created, and in what overall direction things are flowing." John Paul Lederach, *The Little Book of Conflict Transformation* (Intercourse, PA: Good Books, 2003), 40-45.

Table 1: **Two Frames for Looking at Gender Audits**

	gender audit as an 'Activity'	Gender Audit as a 'Process'
<b>Timeframe</b>	Time-bound activity	Longer-term ongoing process
<b>Purpose</b>	Responds to certain immediate needs/requirements to fulfill mandates of assessing institutions and establishes the HEI's required credentials for gender-sensitivity	Feeds into an ongoing social audit on inclusion to transform the ethos of an institute
<b>When does it begin and end?</b>	Spanning five phases, it begins with conceptualization and culminates in the implementation of specific suggestions for change in the gender audit report.	An open-ended work-in-progress which begins with the initiation of the first gender audit activity
<b>Underlying Rationale</b>	To design practical interventions to address specific gender concerns at the institute	To serve as an in-built process of inquiry and ongoing self-reflection on diverse issues of inclusion and to offer a larger canvas of change in the desired direction at the institute
<b>Goal</b>	Incremental change through small shifts in perspectives and practices at the institute	Substantive equality and gender justice permeate the policies, practices and processes at the institute

### 3.2. The Six Parameter Intervention

In the Indian higher education landscape, Gender Audits have conventionally been framed around tangible parameters and statistics to determine the number of sexual harassment cases at HEIs and to measure access to education through sex-disaggregated data on enrolment, retention in education, rate of drop-outs, among others.<sup>21</sup> These parameters—shaped by policy goals—are governance-specific and limited in scope. **They seldom focus on issues of effective representation, voice, social impact, or view knowledge itself through a gender lens.**<sup>22</sup> They fail to provide a nuanced picture of issues of entrenched

<sup>21</sup> See for instance the framing of Gender Audits on the University Grants Commission's Saksham Portal: <https://saksham.ugc.ac.in/>

<sup>22</sup> Poonam Batra, Professor of Education, University of Delhi at WISCOMP Dialogue on Social and Gender Audits in Higher Educational Spaces. See WISCOMP, *Social and Gender Audits in Higher Educational Spaces* (New Delhi: WISCOMP, 2020), 15.

gender inequity on campuses. The parameters of a Gender Audit need to be revisited and a new vocabulary introduced for the 'audit process' in the Indian higher education space to be meaningful and substantive.

A model for Gender Audits developed at Columbia University, U.S.A, was adapted by WISCOMP for Indian HEIs and found to be successful. The model offers the following six areas as suggestive starting points for HEIs to develop the rubrics of their Gender Audit to qualitatively enhance gender justice on campuses. They focus on:

- Organizational Structure and Culture
- Administrative Practices
- Curriculum (Formal and Informal)
- Campus Infrastructure and Surrounding Public Space (Usage and Design)
- Media and Communications (Internal and External)
- Student Life and Professional Development

For each of the six broad areas, a set of issues and questions are shared. More such parameters may evolve based on the varying contexts of Indian campuses. HEIs can choose to prioritize any or all of the parameters as they conduct a Gender Audit at their campus. For example, an institute may want to start with curriculum and take up four or five issues related to it, and follow up with other parameters. Another institute may decide to carry out a Gender Audit along all six parameters simultaneously and focus on only one issue within each.

## **I Organizational Structure and Culture**

This parameter focuses on the formal and informal structures, institutional language and symbolic expressions, policies, rules and regulations of the HEI's functioning. When identifying how gendered policies, practices and processes at HEIs are shaped by these, the campus community can ask itself the following questions, among others:

- Are budgetary allocations for the implementation of gender justice programs on campus sufficient?
- Do adequate numbers of women serve on committees that decide academic courses and curriculum?
- How often are women invited to deliver public lectures and speak at convocations? How is the decision on the selection of speakers made?
- Do faculty associations hesitate to take up gender issues on their agenda?
- Are funds made available to train student counsellors in LGBTQIA+ affirmative counselling practice?
- Does the HEI have Sexual Orientation and Gender Identity (SOGI) inclusive anti-ragging policies?

- Are the members of the Internal Committee (on redressal of cases of sexual harassment) adequately trained and sensitive in handling complaints?
- What are the policies regarding creche facilities for faculty, non-teaching staff, and students who may be parents?
- Who attends gender sensitization workshops at the HEI? Who gets left out?
- Do men attend or are invited to activities by the Women's Studies Centres?
- Is there a gender difference in the policies of the on-campus hostel facilities in terms of curfew timings, dress code, cell phone and internet usage etc.?

## II Administrative Practices

This parameter foregrounds issues related to hiring, promotion, division of work responsibilities, balance between professional commitments and care responsibilities at home, among others, to gauge the experience of everyday 'work-life' balance at the institute. When identifying how gender shapes these at HEIs, the following questions can be raised:

- How does hiring happen? Do job descriptions privilege a specific gender?
- Are female faculty especially disadvantaged in career advancement promotions which are steeply quantitative and publication dependent? Among these, which category of women are further disadvantaged?
- Are timetable allocations sensitive to the parenting needs and elderly care responsibilities of the faculty? What support is provided for female faculty/research scholars to balance their research needs with their care work responsibilities at home?
- Are student clubs that are engaged with LGBTQIA+ issues officially registered with the administration? Do they face hurdles in the process?
- Are the faculty who teach gender courses full-time faculty or are they hired on a contractual basis?
- Who is a part of the senior management? Who gets on administrative and other committees? Is there a gender disparity in who engages prominently and frontally in decision-making work among departmental heads and deans?
- Which faculty are taking the bigger responsibility of mentoring and student care versus teaching and/or research?

## III Curriculum (Formal and Informal)

This parameter focuses on issues related to the formal and informal curriculum,<sup>23</sup> pedagogy and methodologies for evaluating student performance. The campus community can ask themselves the following questions to unravel the gendered nature of curriculum:

<sup>23</sup> Informal Curriculum or Hidden Curriculum refers to the unwritten, unofficial and often unintended lessons, values and perspectives that students learn in educational spaces.

- What courses are being taught? What are the silences in the curricular discourse at the institute/departments?
- Does the curriculum include the lived experiences of students who come from diverse backgrounds, especially those of women and sexual minorities?
- Are the evaluation methodologies for student performance diverse? Which students gain from the existing evaluation methods?
- What are the gendered inclusions and exclusions in the textbooks and syllabi?
- Are courses on masculinity, queer studies, gender and sexuality offered?
- Do the STEMM courses foreground the contributions of female scientists, engineers, physicists, mathematicians, and medical professionals?
- Whose voices remain marginalized in the classroom space?
- Do faculty and students examine the gendered nature of the process of knowledge generation?
- Are courses on gender categorized as required /optional/specialty?
- What percentage of women are invited as guest lecturers in co-educational institutes? Are gender-related topics deemed important to invite senior experts for?

## **IV Campus Infrastructure and Surrounding Public Space (Usage and Design)**

This parameter focuses on the design and usage of the physical campus infrastructure and surrounding public space in terms of the mobility, accessibility and safety needs of the campus community, especially of women and sexual minorities. The following suggestive questions can help to reveal the gendered nature of the campus infrastructure and surrounding public space:

- Is there gender disparity in how the library, laboratories, common room, gardens and other spaces in the campus are accessed? What part does design play in this disparity?
- Is there campus housing facility for female students?
- Are toilet facilities for trans persons available on the campus? Are they specially demarcated?
- Is the lighting in and around the campus both functional and adequate?
- Does the institute offer special provisions of campus housing for differently abled female faculty?
- Does the HEI offer or requisition transport facilities for female non-teaching staff to commute to and from the campus, especially during late evenings? What measures are adopted for a 'safe' commute?
- Which departments/centres/offices are large and which ones are small? For instance, do the Women's/ Gender Studies departments have smaller offices in less prominent locations?
- Are there sufficient ramps, Braille books, and I.T. facilities available for the differently-abled?

## V Media and Communications (Internal and External)

This parameter pertains to the institute's communication with the outside world as well as how members of the campus communicate amongst themselves. It encompasses issues related to how language and communication methods perpetuate inequality and exclusion. It also draws attention to the values foregrounded in an institution's vision and mission. The following questions can be raised to assess the gendered nature of an institute's internal and external media and communication practices:

- Does the institute position itself as a gender equal space through its brochure, website and outreach material? What is the place of gender equity in the vision and mission of the institute?
- Does the application form (for admission, request for transcript, etc.) allow for the identities of sexual minorities or does it only state binaries of 'male' and 'female'?
- Are only male pronouns used in official documents such as the Employee Handbook, Student Code of Conduct, among others?
- Do gender programs and events feature on the website?
- Who is given prominence in the photographs and visuals on the website/brochure/newsletter? Is more preference given to men? Is there tokenism in the representation of women and transgender persons? Is preference given to women of a certain skin and body type? Are differently-abled persons represented?
- Are the achievements of female alumni foregrounded in the alumni section of the website/admission brochures/annual reports?
- Does the website provide details of statutory bodies that deal with sexual harassment?
- Are signages with emergency helpline numbers to be used in the event of violence or sexual harassment adequately displayed around the campus?
- Is information on the purpose and functioning of the Internal Committee (on sexual harassment) optimally communicated to stakeholders on the campus along with the names and numbers of its members? Are any groups left out of the communication?

## VI Student Life and Professional Development

This parameter captures the 'campus experience' of the student community and the opportunities offered by an institute to help students transition to the world of work. It includes aspects of student interaction through representative bodies, clubs and societies. It also includes counseling (career, health and wellbeing), mentoring and other professional development opportunities offered to students. The following questions can help to reveal the gendered nature of professional development opportunities and student life as it unfolds on campus:

- What are the clubs, activities and informal professional development opportunities on



- campus for students? Do gender stereotypes shape access and participation in these?
- What kind of work is typically assigned to male and female students in preparation for an event?
  - When planning off-campus visits or field trips, what considerations are taken into account? What factors impact the participation of female students in off-campus programs and field trips?
  - Are the instances of bullying and discrimination that are experienced by sexual minorities reported?
  - Are the positions and responsibilities of members of the students' union gendered in nature? Does the institute have unwritten conventions where male students are the President and female students serve as Vice-President/Secretary?
  - Is there a gender balance in the students' access to mentorship and support for career opportunities across departments?
  - How often do male students opt for courses on gender? Are programs on masculinity offered? How frequently do female students attend programs on masculinity?
  - Are there support groups for LGBTQIA+ students on campus?
  - Is there a process whereby campus recruiters are filtered for the gender sensitive/inclusive policies of their respective organizations?

### Case Study

#### **Institutes can Determine Priorities and Scope of the Gender Audit**

A partner institute decided to carry out a Gender Audit of the curriculum of all the courses offered at their campus. This included a comprehensive review of the syllabus, readings, evaluation methods and teaching methodology.

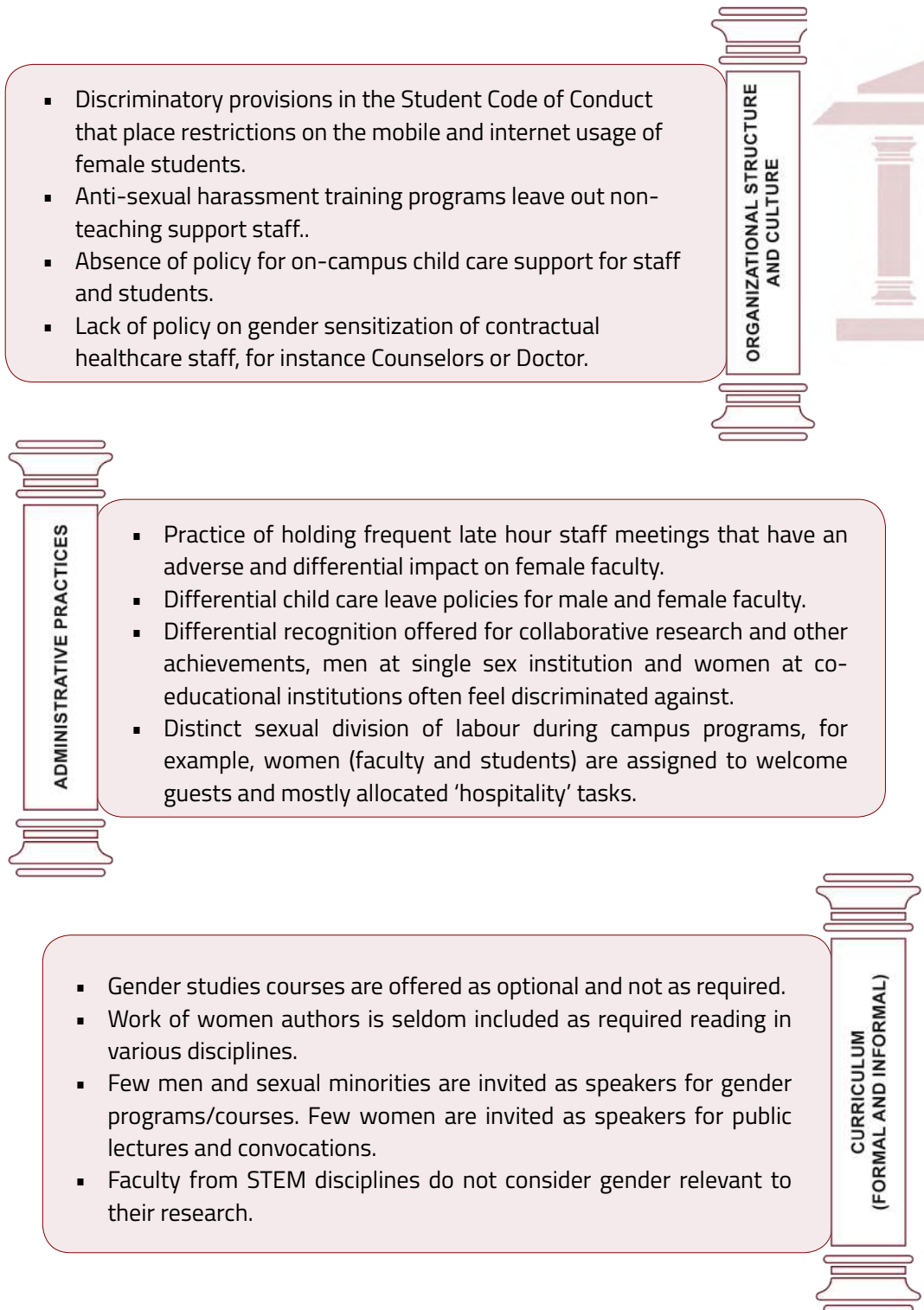
Another institute, which was an all-women's college, decided to conduct a Gender Audit along all six parameters by choosing one issue under each parameter. Their Gender Audit was designed around the following issues:

- Safety measures adopted on campus during the commute to and from the campus as part of *Organization Structure and Culture*
- Institutional financial support to male and female faculty for outstation professional development programs under *Administrative Practices*
- Review of the course on Gender that is mandatory across disciplines as part of *Curriculum*
- Quality of the gender-related messaging and outreach undertaken through the college-run community radio station under *Media and Communication*
- Students' access to sanitation and health facilities on campus under *Infrastructure*; and
- Access to off-campus activities for students from low-income groups as part of the *Student Life and Professional Development*.

### 3.3. Unique Features of Participatory Gender Audit Processes

- Gender Audits are **internal stakeholder-driven participatory processes**. Unlike external accreditation processes, Gender Audits are not designed for outsiders to come in and hand a checklist to gauge gender equality practices at an HEI along set parameters. They are not intrusive top-down diagnostic tools. They are conceptualized and led by insiders, and involve setting of short-term and long-term goals for gender equity and evolving strategic ways to achieve them.
- Gender Audits are **dynamic and iterative work-in-progress** and not a checklist.
- Gender Audits create a **non-hierarchical continuously open dialogic space** among the senior management, faculty, students and non-teaching staff of an HEI.
- Gender Audits are conceptualized as **scripting a democratic experience in equality** in the higher educational space. The process involves collective participation, representation, dialogue, negotiation and consensus-building at the institutional level.
- Gender Audits **make visible the multiple layers of gender discrimination and exclusion** embedded in the policies, practices and processes at HEIs.
- **Planning is of the essence**. Gender Audits require sustained action. Sufficient time and attention is needed for planning to ensure long term impact and build a sense of ownership of the process.
- **Long-term institutional commitment to the process** of Gender Audits is ideal since changes in attitudes and structures take time and require sustained fine-tuning.
- Carrying out one single “catch-all” Gender Audit that addresses several gender issues simultaneously is unrealistic and perhaps not optimally beneficial. **Audits conducted over a sustained period with renewed goals are more realistic and attainable**.
- Change is incremental. **HEIs must notice and document small signs of transformation** even as patriarchal structures are chipped away gradually. This helps track institutional progression on the equality trajectory.

## Figure 5. Some Gendered Practices on Campuses to Watch Out For





STUDENT LIFE AND PROFESSIONAL DEVELOPMENT

- Health and counselling services on campus do not address taboo subjects of sexual and reproductive health.
- Female students head welcome/reception committees and male students head finance committees during college festivals.
- Use of abusive language that is demeaning of femininity and non-heterosexual orientations is considered acceptable on campus.
- Limited mentorship opportunities for female students in the Natural Science disciplines due to research requirements such as long hours of lab work and outstation fieldwork.

- Website and brochure do not give prominence to Zero Tolerance policy on gender based violence.
- Women's 'empowerment' and 'upliftment' work is usually directed towards initiatives outside the campus and can be patronizing and paternalistic .
- Male members of various committees informally link up through social media and leave female members out of important decisions.
- Admission Brochures pitch liberal arts programs towards women

MEDIA AND COMMUNICATIONS (INTERNAL AND EXTERNAL)

CAMPUS INFRASTRUCTURE AND SURROUNDING PUBLIC SPACE (USAGE AND DESIGN)

- Over-reliance on CCTV cameras for safety on campus.
- Illegal stalls for tea, paan etc. that act as hangouts for outsiders near campus negatively impact mobility of female faculty and students .
- Commute to and from campus in public transport increases chances of sexual harassment.
- Open campus and inadequate lighting increase vulnerability to gender based violence for women and trans persons.

Table 2. **Myths that Gender Audits Challenge**

Myth	Countering the Myth
Gender Audits only benefit women.	Gender Audits can potentially benefit women, sexual minorities and men across intersections of class, caste, religion, disability, and other identities.
The elimination of sexual harassment is adequate to measure gender equality.	Gender equality addresses not only overt sexual harassment, but other forms of structural violence and exclusion.
All-women institutes are 'naturally' gender sensitive.	Women are not 'naturally' gender sensitive. They can be complicit in perpetuating patriarchal practices. Gender Audits are as relevant to all-women institutes as they are to co-educational institutes.
Gender Audits are designed as top-down monitoring devices.	Gender Audits are designed to be internally-driven participatory processes.
An Internal Committee (formerly known as Internal Complaints Committee) that has the minimum number of sexual harassment cases to deal with is the most efficient!	Large number of cases being handled by an Internal Committee could be indicative of transparency, impartiality, trust, and awareness on campus.
STEM disciplines are not gendered.	All disciplines are gendered! For example, Rosalind Franklin was deprived of her due recognition for the discovery of DNA.
Gender equality follows 'automatically' once legally required compliance mechanisms like the Internal Committee (IC) or Gender Sensitization Committee against Sexual Harassment (GSCASH) are in place.	Redressal mechanisms against sexual harassment are only one aspect of gender equality. There are many other ways in which gendered policies and practices create barriers in the path to equality.
Women at HEIs in states of India that have high literacy rates and impressive performance on Human Development Indices enjoy equality and non-discrimination.	Gender-based violence and discrimination are also rampant in states of India that have 'high' literacy rates and impressive performance on Human Development Indices. For instance, even in Kerala the rate of crimes against women is 60.20 per 100000 women, more than the national average of 57.90 and proportion of sexual crimes against girl children as against overall crimes against children is more than 82% <sup>24</sup> .

<sup>24</sup> Niti Aayog, Government of India. [SDG India Index & Dashboard 2019-20](#) (New Delhi: Niti Aayog, 2019), 76.

### 3.4 The Process: Five Phases of a Gender Audit

A Gender Audit can be planned over five phases which can be spread over a 24–32-week period. The time required for the entire process to unfold will depend on the size of the institute and the resources that the animators bring to the process. Irrespective of the time taken to complete the entire cycle, we suggest that an institute carry out the Audit by planning around the following five phases and the attendant actions.

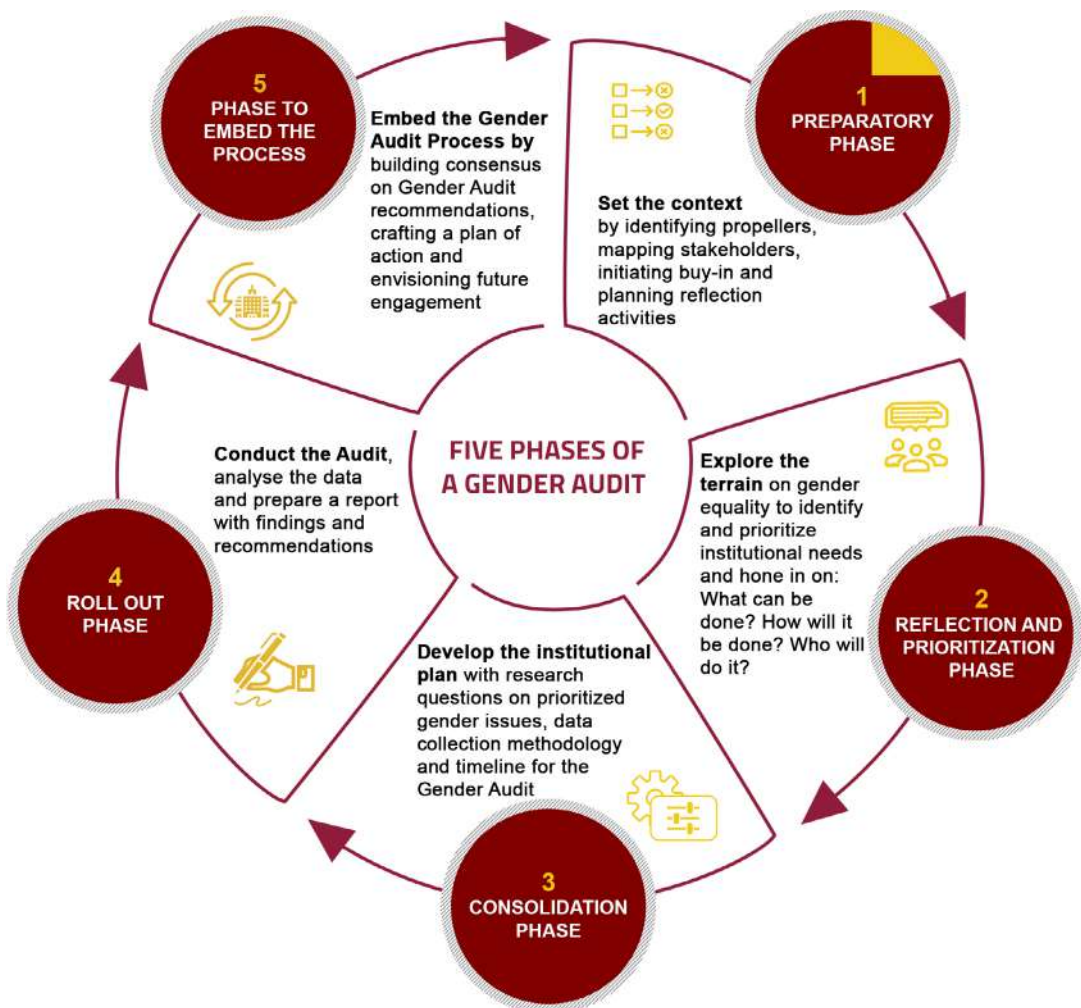


Figure 6. Five Phases of a Gender Audit

## PREPARATORY PHASE

### Week 1-10

Planning is of the essence for a Gender Audit to have the desired impact. The Preparatory Phase is oftentimes the longest of the five phases and sets the context for the Gender Audit at an institute. It comprises the identification of propellers and stakeholders who will engage closely with the process, mapping of their roles, planning reflective activities to identify gender concerns at the institute, and conducting a preparatory gender survey at the campus.

The work during this phase is largely carried out by the Senior Management and the faculty that take the lead on Gender Audit at the institute. The following steps can set the ball rolling for a Gender Audit:

- Build a small and strategic team of senior management and faculty members (hereafter referred to as the Core Team) who will propel the Gender Audit process at the institute
- Identify stakeholders on campus who will engage with the Gender Audit process and understand their roles (refer to [Section 4: Building a Team](#))
- Create a buy-in with stakeholders on the purpose and need for a Gender Audit using multiple strategies
- Plan Reflection Workshops for staff and students to collectively identify gender issues at the institute and prioritize those that need intervention
- Conduct a Preparatory Gender Survey at the institute to understand: existing safety measures, gender sensitization programs, courses on gender in the curriculum, sex disaggregated data on staff and students, and perceptions on gender equality on campus ([See Annexure C](#))

#### Strategic Stakeholders

- Head of the Institute
- Deans or Departmental Heads
- Registrar
- IQAC Head
- Coordinator of Internal Committee on Sexual Harassment
- Head of WSC/WDC

## REFLECTION AND PRIORITIZATION PHASE

### Week 11-12

This phase revolves around creating opportunities for the staff and students to dialogue on context specific gender issues. Over a period of one-two weeks the institute hosts Reflection Workshops to:

- Build a shared understanding of Gender Audits – What are Gender Audits? Why are they relevant to our campus?
- Build awareness on how gender is ‘performed’ in our everyday lives and is embedded in institutional policies and practices.
- Build consensus on what needs to change at the institute to enhance gender justice – What gender issues should be prioritized? What can be done? How can it be done? Who will do it?

#### Gendered Policies and Practices: Some Examples

- Discriminatory provisions in the Student Code of Conduct that place restrictions on the mobile and internet usage of female students
- Differential child care leave policies for male and female faculty, irrespective of who is responsible for primary parenting.
- Exclusion of writings/research by women authors in the required readings lists
- Female students head welcome/reception committees and male students the finance committees during college festivals
- College website spotlights images of women of a certain complexion and body type
- Vulnerability to gender based violence due to ‘open campus’ and inadequate lighting.

## CONSOLIDATION PHASE

### Week 13-18

The Reflection Workshops often yield a plethora of gender issues and some other concerns of inclusion on the campus. The action during the Consolidation Phase is concentrated within the Core Team which sifts through the outcomes of the Reflection and Prioritization Workshops to:

- Develop an Institutional Gender Audit Plan on the issues prioritized by stakeholders with research questions, data collection methodology, and sample
- Map out the timeline and stakeholder responsibilities for data collection for the Gender Audit



### Case Study

#### **A Research Plan to Audit Faculty Professional Development Opportunities**

A partner institute prioritized the challenges faced by female faculty in professional development and academic growth, considering their familial responsibilities. They used the following research framework and data collection plan to carry out the Audit under the Organizational Structure and Policy parameter:

#### Research Questions:

- Do female faculty have the same opportunities for professional growth and personal satisfaction as their male counterparts at the institute?
- What limitations do female faculty face?
- How does the institution support faculty in their professional growth?
- What policies exist on providing support to faculty to conduct independent research?

#### Sample

All the faculty members at the institute

#### Timeline and Personnel

Two months for designing questionnaires, collecting data, analysis and report writing. One Core Team member was responsible for drafting the questionnaire and to receive feedback and inputs from other members of the Core Team.

#### Data Collection Plan

Data collection to be carried out using an online questionnaire with assistance from the IT department of the institute

#### Action Research during the Gender Audit

The Core Team at the institute was able to carry out the Audit but they had to extend the timeline for analysis and report preparation

## ROLL OUT PHASE

### Week 19-28

Data-driven research led by the Core Team, with the participation of members of the campus community, is the fulcrum of the Roll Out phase. Although, the action during the Roll Out phase is concentrated in the hands of the Core Team, they can draw support from faculty and students at various stages in this phase that includes:

- Collection of data
- Analysis of the data – What patterns and relationships emerge? What was expected and what was unexpected?
- Preparation of a Gender Audit Report with the Findings and Recommendations to be submitted to the Senior Management

### Useful Data Collection Methods

- Document Analysis/Desk Review (of employee and student handbooks, procedure manuals, admission brochure, annual reports, curriculum etc.)
- Media Analysis (Analyzing online material including Facebook, Twitter, and the language of websites)
- Time Use Surveys
- Interviews with key stakeholders, students and faculty
- Focused Group Discussions with students, faculty and non-teaching staff
- Student surveys
- Participant Observation

## PHASE TO EMBED THE PROCESS

### Week 29 Onwards

The submission of the Gender Audit Report by the Core Team marks the beginning of the phase to Embed the Gender Audit Process at the institute which is spearheaded by the Senior Management Team. This phase is, in a sense, open-ended since the time to implement the Plan of Action will vary at each institute. The Senior Management can start with the following:

- Disseminate the recommendations of the Gender Audit Report across the campus and build consensus with stakeholders on a possible Plan of Action for change.
- Implement the Plan of Action for change.

The time it will take to implement the ensuing change institutionally and make the Gender Audit process an integral part of the internally driven assessment processes will vary across campuses.

### Successfully Embedding Gender Audit at the Institute

For a successful embedding of the process, it is important to:

- Devise a robust documentation method to build an institutional memory of the Gender Audits carried out;
- Facilitate access to this information for new cohorts of staff and students to take ownership of the process; and
- Create feedback mechanisms so that the Gender Audit is sustained and does not remain a one-time effort with a small group of faculty and one cohort of students.

### Case Study

#### Institutionalizing Change

A Gender Audit at Cotton University, Guwahati, conducted by the senior management, faculty and students, revealed the need for curriculum on gender and cross-disciplinary courses at the institute. Building on the findings and recommendations of the Gender Audit Report, the senior management designed a Plan of Action which included establishing a Women's Studies Centre (WSC) at Cotton University as a hub of gender knowledge for the entire North East region. A committee was constituted to draft the curriculum with timelines for approvals by the Academic and Executive Councils. Two posts of a Coordinator and a faculty were advertised.

Over a period of 24 months, the WSC engaged with the Academic Council and the Executive Council to introduce two new courses on gender. These include a course on Gender for Undergraduates, a Post-Graduate Diploma program in Gender Studies and a Masters' program in Gender Studies whose curriculum draws on the experience of feminist movements in the North East. The Centre has also started a series of seminars where the campus community can interact with feminist scholars. .



#### FAQs on Gender Audit

Does one need to be a 'gender expert' to be a part of the Gender Audit Team?

One does not have to be a gender expert to be a part of the Gender Audit Team. Although having an in-house gender expert as a member of the team is an asset, using the services of an external gender facilitator is a possible option to assist in a Gender Audit process. A common misperception is that women understand gender better than men. Women are often essentialized as gender specialists. There is a need to think of this as an 'expertise' that can be 'learnt', that has a 'theory' behind it and uses 'practical applied tools'. The expert does not have to be of the female sex in order to understand issues of gender.

Why is data-driven research useful in Gender Audits to promote gender equality on campuses?

- Accurate and appropriate data about the status of women and sexual minorities in colleges and universities is not easily available. Also, the specificities of institutes may vary.
- Research creates positive conditions for the wider community to 'see' the existence of discrimination.
- Data helps influence senior management to support change at the institutional level.
- Aids the creation of 'benchmarks for progress' at the institute.
- Forges strategic alliances with like-minded individuals within the institute, and across the wider research community and sections of civil society.
- Dispels stereotypes or fuzzy presuppositions emanating from lack of information.

# PREPARATORY PHASE



## PREPARATORY PHASE

### What it Entails

### Who is Involved

### Outcomes

Identify a Core Team Coordinator from senior or middle rung of leadership

SMT  
(THROUGH A  
CONSULTATIVE  
AND INFORMAL  
PROCESS)

- ☑ A Coordinator/ Facilitator for the Core Team with requisite expertise, credibility, standing and acceptance among peers appointed

Familiarize yourself with the meaning and purpose of a Gender Audit at HEIs

CORE TEAM  
COORDINATOR

Identify a Core Team (senior management and faculty) as propellers of the Gender Audit

SMT &  
CORE TEAM  
COORDINATOR

- ☑ Core Team constituted

Convene Core Team meetings to:

- Map the Stakeholders on campus and understand their roles in the Gender Audit process
- Create a buy-in with the campus community on the purpose and need for Gender Audit
- Plan workshops (for staff and students) to collectively reflect on and prioritise pertinent gender concerns at the institute

CORE TEAM  
ALONG WITH  
SMT

- ☑ Clarity built on the purpose and phases of a Gender Audit

Complete a Preparatory Gender Survey of existing safety measures, gender sensitization programs and perceptions on gender equality on campus

CORE  
TEAM

- ☑ Preparatory Gender Survey conducted

WEEK 1-10

# 4

## BUILDING A TEAM: MAPPING STAKEHOLDERS AND CREATING A BUY-IN

### 4.1 Broadening the Canvas of Concerns Through Inclusion

The process of getting a buy-in to the idea of Gender Audits across different constituencies and departments at an HEI is vital. Although a Gender Audit includes a report as an outcome document, the process is more than the production of a document. The participatory methodology of the audit, its purpose and impact, have to be understood by the diverse stakeholders – Senior Management Team, Faculty, Students and Non-teaching Staff. This calls for strategic investment in creating a buy-in for the idea of Gender Audits among the key stakeholders.

For the Gender Audit process to have impact and sustainability, it is important to:

- Bring the diverse stakeholders on board in the prioritization of gender concerns;
- Build consensus about the value of the process; and
- Elicit the active participation of stakeholders to create ownership of the process at the Institute.

Resistance to Gender Audits is not unusual as stakeholders may initially perceive it as 'intrusive', 'top-down', and 'only for women'. However, as the process unfolds, understanding gradually builds that Gender Audits are an important component of a Social Audit and can enhance gender justice on campuses. It can also open spaces for dialogue on other inclusion concerns.

When a Gender Audit process is inclusive, it not only brings diverse perspectives, broadening the canvas of concerns, but also deepens the sense of ownership for proposed changes. The gender issues that are identified and prioritized at the HEI are seen as fulfilling the gender equality aspirations of the campus community as 'a whole'.



## 4.2 Core Team – The Fulcrum

The Core Team is the fulcrum of the Gender Audit process. It is responsible for creating a buy-in for the idea among diverse stakeholders. **Comprising a small and strategic team of senior management and faculty, the Core Team carries the responsibility of leadership for the Audit at the institute.** It also ensures that the Gender Audit is not a one-time engagement and that the process is sustained beyond the initial Audit. Some suggestions for constituting a Core Team are listed below:

- The Core Team may ideally comprise 5-7 members at an HEI with 3,000-4,000 students, and up to 10 members at a multidisciplinary university with a large student enrolment
- A Coordinator of the Core Team (nominated/appointed) can lead the Core Team and liaison with the senior management
- The Vice Chancellor/Principal/Director can be a Mentor or Advisor to the Core Team
- Inclusion of Senior Administration members such as the Registrar or the Vice Principal helps build legitimacy for the process

To insulate the process from transitions at the top and faculty attrition (owing to tenure uncertainties at the entry level), **we suggest that the institute select the Core Team members from amongst faculty at the middle-rung of academic leadership.** The Core Team can draw support from a cohort of senior students at the institute to carry out the Gender Audit.



### What does the Core Team do?

- Conceptually propel the idea of a Gender Audit at the campus by creating a buy-in with diverse stakeholders for the need of a Gender Audit
- Schedule and facilitate regular internal meetings to understand the significance of the Gender Audit process, and build a shared vocabulary and contextual understanding of gender at the HEI.
- Logistically support the Gender Audit process through delegation of responsibilities and ensuring horizontal spread across departments
- Mobilize support among faculty and students to participate in the process of evolving the Gender Audit framework for the institute
- Lead the process of conducting the Gender Audit, prepare the Report, draft Recommendations for implementation by the leadership.
- Engage in sustained communication with the Senior Management, Internal Quality Assurance Cell, Faculty, and Students within the campus community and a broader network of Gender Justice Animators outside the campus in the geographic region, like women's right's organizations, think tanks and feminist researchers.

## Identifying Members of the Core Team

A Core Team drawn from the senior management and faculty should be diverse and of a manageable size. Some considerations for identifying members are provided below.

### Diversity of Disciplines

Since gender inequalities are witnessed across departments, the involvement of faculty from STEM fields is as important as the involvement of Gender Studies Centre/Women's Development Cell, Social Sciences, Humanities and Liberal Arts faculties.

### Involvement of Men

Inclusion and participation of men in the Core Team is vital, both at co-educational institutes and at women-only institutes where male faculty are hired. At most institutes there is a tendency to consider gender initiatives as relevant only to women. Men are included only at the mandatory anti-harassment workshops. This leads to a discourse where gender-based violence and exclusion are understood within the binary frame of 'women as victims' and 'men as perpetrators'. At the same time, women's complicity in promoting patriarchal norms remains invisible.

#### Suggestions on How to Get Men Involved in the Core Team

- The Coordinator of the Core Team holds one-on-one discussions with male faculty/administrators during the Preparatory Phase to explain how the Gender Audit process is distinctive and different from traditional gender sensitization/sexual harassment workshops.
- The Senior Management can nominate male faculty of credibility and standing among peers, to address misconceptions about the purpose of Gender Audit among male staff members.
- The Senior Management and Core Team Coordinator can emphasize that the Gender Audit is not a process of working in silos and neither is it only about women working with women, and crucially that men are integral to the success of a Gender Audit.

### Diversity of Perspectives

The Core Team must include the diverse perspectives of women, men, sexual minorities, the differently abled, religious minorities, and under served communities. While it is not binding to have the presence of a 'representative' from each of the different groups, the team should 'voice' the concerns of minorities in consultation with diverse groups. For example, on American campuses, the lone African American faculty in an institute that is largely dominated by White people is expected to serve on multiple committees. This can overburden individuals from minority groups and only qualifies as 'tokenistic'



representation. The perspective of minorities should be brought on board with care and sensitivity.

### Research Skills and Expertise

The team should ideally include faculty that can share their knowledge of diverse research methodologies in conducting qualitative and quantitative research.

### Motivation to Participate in Sustained Action

Gender justice is a goal. It takes time and investment. Therefore, members of the Core Team should be motivated and ready to commit at least a year to the process. A two-three-year period is ideal to see the impact of these Audits.

### Gender Expertise and Involvement of Gender/Women's Studies Centre

The inclusion of at least one gender expert is beneficial. The expert could be from the Gender/Women's Studies Centre (WSC) or Women's Development Cell (WDC). In the absence of a WSC/WDC, the institute may induct members from a department that offers courses on gender. In the absence of an in-house gender expert, the institute can consider a gender expert or practitioner from the voluntary sector.

### Information Technology

If the institute has in-house departments of Information Technology or Mass Communication, such faculty could add value to the Core Team. Their expertise is useful when conducting online surveys, collating data, updating the institutional website, and disseminating the Gender Audit report campus-wide.

### Internal Quality Assurance Cell (IQAC)

A member of the IQAC in the Core Team not only brings expertise on the requirements of the NAAC process, but can also help with the sustainability of the process. IQAC members can act as intermediaries between the faculty and senior administration to facilitate and expedite the implementation of the recommendations that emerge from the Gender Audit.

### Process for Selection of the Core Team

Although individual HEIs may have their own rules, the following process for selecting the Core team could prove facilitative:

- Inviting faculty to volunteer as members using the faculty notice board to announce the Gender Audit.
- Holding a meeting with the Vice Chancellor and the Registrar at a university/ the Principal and Vice Principal at a college to consult on the constitution of the Team. Simultaneously, an announcement on the notice board can elicit recommendations for nominees.

- Announcing a 'Search for Members of the Core Team' at the General Body Meeting of Staff and asking faculty to sign up for the process.
- Nominating gender expert/s at the HEI to be members.

The Coordinator of the Core Team may be nominated or appointed bearing in mind the following:

- Expertise in gender
- Ability to create a buy-in for the idea of Gender Audits with diverse stakeholders
- Credibility, standing and acceptance among peers
- Participation in the middle or senior-rung of institutional leadership with the ability to convene members of the Core Team at regular intervals
- Demonstrate leadership to conceptually and logistically propel the Gender Audit process at the institute in close collaboration with the Core Team members and the senior management

### A Successful Core Team

A Gender Audit is not a 'top-down' process. There is a need to create a shared language and webs of knowledge. This will encourage faculty who are not part of the Core Team and Students to feel welcome and comfortable to participate in and take ownership of the process. A successful Core Team:

- Conceptually propels the Gender Audit process by avoiding 'inflexible standards and rubrics of learning' and instead recognizes the need to transform language and re-imagine styles of working
- Exhibits inclusivity and diffused leadership in its own functioning
- Sustains momentum through periods of transitions in leadership
- Connects to the broader networks of gender animators across the research community and civil society



## 4.3 Senior Management Team – The Catalysers

The Gender Audit process at an institute is initiated only when the Senior Management Team catalyses the process by signalling approval. *As the shapers of the institutional vision and policies, the senior management provides impetus to processes of change.* The Core Team works in close collaboration with the Senior Management Team to schedule Reflection Workshops and consultations to evolve the institutional framework for the Gender Audit, garner resources, identify participants, and later report on the recommendations that emerge from the Gender Audit.

The Senior Management Team ensures the following:

- Provides institutional legitimacy and ownership to the Gender Audit process;
- Garners necessary resources and makes them available in a timely manner;
- Accords approval for various steps of the Gender Audit;
- Takes lead in disseminating the findings of the Gender Audit among members of the campus community;
- Crafts a plan of action to implement the recommendations that emerge from the Gender Audit; and
- Institutionalizes the proposed changes into formal policy in alignment with the mission, vision and goals of the HEI.

### Composition of Senior Management Team for a Gender Audit

- Vice Chancellor/ Principal/Director
- Deans/ Heads of Departments
- Registrar
- Head of Internal Quality Assurance Cell
- Coordinator, Internal Committee
- Head of Women's Studies Centre/ Women's Development Cell



## Incentivizing the Process

### Requirements of Accreditation Agencies

Gender Audits help in building the capacity of institutes to perform well on the parameters set by accreditation agencies like NAAC and National Institute of Ranking Framework (NIRF). At HEIs, the Senior Management engages with accreditation agencies that assess the college/university's performance vis-à-vis set parameters. In 2018, NAAC's revised framework included 'gender' under four criteria: 'Curricular Aspects', 'Teaching Learning and Evaluation', 'Research, Innovations and Extension Activities', and 'Institutional Values and Best Practices'. In addition, the Guidelines for the first time included Gender Audits in its Glossary. This Framework was further revised in February 2020.

In pursuance of the Action Plan for Performance Evaluation, Assessment and Accreditation, and Quality Upgradation of HEIs, NAAC (in its 2020 framework) has proposed that every accredited institution should submit an Annual Quality Assurance Report (AQAR). It provides separate manuals for universities, autonomous colleges, affiliated colleges, teacher education institutes, health sciences universities, among others. The word 'gender' appears six times in the evaluation framework for universities. It is mentioned in Criteria I, III and VII that deal with 'Curricular Aspects', 'Research,

Innovations and Extension Activities’, and ‘Institutional Values and Best Practices’. (See Annexure A for details) This provides another strong incentive for the Senior Management to positively advance the idea of Gender Audits at their campuses.

### Nurturing Gender Champions

In 2015, the UGC issued guidelines on appointing ‘Gender Champions’ at academic institutes across the country. Gender Champions were envisaged as responsible youth leaders who would facilitate an enabling environment within their institute to further the goals of gender equity and inclusion. Their role would include providing guidance to peer groups to mainstream gender in all activities of the institute, spread awareness about gender concerns and monitor progress towards gender justice on campus. The Reflection Workshops, like those suggested in the Handbook—including the workshop of stakeholders to develop an institutional Gender Audit framework and parallel student engagements—can help to create a context to nurture and identify Gender Champions for the institute. It can also mobilize an engaged group of students to take leadership in implementing innovative initiatives to ‘en-gender’ (inculcate gender sensitivity) the institutional ethos. Co-educational institutes can encourage young men to become Gender Champions and thereby challenge the assumption that only women should perform such roles.

### Hubs of Gender Knowledge

The process of conducting Gender Audits can play an important role in foregrounding the potential of an HEI to serve as a ‘Regional Hub of Gender Knowledge’ that advances best practices on gender equality. It builds the capacities of various campus stakeholders, connects them with gender experts in the region, and offers opportunities to share initiatives and programs for gender sensitization with other HEIs.

### Promoting Collaborative Linkages within the Institute

The process of designing and conducting Gender Audits can help overcome challenges posed by the turf struggles and sometimes competing roles of the Internal Committee (for redressal of sexual harassment complaints) and the WDC. Initiating the process also helps to move beyond only overt forms of violence such as sexual harassment, to address multiple kinds of discriminations and exclusionary practices at HEIs and thereby be holistically transformative. It provides a space for collaboration among the IC, Women’s Studies Centre and Gender Studies Department at universities and colleges.



## 4.4 Faculty – The Animators

On Indian campuses, faculty can play a crucial role in pushing the envelope for change. Getting a buy-in to the idea of Gender Audits by the faculty is at the core of the process, since they are in the majority in the Core Team and at the Reflection Workshops to identify pertinent gender concerns and design the institutional roadmap for change.

## **Role of Faculty**

Faculty are involved in multiple aspects of the Gender Audit process that include:

### **Core Team**

Faculty members constitute a majority in the Core Team, which is formed in partnership with the senior management, and supported by students. They propel the Gender Audit process, conceptually and logistically, at the HEI.

### **Reflection Workshops**

The active participation of around 10-15 faculty members (depending on the size of the faculty body) is required at the Reflection and Prioritization workshops. These are facilitated to identify pertinent gender concerns and design the institutional plan for change towards enhancing gender justice. The faculty take the lead in brainstorming on gender concerns relevant to their context, shaping the institutional Gender Audit plan, conducting the Audit, and becoming the animators of the change process.

### **Student Engagement**

Faculty also play an important part in identifying and guiding the students who can be involved in the Gender Audit process.

## **Selection of Faculty for the Reflection and Prioritization Phase of the Gender Audit**

While selecting faculty to participate at the Reflection and Prioritization workshops, it is important to ensure diversity from across disciplines at the institute, particularly STEM, Information Technology, Commerce and Management. Inclusion of faculty who serve additional roles as Heads of hostels or halls of residence, Counsellors, Librarian, among others is key, as is the need to have a few faculty members with gender expertise who participate in shaping and leading the process. A mixed pool of senior faculty, middle-rung faculty, Deans and Heads of Departments is recommended, with the inclusion of a few junior faculty who show commitment to support the Core Team in the Gender Audit process for at least a year. The inclusion and equal participation of male faculty should be emphasized and actively pursued.



## **4.5 Students – Champions of Change**

The diversity and heterogeneity of the student body on campuses determines the nature of their engagement as agents of change. Their articulations, voices and concerted action add richness, nuance and texture to the process. Students can be involved in the Gender Audit process in several creative ways, as suggested below.

### **Student Observers**

A small group of 10-12 students drawn from different departments and representing the diversity of the campus could be nominated as 'Student Observers' to participate

in the Reflection and Prioritization Workshops for senior management and faculty. As Observers, they can document their own questions, observations, and aspirations in a Student Reflection Journal ( See [Annexure G](#) for a sample of pages). They can reflect on:

- The diverse gender issues that are raised by the faculty and senior management.
- The complex processes of dialogue, negotiation and consensus building that they witness among different stakeholders.
- Their imagination of a Gender Audit at their campus.
- The new knowledge and perspectives on gender issues that they are building.
- Their role in facilitating a Gender Audit at their campus.
- Creative ways in which they can share their learnings on addressing gender based violence and discrimination with peers, family and community.

The Student Observers can support the Core Team in organizing the Reflection and Prioritization Workshop. At the Workshops, the Student Observers can be encouraged to contribute to group discussions even as they document their observations. They can also be involved in the data collection, analysis and report preparation of the Gender Audit process.

### Creating a Buy-in for Gender Audits among Students

- Encourage research scholars and senior students to co-author and publish research papers with their peers and faculty on the Gender Audit process and its findings
- Arrange paper presentations and discussions in small group tutorials
- Invite participating students to choose research topics for class assignments that are inspired by the Reflection Workshop and the parallel Student Workshops
- Gender Studies departments at HEIs can promote the idea of conducting a Gender Audit at the university as ‘a practice preparation before they take it out in the real world as professionals’



### Drivers of ‘Youth Speak’

The institute can convene a group of students active in co-curricular and extra-curricular activities to create a youth lead space or Youth Speak to generate diverse articulations and campus-wide awareness on themes of gender through creative mediums. Facilitated by students, this can include film screenings and discussions, performances, exhibitions, among others, that help to create a buzz and ignite campus-wide interest.

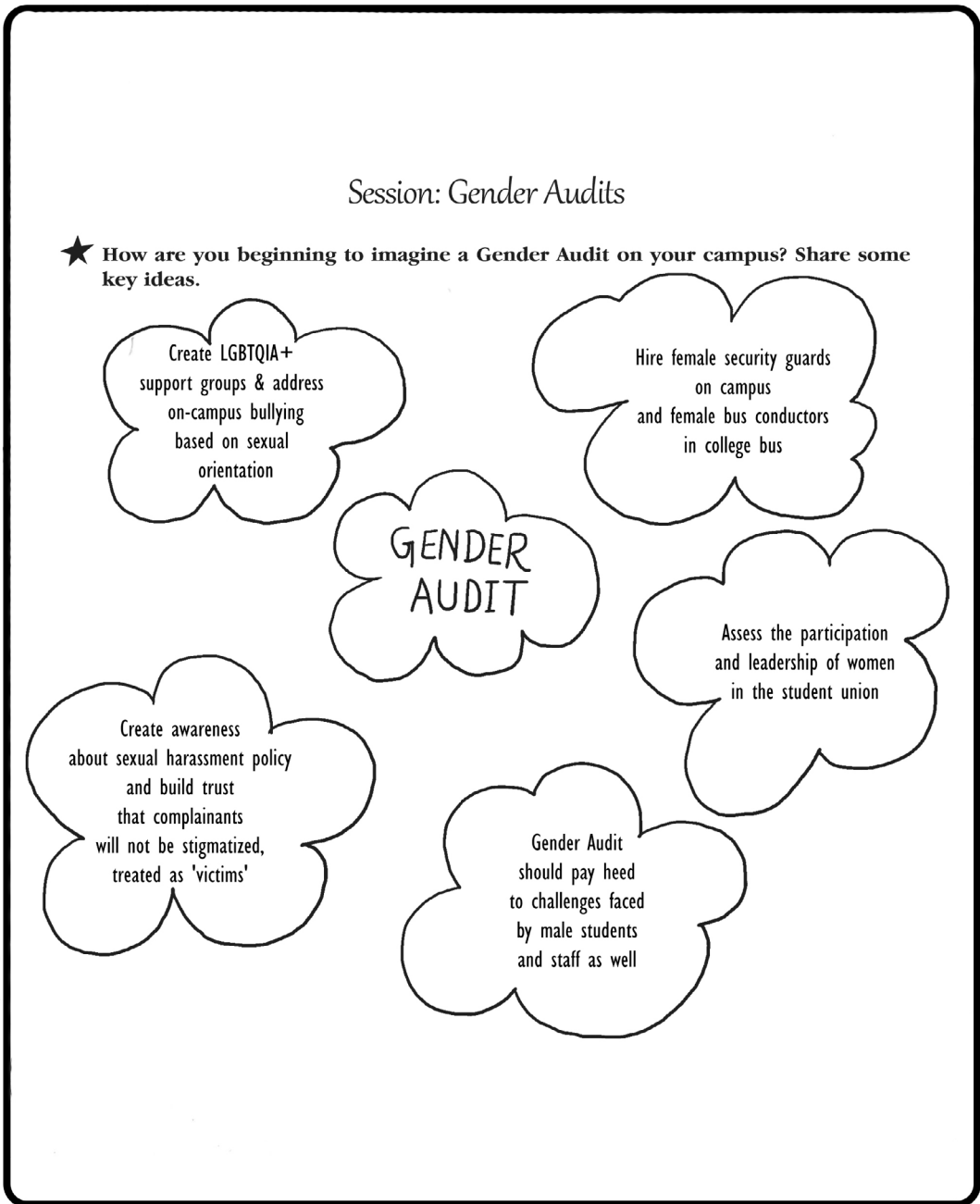


Figure 7. A Reflection Journal Entry by a Student Observer at the Beginning of the Reflection Workshop

What would an IDEAL GENDER JUST CAMPUS look like? Reflect. Share.

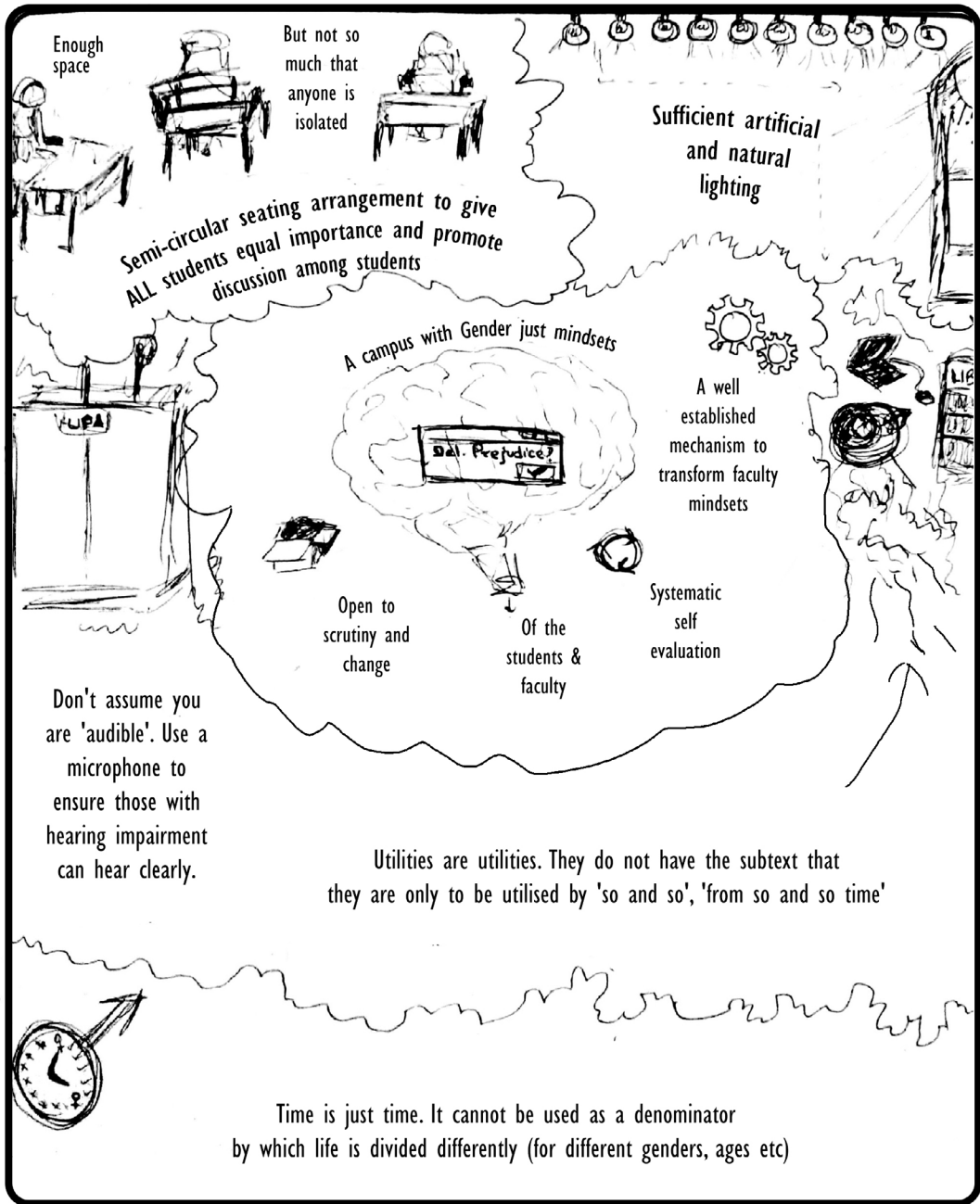


Figure 8. A Journal Entry by a Student Observer at the End of the Reflection Workshop



### Parallel Student Workshop

In conjunction with the Reflection Workshop for senior management and faculty, a short parallel student workshop (See details on [page 66](#)) to buttress gender knowledge for students at the institute is also recommended. A group of 20-30 students can participate in a workshop designed around themes of gender, such as masculinities, stereotypes and the media, safety audit ( See [details on Safety Audits](#)), among others.



## 4.6 Non-Teaching Staff – The Supporters

Inclusion of the non-teaching staff in the Gender Audit process is important and must be creatively imagined. Non-teaching staff in the administration, library, laboratories, tech teams, canteen, campus hostel, campus transport, security and other support staff at an HEI are integral to transmitting and preserving the ethos of an HEI. **They are instrumental in the interpretation of formal policies and the everyday implementation of rules and regulations on campuses.** They provide the crucial interface between the HEI, the public and students at large. Despite their large numeric presence, career enhancement and professional trainings for this constituency of the HEI community are few and far between. Their involvement can have far-reaching benefits especially where entrenched gendered roles and practices need to be challenged, and more equitable relationships imagined. For example, on most campuses the security staff tend to infantilize students under the garb of ‘protection’ and ‘safety provision’. Through the Gender Audit process, the Core Team can build awareness of the role of security staff to ensure safety without invading students’ sense of privacy.

One suggestive way is to involve non-teaching staff or their representatives in the Reflection Workshops where the way forward is determined and the institutional framework is developed. They can also be involved as respondents during the data collection process where they can help draw attention to gender issues from their perspective.

## 4.7 The Audit Timeline and Stakeholder Roles

The roles of the diverse members of the campus community and their engagement with the different phases of the Gender Audit are delineated in the following chart, which also lays out a suggested timeline of the Audit.

## PREPARATORY PHASE

What needs to be done	Who is Involved	Outcomes
Identify a Core Team Coordinator from senior or middle rung of leadership	SMT (THROUGH A CONSULTATIVE AND INFORMAL PROCESS)	<ul style="list-style-type: none"> <li>☑ A Coordinator/ Facilitator for the Core Team with requisite expertise, credibility, standing and acceptance among peers appointed</li> </ul>
Familiarize yourself with the meaning and purpose of a Gender Audit at HEIs	CORE TEAM COORDINATOR	
Identify a Core Team of 5-7 members (senior management and faculty) as propellers of the Gender Audit process at the institute	SMT & CORE TEAM COORDINATOR	<ul style="list-style-type: none"> <li>☑ Core Team constituted</li> </ul>
<p>WEEK 1-10</p> <p>Convene Core Team meetings to:</p> <ul style="list-style-type: none"> <li>Map the Stakeholders on campus and understand their roles in the Gender Audit process</li> <li>Create a buy-in with members of campus community on purpose and need for Gender Audit</li> <li>Plan workshops (for staff and students) to collectively reflect on and prioritise pertinent gender issues at the institute</li> </ul>	CORE TEAM ALONG WITH SMT	<ul style="list-style-type: none"> <li>☑ Clarity built on the purpose and phases of a Gender Audit</li> </ul>
Complete a Preparatory Gender Survey of existing safety measures, gender sensitization programs and perceptions on gender equality on campus (See <a href="#">Annexure C</a> )	CORE TEAM	<ul style="list-style-type: none"> <li>☑ Preparatory Gender Survey conducted</li> </ul>

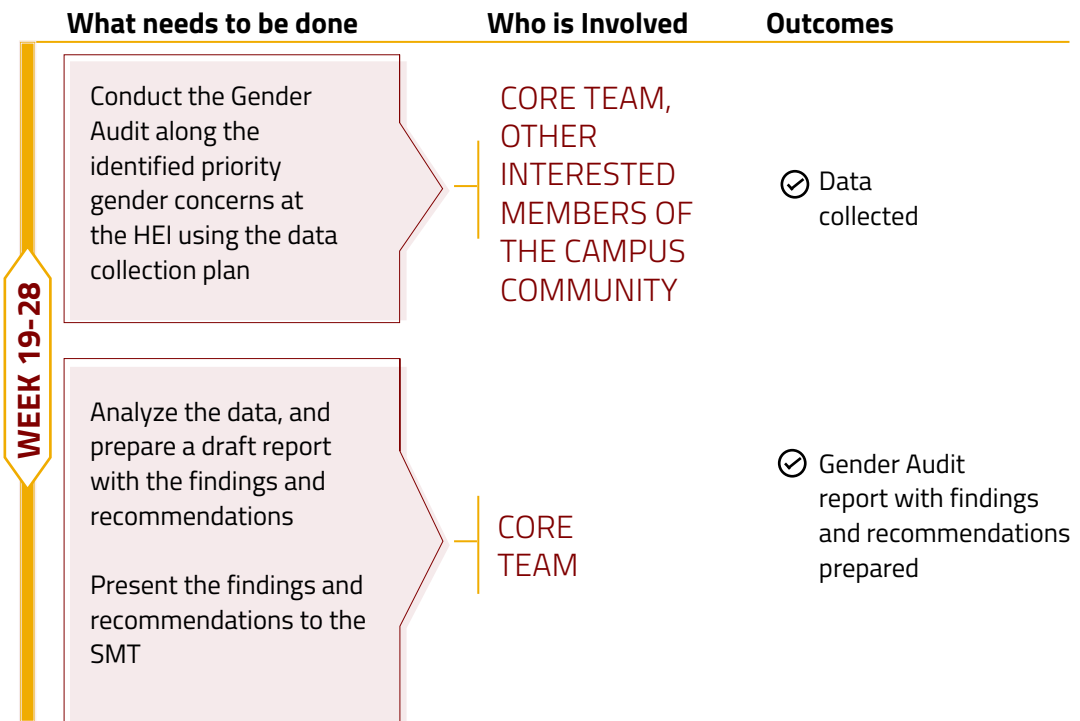
## REFLECTION AND PRIORITIZATION PHASE

	What needs to be done	Who is Involved	Outcomes
WEEK 11-12	<p>Organize Reflection Workshops to</p> <ul style="list-style-type: none"> <li>Build a shared understanding of the meaning and need for Gender Audit at the HEI</li> <li>Build awareness on what needs to change at the HEI to enhance gender justice</li> <li>Prioritize gender issues at the HEI, and identify - What can be done? How will it be done? Who will do it?</li> </ul>	<p>Propellor: CORE TEAM</p> <p>Participants: CORE TEAM, SMT, FACULTY, STUDENT OBSERVERS AND NON-TEACHING STAFF</p>	<ul style="list-style-type: none"> <li>Institutional Gender Audit framework drafted with priority issues, research questions, timeline and roles and responsibilities of stakeholders (See <a href="#">pages 59-71</a>)</li> </ul>
	<p>Organize parallel Student Workshop/s to create a broader buy-in for the Gender Audit on the campus</p>	<p>Propellor: CORE TEAM</p> <p>Participants: STUDENTS</p>	

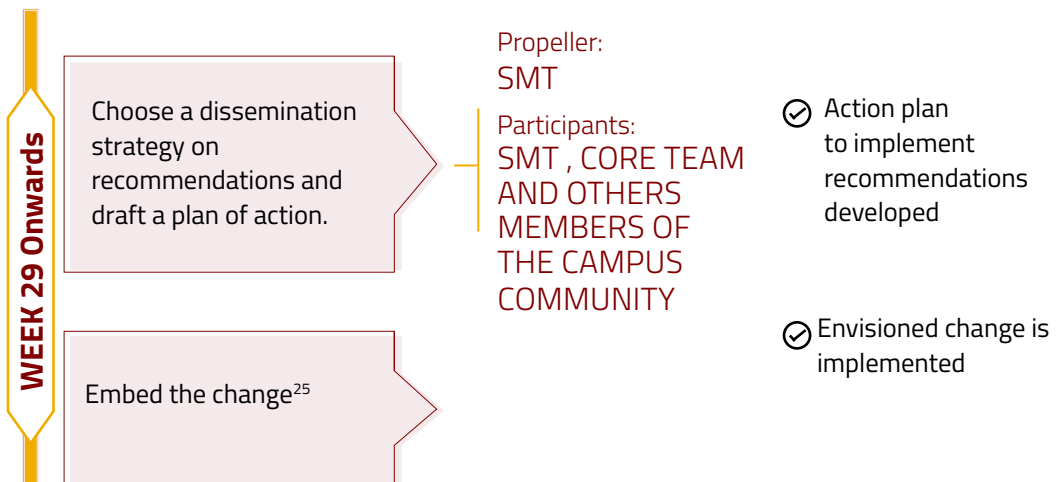
## CONSOLIDATION PHASE

WEEK 13-18	<p>Develop the Gender Audit framework with research questions and data collection instruments</p> <p>Map out responsibilities to conduct the Gender Audit</p>	<p>Propellor: CORE TEAM</p> <p>Participants: INTERESTED MEMBERS (FACULTY AND /STUDENTS) PROVIDE INPUTS</p>	<ul style="list-style-type: none"> <li>Data collection instruments for Gender Audit designed</li> </ul>
	<p>Test data collection instruments</p>	<p>Propellor: CORE TEAM</p> <p>Participants: A SMALL SAMPLE OF FACULTY AND STUDENTS AND NON-TEACHING STAFF</p>	<ul style="list-style-type: none"> <li>Pilot Gender Audit completed</li> <li>Data collection tools refined for Gender Audit at the institution (See <a href="#">pages 101-103</a>)</li> </ul>

## ROLL OUT PHASE



## PHASE TO EMBED THE GENDER AUDIT PROCESS AT THE INSTITUTE



<sup>25</sup> The time it will take to implement and embed the change will depend on the type of action that the SMT proposes. For instance, curricular change may take several months while modifications on the institutes's website maybe be implemented in a few weeks.

# 5

## SETTING THE GROUND TO PROPEL THE GENDER AUDIT AT THE INSTITUTE

### 5.1 Core Team Meetings: Building Shared Vocabulary and Planning the Process

The Core Team plays a critical role in preparing the ground for the Gender Audit. Since the Core Team will draw on members from diverse disciplines and genders, with different levels of exposure to trainings on gender, it is pertinent that they convene formal meetings and informal consultations to prepare for the Gender Audit. Four to six meetings of the Core Team, facilitated by the Coordinator of the Team, are recommended.

Suggested focus points for the meeting include:

- Understand the concept and purpose of a Gender Audit;
- Understand the six suggested parameters of a Gender Audit and the issues they foreground;
- Prepare to facilitate a session on the Gender Audit parameters at the Reflection and Prioritization Workshop for stakeholders ([See suggestions](#) on how to prepare for the session);
- Decide the selection process for participants at the Workshops and select the final participants;
- Create a program of the Reflection Workshops and identify resource persons for the same;
- Allocate responsibilities for the Reflection Workshops and the Preparatory Gender Survey;
- Carry out a Preparatory Gender Survey to document the existing gender equality initiatives at the institute and to gauge readiness for change; and
- Organize consultations to create a buy-in for Gender Audit with strategic stakeholders such as IQAC Head, Department Heads, Deans, Registrar, Student Representatives and Karamchari (support staff) Union office bearers.

## Conducting Gender Audit: Possible Challenges and Strategies to Overcome Resistance

It is possible that when the idea of a Gender Audit is initially mooted at an institute, it does not find traction. There may be a sense that there are other institutional priorities, that resources cannot be spared, or even apprehensions that the Gender Audit will expose the institute or its leadership to criticism. Should such challenges arise, the Core Team can **look for strategic entry points and opportunities**. Strategies such as the ones listed below can go a long way in allaying resistance.

- Identify individuals of credibility, stature and connection on campus who will be allies to help convince those who resist.
- Find ways to carry out the Gender Audit process on a smaller scale within the limited resources that the senior management makes available.
- Share with the senior management that Gender Audits can build the capacity of institutes to perform well on the parameters set by accreditation agencies to be evaluated positively.

For example, at a partner institute when the Coordinator of the Core Team held consultative meetings with the Registrar and the Head of IQAC, they were able to collectively envision the Gender Audit as an opportunity to meet the requirements of accreditation agencies like NAAC and NIRF, identify Gender Champions as directed by the UGC, and foreground the potential of the institute as a 'regional hub' of best practices in gender equality. At another institute, the Core Team decided to initially call the process 'Gender Reflective Practice' instead of a Gender Audit to assuage concerns about 'audit' which tends to be seen as 'an intrusive external team coming in to identify shortcomings in the institute's systems'.

## 5.2 Preparatory Gender Survey: Where Does our Institute Stand Today?

A Preparatory Gender Survey can provide a snapshot of where the institute stands in terms of gender programs and initiatives so that the Core Team can:

- Identify where gaps exist and what gender concerns are most relevant to the institute; and
- Understand internal institutional dynamics involved in information gathering across departments, resistances and opportunities, and varying levels of keenness among stakeholders to engage with the Gender Audit process.

A Preparatory Gender Survey for the Gender Audit process aids in nudging the process forward by offering some preliminary glimpses into the institute's status on gender equality practice and perceptions of the faculty and students on campus. It aids in planning the next steps of the Core Team.

A sample Preparatory Gender Survey, provided in Annexure C, includes questions on the following themes:

- The safety of women on campus (awareness of complaints, infrastructure related concerns, anti-sexual harassment policy)
- Existing gender sensitization programs: trainings and courses
- Groups highly vulnerable to gender-based violence on campus
- Opinions of the faculty and students on gender initiatives that are popular on Indian campuses, openness to change and perceptions about their ability to effect change

### A Snapshot of a Preparatory Gender Survey

Existing arrangements on campus for the safety of staff and students

Which of the following exist on your campus? (Mark Yes or No as response to each)

a. CCTV/Cameras	Yes	No
b. Personal discussions between Management and Students or Staff on safety concerns	Yes	No
c. Security Guards	Yes	No
d. Female Security Guards	Yes	No
e. Committee for safety of students and staff	Yes	No
f. Women's grievance redressal committees	Yes	No
g. Police Patrolling squad in and around campus	Yes	No
h. Lectures on gender based violence	Yes	No
i. Women Helpline numbers displayed at various places on campus	Yes	No
j. Suggestion box for students to place their suggestions	Yes	No
k. Separate common room for males and females	Yes	No
l. Orientation programs with gender focus at the beginning of the academic session	Yes	No
m. Any other, please specify below	Yes	No

The Core Team may decide to add or subtract sections from the Preparatory Gender Survey. For example, an institute that has built strong policies and implementation protocols on redressal of sexual harassment on campus may remove questions related to the anti-sexual harassment committee. At an institute where the Core Team members feel that gender sensitization programs are seldom organized for faculty, non-teaching staff or students, they may expand the questions in the section to cover the need for such programs and elicit suggestions.

In addition to the questions in the Preparatory Gender Survey, the Core Team can also collect sex-disaggregated data for the institute on student enrolment, and the number of faculty (Professors, Associate Professors, Assistant Professors, Temporary/Guest Faculty), senior management team and non-teaching staff. The Core Team may also collect information about gender courses that are being offered across disciplines.

### Sample Size

We suggest that the sample of the Survey be kept small and manageable, initially limited to all members of the Core Team, and a small number of faculty (4-5) and students (4-5 from different departments) as respondents.<sup>26</sup>

### Analysis

A brief summary of the Preparatory Gender Survey is best prepared by one of the Core Team members with an eye on the conceptual planning of the Reflection Workshops and also for institutional record.

#### Some Cues to Guide the Reflection Exercise/Meeting of the Core Team

- During the survey, I was surprised/shocked/happy to find...
- I think when we begin the Gender Audit process, we will encounter challenges like...
- I think Gender Audits can work at our institution because we already...
- I think we need to relook at the following ...
- I think we should prioritize the following when designing the workshop program...
- I think we can involve other colleges, universities and NGOs by...
- I think what can work to involve male faculty, non-teaching staff and students in this process is...
- I feel confident to lead the change because I bring...
- I can begin engagement by...



<sup>26</sup> The Core Team may decide to increase the sample size for the Survey and use Google forms to simplify data collection and analysis.



If the institute decides to use the sample Survey provided in [Annexure C](#), the thematic focus of the analysis could be: Safety Measures on Campus; Awareness of Gender-based Violence and Exclusion on Campus; Redressal Mechanism on Sexual Harassment Complaints; Vulnerability to Gender-based Violence on Campus; and Readiness for Change Towards Gender Justice in the Campus Environment

The Core Team can discuss what caught their attention from the Survey. They can also reflect on challenges and possibilities of the Gender Audit and what skills and resources each Core Team member brings to the table.

### **Preparing a Presentation for the Reflection and Prioritization Workshop**

The Core Team facilitates an introductory session on ‘What are Gender Audits? Laying out the Context and Parameters’ at the Reflection and Prioritization workshop. This presentation can foreground the following:

- What is a participatory Gender Audit process?
- What are the Six Parameters of a Gender Audit at HEIs?
- What is the relevance of Gender Audits to HEIs?
- What is the relevance of a Gender Audit to our institute?
- What pertinent concerns have emerged from the Preparatory Gender Survey carried out at the institute?

The Core Team can connect key findings from the Preparatory Gender Survey to the myths listed in [Table 1](#), to communicate gaps on gender equality at the institute.

# REFLECTION AND PRIORITIZATION PHASE



## REFLECTION AND PRIORITIZATION PHASE

### What it Entails

### Who is Involved

### Outcomes

Organize Reflection Workshops to

- Build a shared understanding of the meaning and need for Gender Audit at the HEI
- Build awareness on what needs to change at the HEI to enhance gender justice
- Prioritize gender issues at the HEI, and identify - What can be done? How will it be done? Who will do it?

Propellor:  
CORE TEAM

Participants:  
CORE TEAM, SMT,  
FACULTY, STUDENT  
OBSERVERS AND  
NON-TEACHING  
STAFF

- ☑ Institutional Gender Audit framework drafted with priority issues, research questions, timeline and roles and responsibilities of stakeholders

Organize parallel Student Workshops to create a broader buy-in for the Gender Audit on the campus

Propellor:  
CORE TEAM

Participants:  
STUDENTS

WEEK 11-12

# 6

## EXPLORING THE TERRAIN: WORKSHOPS TO EVOLVE THE INSTITUTIONAL FRAMEWORK FOR GENDER AUDIT

### 6.1 Reflection and Prioritization Workshops

Prioritization of issues of gender equity and inclusion at an HEI by the stakeholders is an essential step in the Gender Audit process. It helps bring to the fore gender concerns that are pertinent to the sociocultural context and identify **what needs to change** at the institute to enhance gender justice. Once what needs to change has been identified, collective deliberation on **what is prudent to do, how it can be done and who will do it** are the next set of questions that are addressed.

An effective reflection process that helps to identify the needs of an institute has the following features:

- Equips the stakeholders with a suitable vocabulary to express their concerns;
- Creates a safe space to bring out issues of power asymmetries and hierarchies that are hidden from view because they are routinized or normalized; and
- Affords space to build consensus on priorities for change.

In WISCOMP's experience workshops that bring together a select cohort of the senior management, faculty, students and non-teaching staff are an effective format for collective reflection. In terms of pedagogy, the workshops can use a mix of elicitive methods and lectures, discussions and film screenings.

Ideally, the workshops can be conducted in two phases: an initial familiarization workshop that focuses on the theoretical underpinnings of a Gender Audit – basic concepts on gender, the regional cultural contexts in which they are embedded and links between Gender Audits and equity and inclusion. This can be followed by another workshop that primarily looks at an institute's own practices, policies and processes using the six Audit parameters<sup>27</sup> to evolve a plan of action to carry out the Gender Audit on the campus.

<sup>27</sup> These six parameters are - Organizational Structure and Culture, Administrative Practices, Curriculum (Formal and Informal), Campus Infrastructure and Surrounding Public Space (Usage and Design), Media and Communications (Internal and External) and Student Life and Professional Development.

An institute may decide to have the two phases spread over two or three weeks, depending on the institutional calendar. However, we suggest that the gap between the sessions be kept minimal to maintain continuity and for ideas to be built brick by brick.

### Purpose of the Reflection and Prioritization Workshops

The workshops seek to build the capacities of a cohort of engaged animators at an HEI and do the following:

- Bring to awareness how we each 'perform gender' in our everyday lives at home, in our communities, in our workspaces, and in the society at large
- Understand how gender roles, norms and expectations are carried into workspaces and are formalized/normalized, and become part of our reflex where we cease to see their ramifications for equality
- Employ the lens of Intersectionality<sup>28</sup> to explore how disadvantage is compounded for some groups on campus
- Equip the stakeholders on campus with a shared vocabulary to articulate gender issues
- Identify the priority gender issues on campus that need intervention and discuss how they can be changed
- Explore if change is happening in subtle ways and how it can be scaled up institutionally
- Set targets given the constraints (resources, willingness, capacity) of the institute: How far can the institute go? How many issues can the institute take up at this time? How prudent it is to take up multiple issues?
- Evolve a Gender Audit plan on prioritized issues—with research questions, methodology, personnel and timeline—that can help undertake context specific initiatives to enhance gender justice

### Constituency

Bringing together an engaged cohort of key stakeholders from across hierarchies of an HEI is ideal. Depending on the size of the institute, this may include 5-6 senior management team members, 10-15 faculty members from different departments (senior, mid-rung and young faculty), 10-12 students (as Observers), and a few non-teaching staff. The institute may decide the process for selection/nomination of all the participants. (See [pages 44-49](#))

We recommend that the students 'observe' the workshop process and document their observations, in a Student Reflection Journal (for a Sample Journal see [Annexure G](#)). In addition, parallel workshops and activities like Youth Speak can open up spaces for engagement with others beyond the select cohort of students on campus.

<sup>28</sup> Intersectionality refers to 'intersecting patterns between different structures of power and how people are simultaneously positioned—and position themselves—in multiple categories such as gender, class, caste age, ethnicity, sexual orientation and so on.' See Ann-Dorte Christensen and Sune Qvotrup Jensen, "Doing Intersectional Analysis: Methodological Implications for Qualitative Research," *NORA - Nordic Journal of Feminist and Gender Research* 20, no.2 (2012): 109-125.

## Timeline

The duration of each reflection workshop can vary but in WISCOMP's experience a minimum of 16–20 hours of total deliberation time, spread over 3–5 days is ideal for the Reflection and Prioritization linked to a meaningful Gender Audit process.

## 6.2 Conceptual Framework of the Workshops

A suggestive conceptual framework of the workshop is provided below. While an institute may decide to include all the suggested sessions in its Reflection workshops, others may select only some. (Sessions that are core components to the development of a Gender Audit plan are marked with an asterix/\*)

**Table 3. Suggested Workshop Sessions and Rationale**

Suggested Session	Rationale
<b>Bringing Together Diverse Stakeholders to a Common Platform to Build Awareness and Ownership for the Gender Audit Process<sup>29</sup></b>	
<b>Opening Remarks from the Leadership at the HEI*</b>	<ul style="list-style-type: none"> <li>▪ Builds institutional ownership and affirms the support of the senior management to the Gender Audit process</li> <li>▪ Establishes how the Gender Audit can be conducted in alignment with the vision and mission of the HEI</li> </ul>
<b>Presentation by the Core Team on What are Gender Audits?*</b>	<ul style="list-style-type: none"> <li>• Clarifies the meaning, process and scope of Gender Audits at HEIs</li> <li>• Establishes the need and value of Gender Audits by exploring how Gender Audits at HEIs across the world have contributed to enhancing gender justice on campuses</li> <li>• Builds an understanding of the different parameters of Gender Audits and how they can be customized for different social and cultural contexts</li> <li>▪ Clarifies the role of the various stakeholders involved</li> <li>▪ Addresses questions and challenges myths around the idea of a Gender Audit</li> </ul>
<b>Special lectures by experts on Themes of Gender Pertinent to the Socio-cultural Context</b>	<ul style="list-style-type: none"> <li>▪ Inviting Gender Experts to deliver lecture/s open to the entire university community creates a context for campus-wide engagement on issues of gender</li> <li>▪ Gives visibility to contextual gender concerns and opens conversations among different stakeholders</li> </ul>

<sup>29</sup> We are grateful to Nityakalyani Ramasubramaniam for suggesting this categorization for various workshop sessions. See Nityakalyani Ramasubramaniam, *HAMSA: Campus Equity Initiative Evaluation Report: Women's Equality, Empowerment and Leadership through Safe Higher Educational and Workspaces* (New Delhi: WISCOMP, 2020), 19–31.

<b>Youth Speak</b>	<ul style="list-style-type: none"> <li>▪ Provides a platform that is led by students to articulate gender concerns through artistic mediums</li> <li>▪ Creates an opportunity for students to directly share their concerns and aspirations using a gender lens with the senior management, faculty and peers</li> </ul>
<b>Building Gender Knowledge from Multiple Perspectives</b>	
<b>History of Women and Higher Education in India: Policy and Practice</b>	<ul style="list-style-type: none"> <li>▪ Traces the historical trajectory of women's access to education, especially higher education in India</li> <li>▪ Foregrounds the evolution of feminist pedagogy</li> <li>▪ Delves into the politics of inclusion of Women's Studies into the curriculum and recent developments on feminist influences across disciplines</li> <li>▪ Draws attention to Gender/Women's Studies Centres and their evolving role in engendering higher education institutes</li> <li>▪ Lists and describes the policy mandates on gender in higher education including the SAKSHAM Report, constitution of Internal Committee, et al.</li> </ul>
<b>Locating Gender in the Region</b>	<ul style="list-style-type: none"> <li>▪ Foregrounds the issues faced particularly by women and sexual minorities given the cultural milieu and the patriarchal practices embedded in the local culture</li> </ul>
<b>Gender Knowledge*</b>	<ul style="list-style-type: none"> <li>▪ Builds knowledge of gender concepts and how their understanding has evolved over time</li> <li>▪ Allows exploration into different kinds of masculinities, sexual orientations and gender identities</li> </ul>
<b>Cross-Cultural Dialogues: Gender-Just Practices in the Academy</b>	<ul style="list-style-type: none"> <li>▪ Creates an opportunity to share challenges, opportunities and best practices in gender equity and inclusion among HEIs located in different cultural contexts across India</li> </ul>
<b>Demystify the Law for Women</b>	<ul style="list-style-type: none"> <li>▪ Provides an interface with feminist lawyers to understand path-breaking judicial pronouncements on the experience of equality for women and other marginalized groups, which can include themes of sexual harassment at the workplace, rights of transgender persons, same-sex relationships, domestic violence, among others</li> <li>▪ Builds an understanding of the application of various legislations on gender equality to the higher education space</li> </ul>
<b>Global Resonances of Gender Audits</b>	<ul style="list-style-type: none"> <li>▪ Creates an opportunity to learn from global feminist scholars about how Gender Audits have evolved at HEIs in diverse contexts of the world</li> </ul>

<b>Women's Education and STEM</b>	<ul style="list-style-type: none"> <li>▪ Interrogates the widespread perception that gender equality is a concern primarily for social sciences and that STEM fields are gender neutral</li> <li>▪ Maps out women's achievements in the field of STEM and the glass ceilings and barriers they continue to encounter</li> <li>▪ Explores disciplinary hierarchies at HEIs and the possibilities of interdisciplinary research</li> </ul>
<b>Building Dispositions to carry out a Gender Audit</b>	
<b>Inclusion and Equity through a Gender Lens*</b>	<ul style="list-style-type: none"> <li>▪ Elicits experiences of gender-based discrimination, violence and exclusion from the members of the campus community (See a <a href="#">sample module</a> included in the Gender Audit toolkit)</li> <li>▪ Builds an understanding of gender-based violence, not as discrete, unrelated events, but as embedded in everyday systems and practices of power and control</li> <li>▪ Builds understanding of the diversity of women's experiences of violence and how social position and cultural identities compound vulnerability</li> <li>▪ Highlights the gendered nature of policies, practices and processes at HEIs</li> </ul>
<b>Safety Audit*</b>	<ul style="list-style-type: none"> <li>▪ Highlights the gendered nature of the design of the campus infrastructure and the skewed nature of access and mobility of certain sections of the campus community, especially women.</li> <li>▪ Explores how the quality of social and physical infrastructure in and around the campus can enhance the participation of women, sexual minorities and the differently abled at the HEI</li> </ul>
<b>Time Use*</b>	<ul style="list-style-type: none"> <li>▪ Helps unpack the gendered nature of time use and the multiple ways in which it produces inequalities in professional growth and career trajectories of individuals, particularly disadvantaging women (See <a href="#">details on using Time Use Surveys</a> and <a href="#">Annexure H</a> for a Time Use Survey form)</li> </ul>
<b>Evolving a Context-Specific framework and preparing for a Gender Audit</b>	
<b>Identifying Gender Issues at the Institute*</b>	<ul style="list-style-type: none"> <li>▪ Helps to identify gender issues that have specific relevance to the institute</li> </ul>



<b>Framing Research Questions for Collecting Data Depending on Priorities Set – Group Work*</b>	<ul style="list-style-type: none"> <li>▪ Helps to evolve an institution-specific framework which clarifies gender issues, sets priorities and acknowledges institutional constraints, like those of resources, capacity and willingness to engage</li> <li>▪ Helps evolve a realistic plan on what Gender Audit initiatives are possible for the institute at that particular point in time</li> </ul>
<b>Sustaining the Momentum: Gender Audit Plan Post the Workshop</b>	
<b>Ways Forward*</b>	<ul style="list-style-type: none"> <li>▪ Creates a Gender Audit plan with context specific research initiatives on prioritized gender issues, identifies personnel and develops a timeline that will help implement the Gender Audit at the institute</li> </ul>

### 6.3 Sample Workshop Structure

Institutes can use the following workshop structure as a starting point to design their own Reflection and Prioritization Workshops. The participants at these workshops would include a cohort of senior management, faculty, students and non-teaching staff:

<b>SESSION 1</b>	<p><b>Gender Justice on Campus: The Leadership and Core Team Vision</b>  <b>Duration:</b> 40 minutes  <b>Format:</b> Address and Presentation  <b>Objective:</b> Builds institutional ownership and affirms the support of the leadership to the Gender Audit process</p>
<b>SESSION 2</b>	<p><b>Icebreakers and Ground Rules</b>  <b>Duration:</b> 1 hour  <b>Format:</b> Interactive  <b>Objective:</b> Creates a safe space for dialogue among the participants, and builds familiarity with the structure and purpose of the workshop</p>
<b>SESSION 3</b>	<p><b>Unraveling Violence and Exclusion on Campus</b>  <b>Duration:</b> 1.5 – 2 hours depending on the number of participants  <b>Format:</b> Elicitive discussion facilitated by a gender expert  <b>Objectives:</b> Elicits and recognizes how we each (women, men and trans) perform gender in our everyday lives, and how these gender roles, norms and expectations are carried into workspaces (<a href="#">A sample module</a> is provided in the Gender Audit Toolkit)</p>
<b>SESSION 4</b>	<p><b>What are Gender Audits? Laying out the Context and Parameters</b>  <b>Duration:</b> 2 hours  <b>Format:</b> Lecture and discussion facilitated by the Core Team  <b>Objective:</b> Builds an understanding of the meaning, parameters and need of a Gender Audit at HEIs (For details on how the Core Team can plan for the session, <a href="#">see page 56</a>)</p>

## SESSION 5

Lecture by a Human Rights Lawyer or A Women's Rights Expert on Issues Germane to the State/Region

**Duration:** 1 hour

**Format:** Lecture and discussion

**Objective:** Provides perspective on women's rights within the socio-historical and legal context of the region

## SESSION 6

Youth Speak

**Duration:** 1 hour

**Format:** Creative methods

**Objective:** Provides a platform that is led by students to voice their articulations of gender concerns through artistic mediums (for ideas on designing the session see [Figure 9](#))

## SESSION 7

Time Use

**Duration:** 1.5 hours

**Format:** Activity and discussion

**Objective:** Builds an understanding of the difference between what is called 'productive' and 'care work' and the gendered nature of time use (See [Time Use Survey](#) for details on how to design the session)

## SESSION 8

Safety Audit of the Campus and Surrounding Spaces

**Duration:** 2.5 hours

**Format:** An experiential outdoor group activity with Pen and Paper or Mobile App Survey followed by a discussion

**Objective:** Examines issues of gendered infrastructure usage and design in and around the campus, and explores varying perceptions of safety (See [Safety Audit Tool](#) for carrying out a Safety Audit on the campus)

## SESSION 9

Mapping Gender at the Institute

**Duration:** 1.5 – 2 Hours

**Format:** Elicitive discussion and group work

**Objective:** Helps to identify the most pertinent issues of gender equity and inclusion at the institute (See [Tool 1](#) for designing the session on gender issues)

## SESSION 10

Designing the Institutional Gender Audit Plan

**Duration:** 4 – 5 Hours

**Format:** Group work

**Objective:** Creates a space to prioritize the most pressing gender issues and design the institutional Gender Audit Plan with research questions, sampling method and data collection methodology (See [a suggestive detailed plan](#) to structure the discussion at this session)

## SESSION 11

The Way Forward

**Duration:** 1 hour

**Format:** Roundtable discussion

**Objective:** Helps to draw a timeline and allocating responsibilities for conducting the Gender Audit at the institute on the issues prioritized

### Parallel Student Workshop/s

Parallel to the Gender Audit Workshop for senior management, faculty, student observers and non-teaching staff, it is recommended to host short student workshop/s (1 hour –1.5 hours) to build gender knowledge. These generate campus-wide conversations on gender in the student community creating a ripple effect of the Gender Audit process. Groups of 20-30 students may participate at each workshop. The student workshops can for instance focus on:

- A. Understanding the relations and structures that are involved in producing behaviour of men and women in society, including norms of femininity and masculinity that amplify marginalization based on sexual orientation and gender identities.
- B. Helping students make connections between the 'desire for equality' and the unequal and pervasive discriminatory practices. By using examples from popular culture and real-life cases the workshop can illustrate how gender-based violence and discrimination is reproduced or resisted in society.

Shared below is a glimpse of one such module 'A Review of Open Letters from Parents to their Children'<sup>30</sup>:

#### Learning Objectives

- Participants understand the need for inter-generational conversations on sexual harassment and other forms of gender-based violence with families in homes
- Participants recognize that gender equity is an important value for responsible parenting and are able to reflect on their own experiences as 'daughters', 'sons', 'mothers' and/or 'fathers'

#### Preparation

Copies of the following letters can be shared with the participants as advance reading:

- Letter 1: Mary Kom, 'Your mother was molested: Boxer Mary Kom's open letter to her sons' (*The Hindustan Times*, 6 October 2016)
- Letter 2: Paromita Bardoloi, 'Women are partners: A letter to my son on his birthday' (*Breakthrough India*, 30 November 2015)
- Letter 3: Amitabh Bachhan, 'Amitabh Bachhan's letter to Aaradhya, Navya Naveli is a must-read for all women' (*The Indian Express*, 6 September 2016)

#### Process

In small groups, the students can be invited to reflect on some of the following questions:

- What is the primary message that the parent/grandparent is trying to convey to their children in the letter?
- Are there differences in the messaging for sons and daughters? If so what are

<sup>30</sup> This module is drawn from Manjri Sewak, *En-gendering Education: Building Youth Capacities to End Gender-based Violence in India- A Handbook for Educators* (New Delhi: WISCOMP, 2017). Users may find other such modules in the resource. See details in [Annexure E](#).

these differences?

- Is there an idea in the letter that resonates for you and which you would like to discuss with your own parents?
- As a woman/man/trans, what does your mother tell you about gender expectations and gender based violence? Is it different from what your father says to you about gender expectations and gender based violence? .

## 6.4 Designing the Institutional Gender Audit Plan

Sessions at the Reflection and Prioritization Workshop that focus on building an understanding of gender concepts and constructs, awareness on legal, social and cultural milieu et al help to prepare the stakeholders to **identify issues of gender equity and inclusion that are most pressing on their campus.**

During the workshop, a large number of issues will likely be identified by the participants. It is important to sift through these diverse issues and arrive at a 'doable' Gender Audit plan. The purpose of the session on the **Institutional Gender Audit Plan** is to categorize the identified issues as:

1. Those that can be addressed in the immediate term;
2. Those that require long-term commitment but are still in the realm of possibility; and
3. Issues that cannot be addressed given the institutional constraints in terms of resources, capacity and willingness of the senior leadership at the particular point in time.

The Gender Audit process additionally can open spaces for dialogue at an institute on a host of issues, not just gender concerns. They can trigger a larger social audit. For instance, **the stakeholders at an institute felt that the university was not allocating resources for research judiciously and that the quality of research output of faculty was not up to the mark. At another institute, the students flagged that their feedback was not taken into consideration in curricular reforms.** These were important concerns for the institutional stakeholders. Consequently, the Gender Audit led to initiatives on other inclusion concerns beyond just those relating to gender.

A Case Study with examples of issues identified at a partner institute illustrates the diverse range of concerns that are voiced during the reflection workshop. The participants sift through these to identify those concerns that require immediate intervention. The Gender Audit prioritizes these concerns.

## Case Study: Listing Issues of Concern and Narrowing Down Areas for Action at a Partner Institute

Lack of space for conversation on 'taboo subjects' on campus. Eg. Sexual and Reproductive Rights

Sexist visual imagery on the institute's website and in brochures. Eg. mostly the achievements of male alumni are showcased on the website

Complaints and suggestion boxes are missing and should be set up across campus

Break cultures of silence on discrimination by creating avenues for conversation on such issues

There is a need to decolonize understanding of gender in the curriculum and include perspectives from the Indian context

Lack of counselling centers that cater to the needs of sexual and gender minorities

Internal Committee for redressal of sexual harassment complaints are not impartial and autonomous

Very few female faculty participate in leadership trainings

Absence of signage that conveys the message that the campus values equality. Eg. signage for reserved car parking for people with disabilities

Very few cultural events and seminars to promote respect for different religions and multi-cultural interaction are organized

Need to address resistance to mandatory gender courses for students

Gap between maternity leave policy on paper and actual experience of staff at HEIs run by private trusts

Lack of information on grievance redressal processes

Female students and staff are not encouraged to take the lead in organizing conferences and seminars

Absence of interdisciplinary approaches to teaching science

Members from marginalized and vulnerable groups should be invited to share stories and exchange knowledge

- Narrowed down for immediate action
- Can be addressed in the Intermediate/Long term
- Not prudent right now due to constraints—capacity, resources, willingness
- No consensus on the issue
- Not gendered per se but inclusion/equity issues

Sexual harassment policy and redressal mechanism should be guided by the experiences of those most vulnerable on campus

Training in Self Defence should be organized for women on campus

Emergency contact information is missing from notice boards and website. Eg. how to find help in case of bullying, trolling, stalking?

Invisibilization of rights of gender & sexual minorities in policy. Eg. Can a male faculty avail medical benefits for a male partner?

Prevalence of a practice of hiring women faculty on contractual and temporary positions and not permanent ones

There is a need for a non-judgmental uniform code of conduct to address discrimination based on looks and attire

Curriculum and pedagogy of the Commerce discipline is deeply alienated from social concerns

Lack of gender sensitization trainings for non-teaching staff

There is need for greater visibility of gender trainings and celebrating inclusive attitude and behavior

Sexual division of work on campus during events

Accessible spaces and facilities for women and students with special needs. Eg. ramps for wheelchair

Lack of policy on sanitation, childcare, access to safe transport during late hours on campus

Need to discuss the 'politics of evaluation' and 'politics of curriculum'

Lack of experiential learning and over emphasis on conventional modes of teaching-learning

### Prioritized issues on which consensus was built for Gender Audit

Assess the institutional policy and infrastructure to see if they meet the health and hygiene needs of students and staff on campus

Assess the curriculum of diverse disciplines using a gender lens

Review existing practice of gender sensitization trainings for non-teaching staff.

Examine the accessibility of infrastructure and safety measures on campus – looking at access and safety of laboratories on campus

## 6.5 Sample Session Design to Craft the Institutional Gender Audit Plan

### Pre-workshop preparation by Core Team and facilitator

Assign the workshop participants into small breakout groups ensuring diversity (in terms of gender balance, disciplinary diversity and gender expertise).

### Session Flow during the Workshop

1. Using the [Elicitive module](#) the workshop participants can begin with a discussion on gender issues at the HEI to map out what requires institutional attention and intervention.
2. Once the stakeholders have arrived at a list of issues, each group can work to:
  - Focus on any one important issue
  - Design research questions to investigate the issue with a gender focused approach, keeping in mind that class, caste, religion, disability and sexual orientation may confound the issue
  - Identify the data that needs to be collected to answer the research questions
  - Identify who the data will be collected from at the institute
  - Generate ideas on data collection methodology/instruments
  - Identify any assumptions (about the issue, research questions, participants, et al.) and whether they are gendered in any way

Prioritization and planning process can be followed by a Way Forward session where the stakeholders collectively:

- i. Identify who will support the Core Team that leads the data collection process;
- ii. Discuss support required for the data collection, duration of the data collection and research inputs and resources; and
- iii. Decide the timeline for carrying out the Gender Audit based on the calendar of the institute.

Some examples of initial ideas for Gender Audits that were chalked out by the staff and students in small groups at various WISCOMP workshops are shared as [Case Studies](#). While some initial ideas were realistic and took on board the resource and capacity constraints at the institute, others were too ambitious in their scope and remained non-starters. The result was that **the institutes that kept their plans closer to 'doable' research were able to carry through their, while the over-ambitious research plans could not be operationalized on the ground.**

## Decoding Equality Practice at the Institute

Perceptions/Impressions about gender equality at an institution may not always mirror reality. There is a need for the campus community to use the collective reflection process to identify:

### What needs to be done?

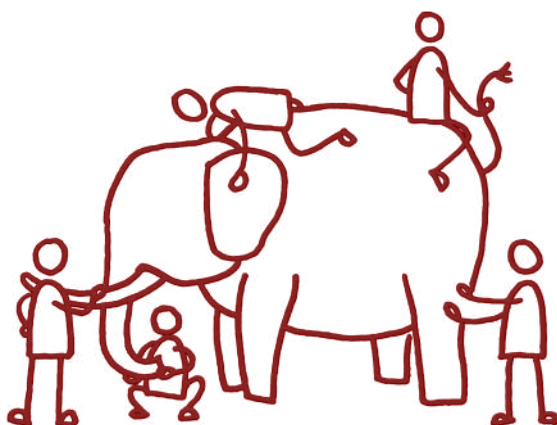
- What is the understanding of the different forms of gender based violence, discrimination and exclusion on our campus?
- What is our level of understanding of gender concepts? Are all stakeholders on the same page?
- Do we understand the constitutional rights of women and sexual minorities?
- Where does the institution stand on the path towards equality?
- What prejudice and gender stereotypes need to be overcome?
- What myths exist at our institution about Gender Audits that need to be dispelled?

### How can it be done?

- What issues have been discussed and prioritized?
- What research questions can help us investigate the issue?
- How can we define the issue in measurable terms as research questions?
- What data needs to be collected to answer the research questions?
- Who will we approach to get the information required?
- What methodologies will we use?
- When will we do this and what will be the timeline?

### What is prudent to do?

- What are the constraints of our institute in terms of resources – financial, skills and time available, capacity?
- Given the geographical and cultural milieu, what is possible at the given point in time?
- What will the senior management be willing to take up at this point in time?
- What can be done in the immediate, medium and long term?



### Who will do it?

- Who in the Core Team/ senior management will be responsible for which aspect of the research?
- Who among the faculty, students and non-teaching staff can support the research? How?



When participants at the Reflection and Prioritization Workshop set realistic immediate, medium and long-term goals, their plan serves as a starting point for the Core Team to consolidate research design and carry out the Audit. With a doable plan, the Core Team is able to frame robust research questions (often refining the initial ideas), design appropriate data collection instruments, identify the sample for data collection, and decide a feasible timeline for the Gender Audit.

### Case Study 1

#### **Research Design to Assess Sanitation and Health Services for Students**

A partner all-women's institute identified the need to carry out an Audit of the accessibility and inclusivity of toilet infrastructure and health services offered for students on campus as part of the Campus Infrastructure and Surrounding Public Space (Usage and Design) parameter.

#### Research Questions:

- How accessible are the toilets for students of the institute?
- Are all toilets accessible for differently abled people on campus?
- Are the toilets transgender-friendly?
- How much time does it take on average for students to walk back and forth to the toilet from their classroom?
- How female-user-friendly is the design of the toilet facility? For instance, are there hooks to hang bags/purses? Are waste bins placed in the toilets?
- Are sanitary napkins conveniently available for female students on campus?
- Is the management exploring eco-friendly ways of disposal of sanitary napkins? Is this a priority for the institute?
- Is access to basic medical services available for students on campus?
- Are first aid boxes available?
- Are trained nurses available?
- Are there sick room facilities available for students?
- Is counselling provided on safe sex?
- Do visiting counsellors participate in anti-sexual harassment programs organized for staff?

#### Sample

Stratified sampling method to be used to identify a representative sample of students from across all departments of the institute

#### Timeline and Personnel

Four months with a team of two faculty members and four students assisting in data collection

### Data Collection Plan

- Data will be collected by the research team on indicators such as number of ramps in toilets for differently abled students, the frequency with which toilets are cleaned, distance of toilet facilities from the different departments, availability of waste bins in toilets, among others.
- Semi-structured questionnaires will be circulated among the students to collect data on toilet usage and maintenance.
- Participant observation outside the toilets to assess the number of people who use the toilet facilities during a routine day and the heavy flow times etc.

### Action Research during the Gender Audit

The Core Team at the Institute was able to design and administer a survey questionnaire and carry out the data collection and analysis as planned. The report was submitted to the Senior management with recommendations for improving the facilities available for students on campus.

### Case Study 2

#### Matching Audit Goals with Research and Resource Capacity

A partner all-women's institute prioritized the need for gender analysis of the website to get insights into how gendered the Media and Communication strategies of the institute were. They formulated the following research plan for carrying out the Gender Audit:

#### Research questions

- How gendered are college and university websites?
- Do the vision and mission statements reflect gender equity as a core value?
- Is substantive information on the anti-sexual harassment policies and cell provided on the website? Does the website provide links to statutory bodies with their contact details where complaints of harassment can be lodged?
- What does the content analysis of the Annual Reports and Prospectus on the website reveal about concerns of gender equity and inclusion?
- What infrastructural facilities are projected on the website and is there mention of their accessibility by differently abled people?
- What does a gender analysis of the photographs and visuals on the website reveal? Is more preference given to men, is there tokenism in women's representation, is preference given to women from particular groups, are differently abled persons adequately represented?
- Does the alumni section of the website foreground the achievements of female alumni?

- How many sections of the website feature achievements of women staff and students?
- Does the academic calendar commemorate achievements of prominent women leaders and days dedicated to gender based issues regionally, nationally and internationally?
- Which significant events are underscored in shaping the historical trajectory of the college and whose contributions are acknowledged as 'founding fathers' or 'founding mothers'?
- Do the online application forms provide space for gender minorities to identify themselves or do they use only 'male-female'? Do online application forms collect information on only father's details or do they allow applicants the choice to provide information on parents (mother/father)?
- Are gender programs/events highlighted in the Events section of the website?
- How inclusive or exclusionary is the language used on the website?
- What is the difference between the websites of same-sex and co-educational colleges and universities?
- Is there a difference in gender parity between websites of colleges as compared to universities?

### Sampling

The research team will use a sample of 20 college and university websites of same-sex colleges (all women's and all men's colleges) and co-educational colleges and universities in the state. These will include central universities, National Institute of Technology, private colleges, government colleges in rural and tribal areas, autonomous colleges, one agriculture university, one medical college, among others.

### Data Collection Plan

- Data will include content (text and visual) of the websites, the latest Annual Report and the Prospectus of each institute in the sample.
- Through interviews and brief semi-structured questionnaires, a study of the accessibility and usability of the websites by women, men and trans persons from different backgrounds, disciplines, etc. will also be conducted.

### Timeline and Personnel

Three months with a research team of two faculty members and six students

### Action Research during the Gender Audit

Post the workshop, the Core Team realized that the institute had set an unachievable target for itself. The scope of research was too broad and beyond their capacity in terms of resources and the time they could devote. They decided to limit the content analysis to their own website and take it up only after the Core Team had gained experience on Gender Audit along other parameters for which they had more 'doable' research designs.

## 6.6 GENDER AUDIT TOOLKIT

### Identifying Concerns of Gender Equity and Inclusion at the Institute

Elicitive and dialogic tools can be used to create multiple broad-ranging conversations on concerns of gender equity and inclusion at the institute. These allow different stakeholders to bring their experiences and knowledge to bear on the Gender Audit, creating a community of practitioners who take ownership of the process at their campus.

A Gender Audit Toolkit with five such elicitive tools that have been used at WISCOMP workshops are shared below and they can be adapted to different contexts and needs.



## Tool1: Mapping Gender at the Institute: An Interactive Workshop Module



### Objectives

Identify issues of gender inequality, discrimination and exclusion that are embedded within the institute's policies, processes and practices



### Constituency

Representatives of the Senior Management, Faculty, Students and Non-teaching Staff



### Mode

Two-hour elicitive session with group discussion to identify gender issues at the institute where intervention is required



### Resource Material

(a) 10 copies of the Session Handout (Design shared below) (b) Whiteboard  
(c) Marker Pens

Prepare a Session Handout<sup>31</sup> on Mechanisms that determine and justify the allocation of resources, information and opportunities into the culture and ethos of organizations by dividing a page into four empty boxes with the following headings:

- Formal Policies and Procedures
- Informal Work Practices and Conventions and Patterns of Work
- Narrative, Rhetoric, Language and other Symbolic Expressions
- Informal Patterns and Everyday Social Interactions



### Facilitation

Steps for facilitator:

1. Divide the participants into small groups of 4-6 members each.
2. Give each group one Session Handout.
3. Within their groups, ask the participants to share examples from their institute which fit into the four categories in the Handout, while reflecting on whether they contribute to structuring gender in different ways at the institutional level. Participants can note their responses in the Handout.
4. After 30-minutes of group discussion, ask the participants to share their group's responses one-by-one, and note them down on the whiteboard.
5. Prepare a detailed list of all the issues shared in four categories.
6. Ask the groups to have a discussion on the identified issues in relation to the Gender Audit parameter that they each fall within. This can inform the discussion on helping the participants to prioritize gender issues at the institute for the Gender Audit.

<sup>31</sup> After distilling a huge body of literature on feminist theory of organizations, Dr. Kristy E. Kelly developed this tool on the mechanisms that produce and justify allocation of resources, information and opportunities into the culture of organizations. We are grateful to her for sharing it.

The following table illustrates a list of issues<sup>32</sup> that were shared at a workshop led by WISCOMP at a partner institute:

**Table 4. Mechanisms that Determine the Culture and Ethos of Organizations**

Mechanisms	Some Examples
<b>Formal Policies and Procedures</b>	<ul style="list-style-type: none"> <li>▪ Absence of policy on addressing sexual harassment</li> <li>▪ Standard attendance policies with no accommodations for students with different learning abilities</li> <li>▪ Regressive policies on dress codes which deny members of the campus community the freedom to choose a dress code that reflects individual gender identity and expression</li> <li>▪ Policy against the formation of staff and student unions</li> <li>▪ Restrictive student hostel timings, especially for females</li> <li>▪ Lack of policy on crèche and child care on campus</li> <li>▪ Framing of policies and procedures for staff through a binary gender lens and heteronormativity</li> <li>▪ Differential maternity policy for management, staff and students</li> <li>▪ Differential policy on vacation days for management, administrative staff and faculty</li> <li>▪ Differential policies on the use of mobile phones on campus</li> </ul>
<b>Informal Work Practices and Conventions and Patterns of Work</b>	<ul style="list-style-type: none"> <li>▪ Unwritten codes on attire that are enforced through social sanction</li> <li>▪ Discrimination in granting of leaves often based on rapport with senior management</li> <li>▪ Preference given to hiring female faculty in all-women's colleges</li> <li>▪ Faculty meetings outside working hours are scheduled without consideration of care responsibilities at home</li> <li>▪ Lack of female security guards</li> <li>▪ Lack of toilet facilities for trans students, faculty and staff</li> <li>▪ Expectations regarding work on weekends and public holidays without any credit allocation or formal recording of the overtime work</li> <li>▪ Discrimination against students from low-income backgrounds during selection for co-curricular events</li> <li>▪ College management views parents as authority figures and undermines the autonomy of female students as adults</li> <li>▪ Inequitable work allocation of faculty by nomination in multiple committees</li> <li>▪ Lack of common room or retiring room for staff and students</li> <li>▪ Lack of pharmacy and medical room for students on campus</li> </ul>

<sup>32</sup> Many issues noted during the discussion had gendered implications and there were others that did not. The table here provides all the different issues that came up at an institute.

<p><b>Narrative, Rhetoric, Language and Other Symbolic Expressions</b></p>	<ul style="list-style-type: none"> <li>▪ Use of gendered titles and exclusionary pronouns on the website and institutional reports. For example, “he/him/his” or “she/her/hers”, chairman, businessman etc.</li> <li>▪ Rhetoric of ‘empowerment’ in formal and informal curriculum is used more frequently in all-women’s college than in co-educational institutes</li> <li>▪ Hierarchical architecture and usage of space: spacious auditoriums and offices for management, but crammed classrooms</li> <li>▪ Skewed toilet facility ratio for faculty and students</li> <li>▪ No provision of language classes for students coming from vernacular medium schools</li> <li>▪ Medium of instruction in classes is often exclusionary</li> <li>▪ Lack of courses on Gender</li> <li>▪ Statutes and images of ‘great men’ celebrated on campus which foregrounds a gendered history</li> <li>▪ Celebration of great ‘individuals’, instead of celebrating community achievements, social movements, and unions</li> <li>▪ Workshops on gender-related themes are not prominently advertised on the website and across all departments</li> <li>▪ Use of language that demeans, mocks and insults the ‘feminine’</li> </ul>
<p><b>Informal Practices and Everyday Social Interactions</b></p>	<ul style="list-style-type: none"> <li>▪ Compulsory attendance at events expected irrespective of faculty and students’ interests and time availability</li> <li>▪ Expression of male superiority embedded in interpersonal communication inside the classroom and on campus</li> <li>▪ Gendered body language in interactions and ways of sitting in class, libraries and public areas on campus</li> <li>▪ Sexual division of labour in reception committees of institute’s events</li> <li>▪ Student union’s unwritten code of having a male President and female Vice President in many instances</li> <li>▪ Practice of women heading the art and magazine club and men heading the sports club</li> <li>▪ Women asked about marriage and family plans during job interviews</li> <li>▪ Women committee members expected to take notes and take care of refreshments during meetings</li> <li>▪ Important negotiations about decisions of campus committees and boards are taken in informal spaces inhabited mostly by men. For example, during recruitment/promotion men discuss candidates informally during smoke breaks.</li> </ul>

## Tool 2: Unravelling Violence and Exclusion on Campus: A Reflective Dialogue



### Objectives

Identify issues of gender inequality, discrimination and exclusion that are embedded within the HEI's policies, processes and practices



### Constituency

Representatives of the Senior Management, Faculty and Students



### Mode

Two-hour elicitive session with group discussion, where reflections from the group help to identify and prioritize gender issues where intervention is required



### Resource Material

(a) Four Handouts – one copy each of the [four slides](#) with the corresponding 'Questions for Discussion' printed on the flip-side (b) Whiteboard (c) Marker Pens.

### When Women Write...In Words and Pictures

This elicitive module uses posters that are a part of WISCOMP's mobile Exhibition *When Women Write...In Words and Pictures*, for use by gender facilitators and educators. The Exhibition comprises 82 posters with riveting photographs and text drawn from women's writings. It adopts a life-cycle lens to the violence that women and girls experience. It begins with violence inflicted at birth, during childhood, adolescence, in youth, at the time of marriage and in old age. It is curated to evoke thought on how multiple intersecting identities contribute to create a dynamic of disempowerment for some individuals and place others in a position of relative power.

The following four posters<sup>33</sup> can be used to initiate dialogue among the participants on gender issues in their contexts. In this Module, the posters and the questions for discussion critically examine how 'Organizational Structure and Culture' at HEIs is gendered. Similar elicitive modules with other visual material can be designed and used during the Workshop.

<sup>33</sup> Tulika Srivastava and Ridhima Mehra, ed., *When Women Write...In Words and Pictures: Exhibition-in-a-Box* (New Delhi: WISCOMP, 2017), 15, 21, 9 and 13 (in their order of appearance).





## Facilitation

### Steps for facilitator:

1. Guided by the profiles of the participants, divide them into four groups ensuring diversity in each. Each group should have a balance of faculty, senior management and students.
2. Seat the participants in small circles within their allotted groups.
3. Introduce the WISCOMP Exhibition.
4. Give one handout to each group for reflection and discussion.
5. Allow 15 minutes, for the group members to see the handout and discuss the following: What reaction does it evoke in them? Does it resonate with their experience? Do they see it happen in their campus/ home/communities?
6. Ask participants to volunteer to share examples from their discussion.
7. Allow 20 minutes for the groups to discuss within themselves the corresponding 'Questions for Discussion' listed on the flip-side of the handout.
8. Ask each group to share the issues they identified during the group discussion.
9. Prepare a detailed list of all the gender issues shared by the groups, making note especially of issues that pertain to the policies and practices at the institute. Encourage them to share any questions or concerns that they discussed besides those listed in the Handout. These can inform the discussion on prioritizing issues for the Gender Audit at the institute.

## Slide 1



### FIVE RULES FOR WHOMEVER IT MAY CONCERN

One: Do not judge me if I wear hot pants or a sleeveless top with two pieces of clothes sliding from my shoulder to my chest. ...

Two: Do not stare at me if I have bright colored hair or an inked body. Of course, you can look at me and appreciate the art and effort, but I do not give you the right to at stare me and make me feel uncomfortable....

Three, if I wear red cherry blossom lipstick and smile at you, Uh huh, do not take it otherwise. Trust me, it is just courtesy, not curiosity.

Four, if you say sorry and I say it's okay, doesn't mean I'm OK with you hurting me. It means you do it again and you know the consequences, which brings me to five.

Five, do not underestimate by seeing the size of my fist. Because when you look closely this small fist of mine is made of molten iron. One blow and you know you will be slayed just like my small sharp eyes. ...

And if you still do not obey these rules, remember my forefathers where headhunters. ...Remember, the world hottest chilly is grown in my grandmother's garden.

...

But dear, if you smile at me with love, kindness and oneness, I will be your friend. I will take you to places you haven't been before.

...

All I ask from you is Dear, Please do not judge me on the basis of my feature or my address.

Vinatoli Yepto

## Slide 2



## ENCOUNTERS WITH EXCLUSION AND PREJUDICE

I do not have a dramatic story. My family never tortured or abused me. In fact, they never said anything to me – and that was my problem. I did not exist for them. Except for the customary family ceremonies where I was made to sit next to them, I was forgotten. All I was for them was the crippled girl, who could so easily be erased. No one ever felt the need to reach out, ask me how I was or who I was. Sometimes even I wonder if I am for real.

Sharmila

## Slide 3



## SANGATI

Meanwhile, Paatti and Amma chatted with each other. Paatti said, just see whether she doesn't come of age in two, three months. Have you noticed the bloom on her face? As soon as she gets her periods, you stop her from studying, hand her over to some fellow or the other, and be at peace.

Bama

## Slide 4



### EVERYDAY RITUALS

I was on my way to/ in the school/ college/ market/ office/ theatre/ hospital/ friend's home/ my home/ café/ stadium/ pub/ court/ police station/ library/ dance class/ beach/ airport/ gym/ protest/ factory/ bus stop/ bar/ metro station ...

Sometimes I wasn't on my way to anywhere. I just wanted to be where I was, without the need to justify my presence or purpose.

I was stared at. Groped. Pinched. Winked at. Touched. Rubbed against. Whistled at. Brushed past. Cat called. Squeezed. Slapped. Giggled at. Masturbated to. Stalked. ...

Every Woman we Know

## Slide 1

### "Five Rules for Whomever It May Concern"

#### Questions for Discussion

- How can HEIs cultivate an appreciation of tolerance and diversity especially for those who may 'appear' different from us and be labelled as the 'other' in terms of appearance, skin colour and choice of attire?
- What can HEIs do to interrogate the 'politics of color and race' and issues of identity?
- How do HEIs build an ethos of inclusion among students, faculty and administrative staff by interrogating stereotypes and prejudices?
- How do campuses create a culture whereby gender and sexual minorities are not judged by their appearance?

## Slide 2

### "Encounters with Exclusion and Prejudice"

#### Questions for Discussion

- Do women with disability experience the violence of exclusion and invisibility in the campus? How does the campus provide for them spaces for articulation and infrastructural support?
- How is access for persons with physical challenges looked at? Is access framed as a right or as charity? Does the institutional policy frame it as a right?

## Slide 3

### “Sangati”

#### Questions for Discussion

- What role can HEIs play in bringing about attitudinal change about protectionism, i.e. the tendency to protect girls post puberty?
- What impact does protectionism play in the drafting of rules for hostels/ residence halls?
- What is the role of different departments, particularly the department of psychology, in a context where there is a lot of talk about young male teenagers and hormonal changes, but silence about the experiences of young women and sexual minorities?

## Slide 4

### “Everyday Rituals”

#### Questions for Discussion

- What are the inhibitors to freedom of movement for students and staff?
- Is there equal access to spaces on campus?
- Why is safety important at HEIs?
- What is the language of safety that is used at the institute?
- What bodies are present at our institute to address different forms of sexual harassment?
- How is information on holistically understanding sexual harassment and filing complaints disseminated to the faculty, students, research scholars and non-teaching staff? Are any groups on campus left out from receiving this information?
- Are the members of the Internal Committee adequately trained to handle (with nuance and sensitivity) the complaints that are filed?

### Tool 3: Time Use Surveys

Time Use Surveys are a heuristic tool that have been used around the world to reveal gender gaps in 'productive' work and unpaid care work within the home, in the workspace, and in the community. They also reveal how sexual division of labour in the family is mirrored in the workspace and the market economy.

Universities often make policy choices and design programs assuming faculty are not impacted by unequal gender relations. This invisibilizes gendered patterns of time usage and the ensuing inequities. Therefore, it is important to use an intersectional lens to uncover these inequities. At HEIs, Time Use Surveys can be used to map out how different individuals spend their time on teaching, research, publications, grants, mentoring, administration, socialising, co-curricular activities, and so forth. This analysis identifies gender gaps and helps HEIs to reflect on how they choose to value different aspects of teaching-learning institutionally. For instance,

- An HEI may choose to re-designate and reconfigure how it views 'productive' and 'unpaid work' so that mentoring or extension services rendered to the community assume a high priority in its institutional value map.
- Similarly, an HEI can be structurally designed to value the time and effort that the faculty spend on curriculum design, assessment, and student mentoring.

#### Time Use Patterns in India<sup>34</sup>

Across the world, more women are occupied in unpaid work than men. This difference is even starker in India. Unpaid work of women across the world amounted to an equivalent of a staggering USD 10.9 trillion in 2019.

The first mass scale Time Use survey was conducted in India by the National Statistics Office (January–December 2019). It covered around 4,50,000 people from across the country, aged six and above. The survey revealed that women spend close to five hours a day doing unpaid domestic work for household members, while men spend only around an hour and a half a day on unpaid work.

The survey showed that there are huge gaps between women and men in terms of household chores like cooking and cleaning. Needless to say, that there are differences in time use patterns among women and men in urban areas and those living in rural parts.

<sup>34</sup> Rukmini S., "Your Cast and Class Determines How You Spend Time," *The Mint*, October 15, 2020.



## Administering Time Use Surveys



### Objectives

- Analyze the gendered use of time and the multiple ways in which it can impede professional prospects and career growth
- Uncover how gendered time use can creep into the culture of an HEI and create expectations of unpaid work which in fact mirror the inequities in the domestic and social spheres



### Constituency

Senior Management, Faculty, Students and Non-teaching Staff



### Mode

One-and-a-half-hour session, where participants fill out their own 24-hour Time Use Surveys, and analyze two filled out Surveys of faculty from other contexts of India.



### Resource Material

(a) Blank Time Use Survey Handout (See [Annexure H](#)) for each participant (b) Two filled out Time Use Survey [Handouts](#) for each participant (c) Whiteboard (d) Marker Pens



### Facilitation

Steps for the facilitator:

1. Initiate a discussion on how the participants understand productive work and unpaid care work in the contexts of their family and workplace.
2. For the next 15 minutes, ask the participants to fill out their blank Time Use Surveys and record their activities in 15-minute slots over a 24-hour period of a typical work day. Ask participants to record their activities in detail and share any multitasking they do.
3. Ask the participants to calculate the numbers of hours they spend each day doing productive work (that is paid), unpaid care work (voluntary care work for the family, community and institute), and on leisure (entertainment and personal development).
4. Once the participants share their calculations, initiate a discussion on their observations
5. In the next exercise, distribute the two filled out Time Use Surveys of faculty from different contexts of India. Ask the participants to analyze the two surveys and reflect on what surprised them, how they compare with each other, and what seems similar or dissimilar from their own experience.



### Additional Questions for Discussion

- Who is spending more time on care work?
- Who typically has more time for leisure?
- Who has more time for self-development and professional development?
- Who has more time for research and publications?
- Who has more uninterrupted time to prepare for lessons?
- Who is mentoring more doctoral candidates outside of class hours?
- Who follows up with students that are having a hard time in class?
- Who is expected to serve on a large number of committees?
- If some students have to help in household chores, how much time do they have for study and research?
- Who serves and arranges for tea at meetings?
- Who takes minutes at meetings?
- Who hosts the visitors and delegates at the campus?
- Who stays late hours in the campus during the admission process at the HEI?
- Who is staying farthest away from campus?
- How does place of residence and time required to commute to campus impact the productivity of the faculty/students/non-teaching staff?



### What Do Time Use Surveys Do?

Time Use Surveys and discussion around it builds a better understanding of:

- Gendered patterns of time usage and sexual division of labour through an intersectional lens
- The gendered nature of sleep and leisure
- The valorisation of the idea of 'multitasking woman' that most people have bought into, and which women are living up to at great cost to their wellbeing
- The intrusions of family and care responsibilities that interfere with the need for uninterrupted mental and intellectual space for women in professional spaces
- The amount of care work depends on the phase in one's life or sometimes on circumstances – taking care of small children or elderly parents, and unusual crisis, for instance, sickness or death in family.
- The double burden of care work and employment that 'working women' carry
- The hierarchies among departments, committees and extension services in the HEI also shape the understanding of productive and unpaid care work. For example, is being a part of various committees and doing all the work as the coordinator looked at as productive work?

### Sample Time Use Survey Filled by Faculty

Female Faculty, Married, Living Alone, Two Children

Legend:  Paid Work  Unpaid Work  Leisure or Self-Development

12am	<b>Trying to make my infant sleep</b>	6am	Woke up
:15		:15	<b>Kitchen work</b>
:30		:30	<b>Getting daughter ready for school</b>
:45	We both slept	:45	
1am	Sleep	7am	<b>Drop daughter to school</b>
:15		:15	
:30		:30	<b>Get milk on the way back</b>
:45		:45	<b>Prepared Breakfast, Gave medicine to</b>
2am	Sleep	8am	<b>mom</b>
:15		:15	<b>Attended to baby</b>
:30		:30	<b>Household chores, Whatsapp/calls</b>
:45	<b>Woke up as baby Woke up</b>	:45	<b>Get ready for University</b>
3am		9am	
:15		:15	
:30	<b>Made baby sleep</b>	:30	
:45		:45	<b>University work/teaching</b>
4am	Sleep	10am	
:15		:15	
:30		:30	
:45		:45	<b>Work</b>
5am	Sleep	11am	
:15		:15	
:30		:30	
:45		:45	



12pm	<b>Work</b>	6pm	<b>Give medicine to mom</b>
:15		:15	<b>Prepare evening tea/snacks</b>
:30		:30	<b>Checked emails/messages etc.</b>
:45		:45	
1pm	<b>Work</b>	7pm	<b>Household chores, call</b>
:15		:15	<b>Helping daughter with studies</b>
:30		:30	<b>Feeding baby and playing with baby</b>
:45		:45	<b>Went to market to get medicine for baby</b>
2pm	<b>Work /Discussion with my scholar</b>	8pm	<b>Made baby sleep</b>
:15		:15	
:30		:30	Dinner time
:45		:45	Played with baby
3pm	<b>Work</b>	9pm	
:15		:15	
:30		:30	<b>Gave milk to elder daughter</b>
:45		:45	<b>Prepare dinner for baby</b>
4pm	<b>Work</b>	10pm	
:15		:15	
:30		:30	<b>Trying to make baby sleep</b>
:45	<b>Marketing on the way to home</b>	:45	
5pm	<b>Reached home</b>	11pm	
:15	<b>Freshen Up and play with baby</b>	:15	<b>Reading/lecture preparation</b>
:30	<b>Attend to baby and Mom</b>	:30	
:45		:45	

**Time Use Pattern for a Typical Workday**

**Paid Work: 8 hours 30 minutes**

**Unpaid Work: 10 hours**

Leisure or Self-Development: 5 hours 30 minutes

## Male Administrator, Married, One Child

Legend:  Paid Work  Unpaid Work  Leisure or Self-Development

12am	Sleep, except on rare occasion	6am	<b>Morning walk</b>
:15	use the alarm to wake up at 2am	:15	<b>Wake daughter</b>
:30	to watch a late night football	:30	
:45	match. On such football nights	:45	<b>Have tea</b>
1am	go back to sleep an extra hour in	7am	<b>Get daughter ready</b>
:15	the morning skipping walk.	:15	<b>Drive daughter to school</b>
:30		:30	
:45		:45	<b>Small talk with other parents</b>
2am		8am	
:15		:15	
:30		:30	<b>Drive to work</b>
:45		:45	<b>Arrive at office</b>
3am		9am	<b>Check and reply to emails</b>
:15		:15	Get news update from portals
:30		:30	<b>Deal with pending work</b>
:45		:45	<b>-do-</b>
4am		10am	<b>-do-</b>
:15		:15	<b>Talk/discussion with juniors</b>
:30		:30	
:45		:45	Take tea
5am		11am	<b>Work with files</b>
:15	Freshen up	:15	<b>Deal with students &amp; faculty</b>
:30	Morning Walk	:30	<b>Check emails and post replies</b>
:45		:45	<b>-do-</b>

12pm	<b>Prepare for meetings, lectures</b>	6pm	
:15	<b>Working with issues of notices</b>	:15	<b>Review day's work with other late stayers</b>
:30	<b>-do-</b>		
:45	<b>-do-</b>	:30	
1pm	<b>-do-</b>	:45	
:15	<b>-do-</b>	7pm	<b>Drive back home/listen to radio</b>
:30	Lunch and <b>personal work at nearby offices</b>	:15	
:45	<b>-do-</b>	:30	
2pm	<b>-do-</b>	:45	<b>Catch up with day's work of wife and kids</b>
:15	<b>Meetings/interviews/ in VC chambers</b>	8pm	<b>-do-</b>
:30	<b>-do-</b>	:15	<b>-do-</b>
:45	<b>-do-</b>	:30	Read local News/watch sports/movie
3pm	<b>-do-</b>	:45	<b>/Occasionally help daughter with study/</b>
:15	<b>-do-</b>	9pm	<b>/occasionally help wife in kitchen</b>
:30	<b>-do-</b>	:15	<b>-do-</b>
:45	<b>Preparation of meeting minutes</b>	:30	<b>-do-</b>
4pm	<b>Preparation of meeting minutes</b>	:45	<b>Prepare bed for daughter, wife &amp;myself</b>
:15	<b>Preparation of meeting minutes</b>	10pm	<b>Remind daughter to brush</b>
:30	<b>Preparation of meeting minutes</b>	:15	Sleep
:45	<b>Browse internet, check emails, info gathering</b>	:30	Sleep
5pm	<b>-do-</b>	:45	Sleep
:15	<b>-do-</b>	11pm	Sleep
:30	<b>-do-</b>	:15	Sleep
:45	<b>Ruminate on work</b>	:30	Sleep
		:45	Sleep

### **Time Use Pattern for a Typical Workday**

**Paid Work: 11 hours 30 minutes**

**Unpaid Work: 4 hours 30minutes**

Leisure or Self-Development: 8 hours

## Tool 4: Safety Audit

Safety Audits are integral to Gender Audits. They help to assess whether the campus design, infrastructure and surrounding public spaces are safe and accessible for all – particularly women, sexual minorities and the differently abled. Safety Audits shift the discourse on campus safety away from attitudes of protectionism and surveillance to create enabling conditions for women, minorities and under-served groups. They draw attention to the fact that there are varying perceptions of safety. For example, in a particular context, presence of the police outside the campus may evoke a sense of security and in another it may trigger a sense of insecurity. CCTV cameras may be perceived as deterrents to violence by some while for others they may be seen as tools of privacy violation and moral policing. Safety Audits can also reveal to students the political economy of ‘inclusive public spaces’ and encourages these ideas to inform institutional policy. Some of the key ideas that Safety Audits foreground include:<sup>35</sup>

- Women’s lives in urban spaces are not homogenous. Their experiences vary by caste, class, ethnicity, religion, sexual orientation and levels of privilege and physical ability. Thus, safety and vulnerability are experienced differently based on whether a woman is Dalit, Adivasi, Muslim, lesbian, transwoman, sex worker, a daily wage laborer or in a wheelchair.
- High levels of sexual harassment against women in public spaces is framed as a ‘law and order’ problem. From the outside, it appears to be an issue of violence against women, but deeper analysis reveals that- it is also a problem of women’s exclusion from public spaces, their right to access the opportunities that urban spaces offer – freedom to move, study, work and leisure. It is also about denial of their right to the city as citizens.
- It is not just violence but also the fear of violence that controls and inhibits women’s choices. For example, women seek admission in neighbourhood colleges, irrespective of the academic quality of the institute, due to fear of traveling to a better college which may be far away. They give up job opportunities due to fear of violence during commute from home to work. The ramifications of the lack of safety and fear of violence, are deeply psychological and much broader than actual violence and vulnerability to violence.

*“The process of conducting a Safety Audit made me re-look and pay attention to minute details of the streets and campus spaces which I would have normally overlooked. I now see them from the lens of a woman, a transgender person, a student in a wheelchair, a pregnant faculty member, a cleaning staff who works late in the evenings and goes home in a bus.”*

– A Male Student in Guwahati

<sup>35</sup> We owe many of these ideas to Kalpana Viswanath of Safetipin. Although issues noted in this section largely draw from experiences of women in cities, the Safety Audit tool (especially the pen and paper version) can be adapted and used by institutes located in towns and rural areas.

## Conducting a Safety Audit



### Objectives

This session seeks to use the practical tool of conducting a Safety Audit to explore–

- The relationship between the design and usage of the campus infrastructure and the campus community's vulnerability to violence and harassment;
- The 'fear of violence' and how it impacts the behaviour of different people differently;
- People's lives are not homogeneous and their experiences of inhabiting spaces in and around the campus are impacted by several factors including their professional and social identity; and
- The quality of social and physical infrastructure in and around the campus can enhance the participation of women, sexual minorities and the differently abled in the HEI.



### Constituency

Senior Management, Faculty, Students and Non-teaching Staff



### Methodology

Two-and-a-half-hour session including a presentation on Safety Audit and [Safetipin App](#)<sup>36</sup>, conducting a Safety Audit, and reconvening for discussion



### Resource Material

- (a) All participants must download the Safetipin App on their mobile phones
- (b) A few copies of the offline pen-and-paper [Safety Audit Handout](#).



### Facilitation

Steps for facilitator:

1. Make a presentation on the importance of Safety Audits of campuses.
2. Introduce the Safetipin App and demonstrate how to use it. Also share about the offline pen-and-paper method of conducting Safety Audits.
3. Divide the participants into 4-5 groups and encourage them to identify areas, both within the campus and around it, where they can walk in groups and conduct a Safety Audit using either the Safetipin App or the pen-and-paper method. 40 minutes are allocated to conduct the Safety Audits.
4. Reconvene the participants after conducting the Safety Audit to share their observations and discuss any questions that they may have.

<sup>36</sup> The App can be downloaded on the phone and is available on app stores across various devices. Information on Safety Audits by Safetipin can also be accessed online using a computer.



### Additional Questions for Discussion

- Who is welcome and visible in the campus?
- Does the campus provide creche facilities for faculty, non-teaching staff, and students who may be parents?
- What are the policies of the hostel facilities on campus in terms of curfew timings, dress code, etc.?
- Are there toilet facilities for transgender faculty, staff and students?
- Is the campus designed and equipped to cater to the needs of differently abled students and staff in terms of availability of ramps, reading material, and medical facilities?
- Is adequate public transport available while commuting to and from the campus?
- Are clean toilet facilities available for the non-teaching staff?
- Are there provisions for a common room for leisure for students and faculty?
- What is the perception of police presence near the campus – does it contribute to perceptions of safety or triggers insecurity among different people?

### Sample Safety Audit Questionnaire<sup>37</sup>

This is a document to guide you on what you should be looking for and examining during a safety walk. We request you to note these details carefully and fill in this form. Do remember to take photographs and speak to people along the way to get their views. Also, speak to shopkeepers and street vendors, or guards as they usually know the area very well. Safety Audits can be done in all kinds of public places – streets, parks, markets, community shared areas, transport hubs, outside educational institutes among others.

Name of the area:

Date:

Route audited:

Time and day of the audit:

Weather:

Duration:

Names of the people conducting the audit:

#### Physical Infrastructure

- Do the lights work? Do they light pedestrian ways? Are there dark areas?
- In terms of sightliness, how far ahead can you see and be seen from? Are there foliage/bushes/trees which hinder the view ahead?
- Are there boundary walls? If so, are they high? Can you see into the buildings?

<sup>37</sup> This Safety Audit questionnaire draws from a tool designed by Jagori in collaboration with Women in Cities International. See *A Handbook on Women's Safety Audits in Low-income Urban Neighbourhoods: A Focus on Essential Services* (New Delhi: Jagori, 2011).

- Do you see entrapment areas – recessed doorways or alleys?
- Are there any demolished or unfinished buildings?
- Is there good signage (maps, directions, etc.)?
- Do you notice sidewalks? If so, are they wide enough? Are there obstructions or large cracks? Are they accessible to people with disabilities or with prams?
- Do you find the public spaces surrounding you to be clean and well maintained?
- Are there any public toilets and dustbins? If yes, how far are they from where you are? What is their condition?
- Is there ample open space or a park? Do women and children use them? Till what time is it safe to use?

### Social Usage

- Do the buildings in the area provide informal surveillance (shops or restaurants with large windows, housing or offices with balconies)?
- How many street vendors do you see?
- Are there people on the street, men/women/trans persons/children?
- Do you feel that there are groups who use the street that may make women feel unsafe in the area?
- Is there any visible drug or alcohol dealing/usage?
- How many women are there? Are they rushing through or lingering?
- Do you notice any places to spend time/hangout (benches, shade, interesting things to see such as public art)?
- Are there public community spaces?
- Are there safe pedestrian crossings?
- Is there presence of children or youth in the area? What age group? Are they playing?
- Do you see any public transport hubs close by – metro station, bus stop etc.?

### Security and Policing

- Is there any visible policing? Police station, police booth, police patrolling.
- Are there any private security guards?
- Are there any other emergency services available?
- Do you notice CCTV cameras?

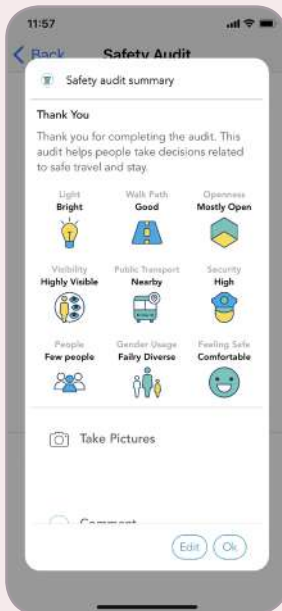
### Public Transport

- Does the bus stop/metro station have enough lighting and clear signage? Is the signage comprehensible for those who are not literate?
- Are there shops and vendors around?
- Are there people around? Are there women and children?
- Do you see emergency numbers and helpline numbers on display?
- Is there any presence of police or a police booth in the vicinity of the bus stop / metro station?
- Is there separate space for women inside the transport?
- Do the driver and conductor respond if women report any problems? If so, what is their response?

## My Safetipin App

[My Safetipin App](#)<sup>38</sup> is global in its reach and maps safety in cities across 15 countries including– India, Colombia, Kenya, Indonesia and Philippines. It is designed to help citizens to reclaim public spaces and for public officials to respond to the needs of all dwellers of cities.

The Safetipin App crowd-sources and collects data on safety along nine parameters (a combination of empirical data on lighting, usage and quality of public infrastructure as well as subjective perceptions of safety) covering all major roads and areas of the city. This data is uploaded live on the online platform and can be accessed by the public to hold city officials accountable for safe public spaces, to make informed decisions about travel and to use the emergency call facility to alert family and friends in a crisis.



<sup>38</sup> WISCOMP partnered with Safetipin to conduct safety audits on campuses. See Safetipin website ([www.safetipin.com](http://www.safetipin.com)) to know more about its work across India and other parts of the world.



## Tool 5: Youth Speak

Campuses are typically buzzing with conversations on gender issues and what needs to change at an institute. The energy of these informal conversations which happen at cafeterias, classrooms, hostels and 'hang-out' spaces can be harnessed creatively into Youth Speak—a unique and creative student-led initiative to amplify their voice and views on gender justice and inclusion—to directly reach the faculty and senior management.



### Objectives

- Provide students with a creative platform to articulate gender concerns through artistic mediums
- Create opportunities for students to directly share their concerns and aspirations on gender equality with the senior management, faculty and peers



### Constituency

The institute can convene a group of students to conceptualize and lead Youth Speak, with support from select faculty members. Students can invite members of the entire campus community as audience.



### Methodology

Encourage students to use multiple creative forms such as dance performances, theatre, photography, creative writing, online dialogues, exhibitions, poetry, music, among others to express themselves. Drawing on local cultural resources to conceptualize performances may be encouraged.



### Facilitation

The facilitation steps will depend on the format of student engagement that an institute chooses. The facilitator/s could be faculty from within the institute or an external Gender Expert who is invited especially for Youth Speak. Some examples of student engagement are provided in Figure 9.

## Youth Speak, Creative Expressions Student Performances at Partner Institutes

Enactment of female historians, educators, poets, doctors, scientists, writers, musicians and lawyers to highlight the erasures of women's narratives and contributions and to recover 'HerStory'



Ramp Walk to critique practices of body shaming and to celebrate diversity. Students with different body types, differently abled students, and male, female and transgender students walk the ramp



Autoethnography<sup>39</sup> on Women in STEM

Mime Theatre in collaboration with artists from other nearby colleges on the challenges faced by women from economically disadvantaged backgrounds in accessing education



Group Discussion with students of Physics Department on Gender Discrimination in the STEM fields



Visual Diaries on the experiences of female students travelling to different cities to pursue higher education, adapting to new socio-cultural environments, exploring independence and agency, and navigating ties with family



Dance performances where students celebrate the independent free-spirited woman



Rangoli on themes of gender-based violence and women's aspirations for freedom and equality



Street Play on the rights of a girl child in rural India

Photo-journaling to share the gendered nature of campus infrastructure



39 Autoethnography is a form of qualitative research in which an author uses self-reflection and writing to explore anecdotal and personal experience, and connects this autobiographical story to wider cultural, political, social meanings and understandings. See [Carolyn Ellis, The Ethnographic I: A Methodological Novel About Autoethnography \(Walnut Creek: AltaMira Press, 2004\)](#).



## 6.7 Task list for Conceptualizing, Planning and Executing Reflection Workshops

The Core Team may adapt the following Task list to allocate responsibilities to organize the Reflection Workshops that include the Reflection and Prioritization Workshops for Stakeholders and Parallel Workshop for students and Youth Speak activities:

1. Reflection and Prioritization Workshop Program designed and dates decided	<input type="checkbox"/>
2. Appropriate venue for the Workshops identified and booked	<input type="checkbox"/>
3. Facilitators and Speakers identified and invited	<input type="checkbox"/>
4. Workshop Participants (senior management, faculty, student observers, non-teaching staff and others) selected	<input type="checkbox"/>
5. Short profiles of participants and facilitators collected	<input type="checkbox"/>
6. Profiles (collected above) collated and shared with all the participants and facilitators	<input type="checkbox"/>
7. Workshop participants divided into groups keeping diversity in mind	<input type="checkbox"/>
8. Gender Audit presentation prepared by the Core Team	<input type="checkbox"/>
9. Workshop logistics–technical requirements for the venue, stationery, refreshments, handouts – arranged	<input type="checkbox"/>
10. Workshop program and reading materials related to the theme shared with all the participants	<input type="checkbox"/>
11. Parallel Student Workshop/ Youth Speak performances planned	<input type="checkbox"/>
12. Students involved in Youth Speak and parallel Student Workshop identified	<input type="checkbox"/>
13. Logistical details for parallel activities finalized	<input type="checkbox"/>

# CONSOLIDATION PHASE



## CONSOLIDATION PHASE

### What it Entails

### Who is Involved

### Outcomes

Develop the Gender Audit framework with research questions and data collection instruments

Map out responsibilities to conduct the Gender Audit

Test data collection instruments

Propellor:

CORE TEAM

Participants:

INTERESTED MEMBERS (FACULTY AND /STUDENTS) PROVIDE INPUTS

Propellor:

CORE TEAM

Participants:

A SMALL SAMPLE OF FACULTY AND STUDENTS

☑ Data collection instruments for Gender Audit designed

☑ Pilot Gender Audit completed

☑ Data collection tools refined for Gender Audit at the institution

WEEK 13-18

# 7

## REFINING THE INSTITUTIONAL GENDER AUDIT PLAN

### 7.1. Finessing Data Collection Methodologies: Core Team

After the stakeholders identify the institutional priorities on gender equity and inclusion through the Reflection and Prioritization Phase, the **Core Team** refines the proposed research and data collection methodology. This ensures that the Gender Audit collects the most relevant data to enhance gender justice on campus.

The Reflection and Prioritization workshops help to create an institutional Gender Audit plan which includes the following:

- List of prioritized gender issues which require immediate attention (Refer to [case study](#))
- Research questions that can provide deeper insight and clarity on the issues prioritized by the institute
- A draft plan for research and data collection methodology
- Commitments from various stakeholders on how they will support the data collection
- Timeline for implementing the Gender Audit

To refine this institutional Gender Audit plan, the Core Team divides responsibilities among its members on the following:

- Finalizing the research questions on the prioritized issues
- Developing the data collection instruments, for example survey questionnaires, interview schedules etc.
- Designing protocols for observation methodology and/ document analysis, if required
- Carrying out any background research involved in answering the research questions
- Setting a timeline for piloting the data collection instruments, data analysis and rolling out final Audit as per the institutional calendar



### Why Data Collection Builds Credibility and Capacity?

Data collection helps build credibility since it is not based purely on unsubstantiated opinions or received perceptions. It establishes the credibility of the institute's commitment to gender justice during external review and accreditation processes. It can also enable resource mobilization from government agencies and non-government organizations for equality promotion within the institute and the wider community through outreach

Research creates positive conditions for the campus community to 'see' the existence of discrimination. Sometimes evidence provided by data can prove counter intuitive too. For example, WISCOMP has observed that although there is a general belief that women's colleges are more gender sensitive, data indicates that this does not hold true across the board. Rigorous data collection and analysis methods can dispel unfounded myths and stereotypes.

### Data Collection Methods for Gender Audit

- **Document Analysis/Desk Review:** This includes reviewing policy documents, employee handbooks, student orientation material, annual reports, formal curriculum etc.
- **Media Analysis:** This includes analyzing online messaging on institutional accounts on Facebook, Twitter, etc., and reviewing the language of websites.
- **Interviews with Key Stakeholders:** This could include the head of the Institute, the Heads of Departments, Hostel in-charge, Registrar, Staff Council Executive Head, IQAC Coordinator, Students Union, among others.
- **Focus Group Discussion** with Students, Faculty and Non-Teaching Staff
- Time Use Survey
- Surveys and Questionnaires
- Participant Observation



## 7.2 Piloting the Data Collection Instruments

Once the Core Team has refined its research plan and designed the data collection instruments the next step is to test the instruments by piloting them with a small sample. This initial piloting will ensure the efficient use of time, effort and funds allocated for the Audit by the senior management. It will also provide an opportunity for course correction, if required. For instance, if the questions are not being understood by the respondents, they can be reworded for clarity; if there is need for clarity on instructions to the surveyors/ researchers to better analyze content, instructions can be redrafted; if the information that is being gathered can be more efficiently collated during the data collection stage then new methods should be used.

The Core Team can have a meeting to analyze the pilot survey results. They can identify logistical, technical or other issues, and decide how they can be addressed. At this stage, the Core Team can make revisions in the process and methods of data collection, as appropriate.

The Core Team may initially feel that the pretesting is time-consuming or will lead to waste of resources. However, piloting the instruments enhances the quality of information collected at the stage of Rolling Out of the Gender Audit and improves the likelihood of arriving at recommendations that are truly impactful for the institute.

### Optimizing Data Collection

- Using different methods of data collection (as indicated above) ensures different voices are captured
- Look for a representative but not unwieldy sample
- Check to minimize bias, by asking
  - Are we relying too much on information from the more vocal and dominant groups on campus?
- Do not assume that everyone on the campus is familiar with gender vocabulary and/or Gender Audit parameters
- Use a combination of open and close ended questions in surveys
- Avoid use of Yes/No questions in survey questionnaires
- Ensure that relevant demographic information is collected and not limited to sex identity
- Develop practical protocols to stay focused on prioritized issues

## 7.3 Best Practices on Gender Audit Plans

Some examples of Gender Audit research instruments designed by stakeholders at WISCOMP partners institutes are.



### Case Study

#### Gender Audit of Administrative Practices: Professional Development Opportunities for Faculty

A partner institute prioritized the challenges faced by female faculty in particular for professional development and academic growth, considering their familial responsibilities. They used the following research framework and data collection instrument to carry out the audit.

#### Research Questions

Do women have the same opportunities for professional growth and personal satisfaction as their male counterparts? What limitations do they face? Do college support programs help? Does the college support faculty to conduct independent research?

#### Methodology

An online questionnaire was designed and circulated among all the faculty members

#### Timeline

Two months for designing questionnaires, collecting data, analysis and report writing

#### Sample Survey Questionnaire

##### General Information

<b>Name</b>	
<b>Designation</b>	Assistant Professor / Associate Professor/ Professor/ Other.....
<b>Department</b>	
<b>Age</b>	
<b>Qualification</b>	Post Graduation / M.Phil / Ph.D
<b>Sex</b>	Male / Female/ Other
<b>Marital Status</b>	Unmarried / Married/ Divorced/ Separated/ Living with Partner
<b>Number of Dependent Children</b>	
<b>Their Age/s</b>	

## Research History

**Q1: In the past 5 years, how many research papers have you presented at professional conferences within and outside the city?**

- a. Within the City      -----
- b. Outside the City     -----

**Q.2. In the past 5 years, how many newspaper/journal articles/books have you published?**

- a. Journal articles      -----
- b. Newspaper articles   -----
- c. Books                -----

**Q.3. In the past 5 years, how many Refresher Courses/General Orientation courses have you attended?**

- a. Within the City      -----
- b. Outside the City     -----

**Q4: In the past one semester, how many times have you visited any library outside your institute for research?**

- a. 1-3 times
- b. 4-7 times
- c. More than 7 times
- d. Nil

**Q5: In the past one semester, how many times have you visited a library outside the city for research?**

- a. 1-3 times
- b. 4-7 times
- c. More than 7 times
- d. Nil

**Q6: Do you face any constraints in going to the library or in conducting research?**

Yes/No

If yes, what are these constraints? (Mark all that apply)

A. Familial responsibilities like:

- a. Schooling of Children
- b. Health Issues
- c. Non Supportive Family
- d. Travelling alone
- e. Family restrictions in going out of the city

- B. Professional constraints like:
- a. Administrative duties at the institute
  - b. Committee work
  - c. No replacement to take classes

Please explain the constraints you face:

**Q7 : During your employment at the institute have you applied for support to conduct independent research? Yes/No**

- a. If yes, when?
- b. Was the support approved? Yes/No
- c. If support was denied, what was the reason offered?

**Q 8. What type of support did you get from the institute? (Mark all that apply)**

- a. Paid sabbatical
- b. Research grant
- c. Teaching responsibility adjustment
- d. Administrative responsibility adjustment
- e. Transport facility
- f. Other

**Q.9. Do you think your ability to travel out of the city impacts your research output?**

- a. No, it never impacts
- b. Yes, it impacts sometimes
- c. Yes, it always impacts

Please explain, how?

**Q.10. In your view are the institute policies on leave for professional activities clear and consistent?**

Yes/No

If your answer is No, what change would you suggest?

**Q.11. Where do you see yourself in the next five years?**

- a. Associate Professor
- b. Professor
- c. Retire
- d. Quitting the job
- e. Other

**Q 12. What suggestions do you have for the senior management to strengthen support to faculty for research and professional development?**

## Case Study

### Gender Audit of Curriculum: Content of Existing Course Offering on Gender

Many participants at WISCOMP's Gender Audit workshops prioritized concerns with the curriculum or problems with existing courses on gender. At one partner HEI, the faculty and students acknowledged that there were several courses offered at their institute in different disciplines which included gender modules or content that focused on women. For instance, the Department of Economics offered a unit on Women and Work in the Course on Development Economics, the Department of English Literature offered a course on Contemporary Writers and included a unit on writings by women. Participants prioritized an assessment of the Course Content to identify where gaps on gender knowledge still persisted. They also carried out intersectional analysis to ascertain if the curriculum engaged with the concerns of the marginalized communities. Such analysis helped them ascertain whether the students learnt about the intersecting patterns between different structures of power and how people are simultaneously positioned—and position themselves—in multiple categories such as gender, class, age, ethnicity, sexual orientation and so on.<sup>40</sup> They used the following research framework and data collection instrument to carry out the Audit.

#### Research Questions

- How gender sensitive is the prescribed university curriculum?
- How have the different academic departments included gender in the curriculum?
- Are gender courses narrowly focused on women or do they foreground gender relations and structures that produce gender hierarchies? How? Do readings, evaluation methods and informal curriculum reflect this broad focus?
- What can we add to the prescribed or received syllabus?
- How can we revisit parameters for the evaluation of students?

#### Methodology

The Core team decided to develop a questionnaire for a select cohort of faculty (Department heads/ Senior faculty) and asked them to also carry out content analysis of the syllabi and student evaluation rubrics.

#### Timeline

Two months to refine the data collection methodology and two months for data collection

#### Sample Survey Questionnaire

##### General Information

<b>Your Name (Optional)</b>	
<b>Name of the Department</b>	
<b>Course Audited</b>	

<sup>40</sup> [Christensen and Jensen, 2012.](#)

<b>Title of Course</b>	
<b>Course Credits:</b>	
<b>Who can Enroll</b>	First Year / Second Year / Third Year students
<b>Date of Audit:</b>	Day/ Month/Year

Kindly answer all the questions (Please tick (√) appropriately). You can type your detailed responses or handwrite them on separate sheets of paper by numbering them according to the questions.

**1. Is adequate gender sensitivity incorporated in the course on the following parameters?**

Parameter	Never	Little	Somewhat	Much	A Great Deal
Course Title					
Course Objectives					
Readings					
Pedagogy					
Phrases and Terminology in the Course Description					

Please add an explanation for your responses

**2. Do the projects/assignments/seminars related to the course include gender perspective?**

Parameter	Never	Little	Somewhat	Much	A Great Deal
Title					
Objectives					
Readings					
Pedagogy					
Phrases and Terminology in the Description					

Please add details on Research Project Titles, Assignments and Invited Speakers and Topics on an additional sheet.

**3. Are gender related questions or criteria included in the evaluation matrix/exams?**

Never	
Little	
Somewhat	
Much	
A Great Deal	

Please add explanation:

**4. Does the Course material include writings of women? If yes, please mention some readings that are included:**

- a. ....
- b. ....
- c. ....

**5. When you consider the curriculum of the course offered by your department, do you think the issues of marginalized communities are included?**

	Never	Little	Somewhat	Much	A Great Deal
Women					
Children					
Differently abled					
Dalits					
Tribal					
Religious Minorities					
Transperson					

Please Explain.

Would you like to give any particular suggestions towards curriculum modifications in this regard?

### Case Study

#### **Campus Infrastructure: Catering to Students' Needs for Sanitation and Health Facilities**

Stakeholders at a partner HEI prioritized the issue of access to infrastructure and campus facilities for students such as sanitation, medical center, student counseling cell.

#### Research Questions

- How accessible are the toilet facilities on campus for all students? Those with special needs? Students in different parts of the campus?
- Do the toilet facilities cater to the needs of everyone on campus?
- Is access to basic medical facility available to all students on campus?
- How can usage of existing toilet and medical facilities be optimized to ensure equity?
- What impact does the paucity of toilets have on the students who end up spending time in long queues and miss on class time?
- What mental health issues and counseling needs of students (e.g. stress related, exam/performance anxieties) are addressed? Is there availability of a counselor on campus?

#### Methodology

The stakeholders at this workshop decided to carry out a random student survey to answer the research questions. During the Consolidation phase, the Core Team at the institute decided to use a combination of a check list, survey and focus group discussions (FGD). It constituted Teams of two student volunteers to visit each building on the campus and collate data using a check list. In addition, to the check list on the facilities these volunteers administered a questionnaire designed to elicit student responses on usage patterns of toilets and basic medical facilities on campus. These were combined with two focus group discussions with students.

#### Timeline

One month to prepare the questionnaires and FGD schedules and two weeks to collect data

#### Sample Survey Questionnaire

<b>Name of Surveyors:</b>	
<b>Building Address:</b>	

## I. Information to be completed by Surveyor Students

**How many total toilets are there in the block/building?**

- For Students
- For Faculty

1.	Floor Level		
2.	Total No. of Toilets (add number from Rows 3 -8)		
Toilets For Staff			
3.	For Females (Number)		
4.	For Males (Number)		
5.	Open to everyone (Number)		
Toilets For Students			
6.	For Females (Number)		
7.	For Males (Number)		
8.	Open to everyone (Number)		
9.	Is the facility wheelchair accessible? (Yes/No)		
10.	Comments on cleanliness and light		
11.	Is the facility open/ locked?		
12.	If locked, who has the key and how is it accessed by users?		
13.	Are there hooks/shelves in toilets for females to hang bags and shawls? (Yes/No)		
14.	Are waste bins placed in toilets for females? (Yes/No)		



## II. Student Toilet and Medical Facility Usage (Pen and Paper Survey Form)

Note for Volunteers: Enter the sex of each student participating in the survey in the excel sheet for responses and number each respondent's form.

### 1. How much time does it take for you to walk back and forth from the toilet to your classroom?

5 minutes	
Between 5 – 10 minutes	
More than 10 minutes	

### 2. How long do you usually have to wait to use the toilet?

No delay	
< 5 minutes	
5 minutes	
Between 5 – 10 minutes	
More than 10 minutes	

### 3. How many times are the toilets cleaned in a day?

Once	
Twice	
Thrice	
Four or more times	

### 4. Do you avoid using the toilets at the institute?

Yes/ No

If yes, what are the reasons for avoiding use of toilets at the institute?

The toilets are not clean	
There is not enough water in the toilets	
Wait time is too long	
Discomfort in asking for permission to go to the toilet	
Inadequate facility to dispose of sanitary napkins	
Inadequate/Lack of functional lighting	
Lack of water	

Absence of working bolts on the doors	
Any other (Specify)...	

### 5. Access to basic medical facilities on the campus

Is there a first aid box in your block/ department/ floor?	
Is the service of a trained nurse/medical services available in the campus?	
If yes, please specify the number of times you have availed the same in the past six months.	
Do you have access to infirmary/medical room on campus?	
Is the infirmary/medical room wheel chair accessible?	
Does the infirmary/medical room have auditory and tactile signage?	

Following questions should be answered only by Female Students:

### 6. Are sanitary napkins easily available?

### 7. Are sanitary napkin vending machines functional?

### 8. How many times have you availed its service in the past six months?

### 9. Do the toilets have adequate facilities such as newspapers and dustbins to safely dispose of sanitary napkins?

Yes/No

### 10. Do you use any alternatives to plastic sanitary napkins? If yes, please specify.

Yes/No



## 7.4 Checklist for Draft Institutional Gender Audit Plan

	Response	Details
What have we achieved?	1. 2. 3. 4.	
What issues have we prioritized?	Name of Parameter and List of Issue/s:	
What are our research questions?	List of questions and sub-parts, if any:	
What data collection methods are we using to answer the questions?	List of methods:	
Who outside the Core Team is supporting us on which aspect of data collection?	Names:	Roles:
When will the data be collected?	Dates:	
Who will approach SMT for additional resources/ permissions?	List of Resources and Permissions:	Names of Individuals Responsible:

# ROLL OUT PHASE



## ROLL OUT PHASE

### What it Entails

### Who is Involved

### Outcomes

Conduct the Gender Audit along the identified priority gender concerns at the HEI using the data collection plan

CORE TEAM,  
OTHER  
INTERESTED  
MEMBERS OF  
THE CAMPUS  
COMMUNITY

☑ Data collected

Analyze the data, and prepare a draft report with the findings and recommendations

Present the findings and recommendations to the SMT

CORE  
TEAM

☑ Gender Audit report with findings and recommendations prepared

WEEK 19-28

# 8

## CONDUCTING THE GENDER AUDIT: PUTTING THE INSTITUTIONAL TEMPLATE TO USE

### 8.1 Data Collection – Subjecting Perceptions to Scrutiny: Core Team

The Core Team can initiate the Roll Out of the Gender Audit after the data collection instruments are designed, the sampling method is finalized and the roles of the personnel involved in the data collection process are determined. Data collection must be accompanied by clear communication to both researchers and the respondents on what the Gender Audit is, how the institutional priorities were set and why data is being collected. The Core Team should not assume that everyone on the campus is familiar with the purpose of the data collection or the process that has preceded it. Ideally, a letter or email communication from the SMT endorsing the Gender Audit and the associated data collection process should be shared with the campus community and the respondents.

Depending on the data collection methodology and the sample size, the Core Team may need to consider the following:

- Develop protocols for data collection surveys and questionnaires. For example, will surveys be printed or uploaded online or emailed using data base?
- Strategize on how to get the maximum reach in the shortest possible time frame.
- Maintaining confidentiality will ensure trust and greater participation by groups who may otherwise not be persuaded
- Adopt a privacy policy to maintain confidentiality of respondents.
- Recruit and hold briefings with student or faculty volunteers who may assist with the data collection and analysis.

### Using Online Tools for Data Collection

Access to computers and the internet has eased data collection. Online survey tools like those offered by Google and Survey Monkey can be useful. Some of these programs also allow confidentiality to be maintained by not connecting email addresses and names to responses. This can be particularly important at institutes where the Core Team feels the issues being discussed are sensitive in nature or there is strong resistance to change.

## 8.2 Data Analysis – What Gets Measured, Gets Attention

Focused bi-weekly meetings are recommended for the Core Team to pilot the process seamlessly. Such meetings ensure that experiences and insights are shared on an ongoing basis.

Below are some helpful questions that can be used for brainstorming during Data Analysis:

- Has each member of the team reviewed the research questions and data collection methodology?
- What patterns, dynamics, relationships, trends, and surprises<sup>41</sup> can we identify in the quantitative and qualitative data?
- What are the preliminary findings? How do they answer the research questions? ([Example of a flawed framing](#))
- What was expected and what surprised us?

This time could also be used for collective reflection on the process so that corrective steps can be built in. Below are some questions for this reflection process:<sup>42</sup>

### Participation

What percentage of the population participated? How many were women, men and trans persons? What was the pattern for designation/ age/ socio-economic group? What strategies were used to access voices and experiences of diverse groups<sup>43</sup> on the campus? Which strategies worked and which did not? Were any groups underrepresented? Was any group not represented at all?

<sup>41</sup> Gender Audit is a process of learning for an institute. For instance, if during the course of the Gender Audit the Core Team finds that a high percentage of the respondents are answering with a Don't Know response to questions in a survey, that also says something about the processes or practices at the institution. Core Team brainstorming can help make meaning of such trends too.

<sup>42</sup> Adapted from [Lis Meyers and Lindsey Jones, \*Gender Analysis, Assessment and Audit: Guide and Toolkit \(ACDI/Voca, August 2012\)\*](#), 33.

<sup>43</sup> The term 'groups' draws attention to the heterogeneity among faculty/students/nonteaching staff, i.e. they could belong to low income backgrounds, minority religious groups or remote areas.

### Methodology

How did participants respond to the data collection methodology? Did they actively participate? Did some participate more than others? Who were they? Did the data collection instruments/ methods elicit useful information? What were the drawbacks or limitations of the instruments?

### Learnings for Future Gender Audits and Core Teams

How did the participants respond to the Core Team? Were there any problems in building rapport? Was the Gender Audit well organized? Was the Core Team flexible? Was enough time allowed for each step? What did your team do particularly well? What could be improved upon?

### Ethical Considerations

Did we adhere to respondent confidentiality? What more can we do to ensure the protection of identifying information of the respondents? Which respondents can be named in the report if consent has been specifically granted?

## 8.3 Preparing the Report – Framing Recommendations Strategically

After the data is collected and analyzed, the Core Team will be ready to **collate the key findings and draft a set of recommendations for immediate, medium term and long-term changes at the institute**. The report drafting can either be assigned to one of the members of the Core Team or different members can contribute to specific sections. One member can finally collate the report and the draft report can then be circulated for feedback and revision.

The report or outcome document that emerges from a Gender Audit does the following:

- Identifies critical gaps and challenges that the institute is facing on its progress towards gender equity
- Establishes a baseline for the institute that helps benchmark progress on gender equity
- Documents best practices towards achieving gender equity
- Provides recommendations to nurture a gender-just institutional ethos and includes a suggested plan of action.

Since the Gender Audit is iterative and is ideally conducted every year, one Audit helps to develop goal posts for the next one. The Core Team should consider this when finalizing the report.



### Some Considerations for Framing of the Report and Recommendations

- Share the successful gender initiatives of the institute as gleaned from the preparatory survey and the Gender Audit ( See [Case Study](#))
- List out what was expected and what was unexpected in the Audit findings
- Keep the report short with data pithily captured
- Recommendations for the SMT should be clear, specific, realistic and strategically framed
- Create a buy-in with the Senior Management by identifying resonances or expanding the vision and mission of the institute
- At every stage of putting the report together keep in perspective ethical considerations of confidentiality and informed consent.
- Keep in mind that language and framing matter for acceptability and behavioural change. The report should avoid negative words like shortcomings, deficiencies, mistakes. No department/centre/constituency on campus should be stigmatized. For instance, the Core Team at a partner institute found that there were differing patterns in prescribing women's writings across departments. It's draft report stated the following:

**X**

*The Department of Sociology provides opportunities to its students to learn from research undertaken by women sociologists. Over 70% of the students in the department consider the curriculum gender sensitive. In comparison, the Department of Physics performs very poorly, it does not include the contributions of women physicists in the curriculum and only 10% students felt the curriculum is gender sensitive.*

When the Core Team reviewed the draft report, they changed it to the following:

**✓**

*The Department of Sociology provides opportunities to its students to learn from research undertaken by women sociologists. Over 70% of the students in the department consider the curriculum gender sensitive. There are other departments where students have expressed the need for revisions in the curriculum to include women's writings, for example, Department of Physics, Botany and Anthropology.*

## Sample structure of a Gender Audit Report:

- Introduction: Laying out how the process started at the institute, the institutional definition of a Gender Audit, and the existing strengths of the institute in promoting gender equality and inclusion as gleaned from the preparatory survey
- The process followed for identifying and prioritizing gender concerns that need to be addressed
- Methodology of the Audit and details of participants involved
- Description of the data collection and sampling methodology
- Findings of the Audit
- Analysis of the findings with implications for gender equality
- Recommendations to the Senior Management Team
- Annexures: Names of Core Team members, Audit timeline, Dates of meetings, Survey questionnaire and interview schedule sample, List of respondents, and Lessons Learnt from the Audit process (Optional)

## A good Recommendation List has the following characteristics:<sup>44</sup>

1. Specific, clearly formulated and concise
2. Lists the recommendations in order of priority—high/ immediate, mid-term and long term
3. Realistic and acknowledges resource implications
4. Supported by evidence and follows logically from the findings of the Gender Audit Report that emanates from the Reflection and Prioritization, Consolidation and Roll Out Phases
5. Specifies what action is needed to address the situation that needs improvement
6. Specifies who is called upon to act and execute the suggested change

### Case Study

#### Unexpected Findings of The Preparatory Gender Survey

The Core Team at Kalinga Institute of Social Sciences (KISS), a private university in Bhubaneswar, was pleasantly surprised by what the Preparatory Gender Survey revealed about their Anti-sexual Harassment Policy.

- KISS has framed a robust Anti-sexual Harassment Policy on the tenets of human rights, gender equality, right to safe education and work environment for all, and right to life and liberty, as defined by the Constitution of India. The Policy recognizes that, “Given the social stigma associated with sexual harassment, a majority of instances of sexual harassment go unreported or even unmentioned. The policy, therefore, has

<sup>44</sup> Adapted from ILO, *A Manual for Gender Audit Facilitators: The ILO Participatory Gender Audit Methodology 2nd Edition* (Geneva: ILO, 2012), 103.

evolved mechanisms that are accessible and will ensure confidentiality. It has also attempted to ensure fair, accountable and representative procedures for redressal and resolution.”

- The jurisdiction of the Policy expands beyond the campus to include “fieldtrips, sports tournaments, conferences, festivals and all other activities undertaken by any person as a member of KISS.”
- The Policy provides an elaborate definition of sexual harassment, which explicitly mentions individuals with diverse sexual orientations and gender identities.
- In order to make the Complaints Committees accountable, democratic and autonomous, a combination of elections and nominations is used to constitute every committee, ensuring representation of women, students and outside persons with known contributions to gender concerns.
- The Policy clearly outlines Procedure for Registering Complaints, Enquiry Procedures, Redressal, and Monitoring and Review.
- KISS also provides administrative best practices as security measures that can accompany the policy guidelines, to address both prevention and redressal of sexual harassment. This includes the need for adequate lighting, working in coordination with local police to ensure safety around the campus, providing shuttle buses and transport facilities for safe commute, sensitizing bus conductors and drivers to stalking and sexual harassment, providing safe off-campus accommodation, among others.
- The Policy ends with questions that empower and encourage those who have been harassed to seek support:

*“What to do if you feel you are being sexually harassed?”*  
 Know your rights.  
 Speak up.  
 Get information and support.

*What not to do?*  
 Avoid blaming yourself.  
 Don’t ignore the matter.  
 Don’t delay in seeking support.”

## Case Studies

### Surprises and Discoveries During the Gender Audit Process

#### Institute 1

At a partner institute where a Gender Audit process was initiated, the faculty and students had differing views on the inclusion of gender perspectives in the formal curriculum. While the students felt they were not well prepared on issues of gender through the formal curriculum, the faculty’s perception was that adequate initiatives were taken by the institute to offer learning opportunities for the students. During the Audit when a survey was conducted with a representative sample of students across disciplines, the Core Team found that even the prescribed list of readings for

students of the Department of English Literature did not include writings by women and none that foregrounded, for example Queer life experiences. 37% of the student respondents felt that gender sensitivity was completely lacking in the curriculum and another 30% felt that it was incorporated only marginally. As a result of these findings, the Core Team in its report recommended to the SMT that the process of change in curriculum be initiated and in the immediate term special programs be organized on campus to address the gaps in student knowledge on gender.

### Institute 2

At another partner institute that takes considerable pride in offering extremely progressive curriculum on gender studies and where the existence of a LGBTQI support group is testimony to its practices of inclusion, the Gender Audit brought to light a very different equality-practice gap. During the Reflection and Prioritization workshop some women participants highlighted the widespread use of language that degrades women and sexual minorities in classrooms and on campus. They flagged the need to prioritize addressing this 'machismo in the informal culture' on campus. The institute collected data using focus group discussions with the students. This revealed concerns around the use of gender insensitive language in interpersonal communication as well as the body language of male faculty in classrooms. The behaviour of the faculty was mirrored by other males (students and non-teaching staff) on campus. The Core Team recommended to senior management that the induction program for faculty and staff include a mandatory gender sensitivity training with sessions that address insensitive verbal language, body language and intimidating behaviour.

### Institute 3

A Gender Audit was conducted by a partner institute which has 'inclusion' as the fulcrum of its vision and mission statement. This institute has several women in leadership positions, has hired trans faculty and runs extensive gender outreach programs. The Gender Audit revealed that despite the active participation of students in off-campus 'women's empowerment' programs, there was lack of understanding of gendered power dynamics in interpersonal relationships, within the family and among peer groups even on campus. When the institute organized reflection workshops as part of the Gender Audit, a safe space was created to turn the gaze inwards. The students made the link between what they were doing in the community on women's rights and their experiences within their own families and at their institute. They articulated that there was an absence of safe spaces for sustained conversation on gender concerns. This issue was prioritized by the institute through the Audit. The Core Team carried out content analysis of the informal curriculum<sup>45</sup> to identify existing gaps. The Core Team in collaboration with the students developed a richly illustrated resource

<sup>45</sup> Informal Curriculum or Hidden Curriculum refers to the unwritten, unofficial and often unintended lessons, values and perspectives that students learn in educational spaces.

book on gender, encompassing themes of sexual identity, stereotypes, construction of power, constitutional rights, among others. They presented the book to the SMT and recommended that it be used for creating spaces for reflection and nuanced dialogue on gender equality.



## 8.4 Checklist for Final Institutional Plan for Gender Audit

Have data collection instruments been finalized?	
Who is collecting data?	
Who is assisting with data collection?	
When are we briefing surveyors/volunteers for data collection? Who is briefing them?	
Have we considered all ethical aspects of the research? Have we received informed consent?	
What is our timeline?	
Who is going to work on analysis?	
When will meetings for reflection on preliminary findings be held?	
Who will write the Report?	
What is our timeline for the Report?	

# PHASE TO EMBED THE PROCESS



## PHASE TO EMBED THE GENDER AUDIT PROCESS AT THE INSTITUTE

### What it Entails

Choose a dissemination strategy on the recommendations of the Gender Audit Report and draft a plan of action.

Embed the change

### Who is Involved

Propeller:  
SMT

Participants:  
SMT, CORE TEAM  
AND OTHER  
MEMBERS OF  
THE CAMPUS  
COMMUNITY

### Outcomes

- ✔ Action plan to implement recommendations developed
- ✔ Envision change is implemented

WEEK 29 Onwards

# 9

## EMBEDDING THE CHANGE AT THE INSTITUTE

The Senior Management Team drives the crucial process of 'embedding' the recommendations of the Gender Audit Report into the warp and weft of the ethos of the institute. This requires commitment, imagination and the leadership to sustain the momentum for change.

The phase for embedding change at the institute involves:

1. Disseminating the Gender Audit Report to the campus community.
2. Collecting feedback on the recommendations.
3. Preparing a draft plan of action on the recommendations.
4. Implementing action in a timely manner after taking on board the feedback from various stakeholders.
5. Scheduling the next round of Audit to measure impact and identify new areas of intervention to expand the canvas of gender equality.

### **9.1. Disseminating the Gender Audit Report: Senior Management Team**

The Gender Audit Report forms the basis for a plan of action that the SMT has to craft for its institute. While campus-wide consultations and data collection takes on board the views and perspectives of a large number of stakeholders, there may still be sections of the community left out of the process. Campus-wide dissemination of the Report and initiatives to garner broad based feedback facilitates the collective engagement necessary for a new idea to find acceptance and resonance. Hosting a seminar, holding a series of meetings with different departments, sending out the report via email to department heads and convening smaller faculty meetings for reporting feedback, prominently placing the key findings of the Report on the institutional website, among others could prove useful. The choice of dissemination channels may vary by institute, but the use of multiple methods to publicize the recommendations of the Report to the widest cross-section of the campus community is recommended.



## **9.2 Democracy in Practice: Final Consultation and Building Consensus around Recommendations**

One of the methods that several WISCOMP partners found particularly useful to get feedback on the Gender Audit Report was to convene a seminar with diverse stakeholders on campus. At this seminar, the SMT and the Core Team presented the key findings and recommendations. Highlighting the democratic and participatory spirit of the Gender Audit process helped expand campus-wide ownership of the changes that followed.

The Senior Management Team widely disseminated the Gender Audit Report before hosting their seminar. This gave the participants of the Audit process, and other interested members of the wider campus community, a chance to review the details comprehensively. As the campus community became aware of the details of the Gender Audit, the dialogue at the seminar proved constructive. Post the Seminar, the SMT took the lead in taking on board the feedback as they drafted the plan of action.

## **9.3 Designing a Plan of Action: The Senior Management with Core Team**

The SMT and the Core Team work closely to evolve effective roll-out mechanisms and identify members of the community to be 'tasked' with special responsibilities in the 'embedding' process. For example, if a Core Team foregrounds infrastructural needs, the participation of administrative officer overseeing procurement/construction is helpful in crafting a plan of action. If an institute is looking at digital outreach, the participation of staff who is responsible for the website content in crafting the plan of action would be useful. (See Annexure I for a [Plan of Action format](#))

The Case Study that follows provides an example of a Plan of Action crafted by the SMT and the Core Team at a partner institute on curricular change after carrying out a Gender Audit. The institute - a denominational women's college located in Kerala, followed its plan through. (For more details on the [impact of the Gender Audit](#) see pages 132-134)

Case Study: <b>Plan of Action at a Partner Women's College in Kerala</b>					
Gender Audit Report was submitted by Core Team in December 2019					
Observations of the Core Team in the Gender Audit Report	Recommendations Prioritized for Action	Action planned-What	Who	When	Resources/ Secondary support
<p>1. Gender perspective is absent from the curriculum across most departments. The institution should offer more gender programs.</p> <p>2. Create awareness about diverse sexual orientations and gender identities through programs.</p> <p>3. Board of Studies should consult with student representatives to ensure that the curriculum speaks to the diverse lived experiences of students.</p> <p>4. During the next cycle of curriculum updating, pitch for the inclusion of readings by women authors in the Reading Lists across disciplines, especially STEM. In the interim, use writings/research of women as additional readings.</p>	<p>In the Immediate Term:</p> <ol style="list-style-type: none"> <li>1. Draw on local women's rights groups to offer programs on gender on the campus.</li> <li>2. Build awareness on SOGI rights.</li> </ol> <p>In the Medium and Long Term:</p> <ol style="list-style-type: none"> <li>3. Introduce Additional Readings of women authors in the social sciences and STEM disciplines.</li> <li>4. Initiate curricular change through the Board of Studies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Offer gender programs for students across disciplines</li> <li>2. Organize workshops/seminars on SOGI</li> <li>3. Create an annotated bibliography of writings by women for different disciplines</li> <li>4. Organize a consultation with the Board of Studies to draft a strategy to negotiate curriculum reform at all levels of the education hierarchy</li> </ol>	<p>For Recommendation points 1. &amp; 2. SMT designated the Core Team Coordinator as in-charge, supported by faculty from two departments.</p> <p>3. Heads of Departments in consultation with other faculty.</p> <p>4. SMT, Head of Studies and IQAC Head</p>	<p>On Recommendation points 1. &amp; 2. January -February 2020</p>	<ol style="list-style-type: none"> <li>1. Budget approval for organizing the workshop/conference/seminar and for supporting work in the area</li> </ol>

## 10

## CHANGING LENSES, RE-SCRIPTING THE ENGAGEMENT ON GENDER JUSTICE

### 10.1 Diverse Concerns and Trajectories of Change

The Gender Audit Process suggested in this Handbook is acutely conscious of the sheer complexity and heterogeneity of the higher education space in India. Each institute has context- and milieu-specific gender concerns that shape its priorities on equality and inclusion. The Gender Audit process unfolds differently on disparate campuses. Its template can neither be linear nor prescriptive. The changes emanating from the Audit process are seldom uniform across HEIs and depend on a variety of factors, most importantly the dynamism of the administrative and academic leadership and the level of democratic discourse and practice.

Gender Audits help create a discourse where ideas of gender equality and inclusion become *integral* to the teaching and learning processes for students, staff and the senior management.

Since Gender Audits are reflexive processes and include the engagement of different constituencies, they create introspective opportunities for institutes to reflect not only on their practice of gender justice, but also enhance sensitivity to a wide range of inclusion issues. They interrogate prevalent hierarchies of class, caste, religion, ableism, while affording the space for dialogue and enables different constituencies to find 'voice' and articulate their needs and interests.

We share below examples of two institutes that initiated a Gender Audit process. But before that is offered a glimpse into the web of changes—immediate, medium and long-term—that could emanate from Gender Audits at an HEI.

## Possible Transformatory Pathways at an HEI

### IMMEDIATE Change

- ⊗ Improved understanding on the nuances of gender, sexual orientation, masculinities, and gender identities
- ⊗ Senior management, faculty and students recognize that gender matters to ALL disciplines including STEM, management, commerce, environment, finance, et al
- ⊗ More women speakers are invited to campus
- ⊗ Improved access to infrastructural facilities, especially for women and sexual minorities
- ⊗ Books and readings by women authors supplement the formal curriculum across disciplines

### MEDIUM-TERM Change

- ⊗ Campus moves out of a climate of surveillance and monitoring and improves levels of trust within the community
- ⊗ Workshops and Seminars around gender are organized across different departments, STEM included
- ⊗ More Professional Development and Career Advancement programs are offered for female faculty
- ⊗ The role and participation of men in addressing gender inequality is actively promoted
- ⊗ Enhanced collaboration between the legally mandated Internal Committee and the Women's Studies Centre, Women's Development Cell and other gender sensitization units at HEIs.
- ⊗ Clear display and information on the members of the Internal Committee and how to access them (mobile number, email, Whatsapp numbers etc.)

### LONG-TERM Change

- ⊗ More women and gender minorities are in leadership positions at the institute
- ⊗ Career Counselling Cell advocates for gender-just hiring practices and filters organizations/companies for on-campus recruitment on the basis of their gender inclusive policies
- ⊗ A comprehensive Gender Audit of campus infrastructure is conducted and recommendations adopted to create an enabling and inclusive space for all
- ⊗ Gender sensitive pedagogy is adopted across all disciplines
- ⊗ HEI becomes a hub for gender knowledge and gender just practices in the region
- ⊗ HEI is able to optimally meet the inclusion guidelines of accreditation agencies
- ⊗ Students strategically place themselves on Committees to advocate for gender mainstreaming in Students' Orientation and across different departments
- ⊗ Trans sensitive policy for hiring
- ⊗ Formal policies adopted and procedures institutionalized to counter the inhibitors to the safety, mobility and wellbeing of women, sexual minorities, and the differently abled on campus (For example, Administrative guidelines are issued for recruitment of female security guards, Zero Tolerance Policy on Harassment is formalized and disseminated across the campus, the institute makes annual budgetary allocation for resources/accessibility needs of the differently abled)

## Glimpses of Incremental Change on Campuses

### Case Study 1

#### St. Teresa's College, Kochi

St. Teresa's College, Kochi, is an autonomous college affiliated to the Mahatma Gandhi University, Kerala. The college holds the status of a minority institution and is the second oldest women's college in the state. With an enrolment of about 4000 students and 200 faculty and support staff, the college offers a variety of undergraduate, Masters', MPhil and PhD programs.

When St. Teresa's College was first introduced to the idea of a Gender Audit, the faculty and students were ambivalent about its relevance for their institute – an all-women's college. The general perception was that since the institute was founded to further women's empowerment and leadership, it could not be anything but gender-just. The college also ran multiple community outreach programs that were oriented towards women's rights, such as livelihood entitlement and sexual and reproductive rights. These programs were perceived as inherently gender-just.

As the Gender Audit process, driven primarily by the head of the institute, a senior professor (also an alumna of the college) and the Core Team unfolded, the faculty and students began to recognize that even an all-women's institute can be gendered. The high numeric presence of women alone does not transform a campus into a gender just space – a space where issues of substantive voice, participation, power dynamics and gendered constructions of knowledge are addressed.

The College constituted a Core Team with 12 members, supported by 10 student volunteers to assist in data collection. The reflection and prioritization process that went on for three months used multiple formats like workshops, performances and an exhibition on gender equality. Together, over 1000 students, faculty and administrative staff participated in the process.

The Gender Audit process revealed the following:

- The courses offered on gender were limited and limiting.
- Awareness on different sexual orientations and gender identities among students and faculty was low.
- Rules and regulations of hostels that were framed to ensure the safety of students by the administration were perceived as protectionist and intrusive by students.
- Sanitation facilities for students at the campus were inadequate. This compelled many students to reach their classes late or compromise their hygiene needs.
- Several parts of the campus were not wheelchair accessible, including the toilets in most parts of the campus.

Guided by the recommendations of the Gender Audit Report and propelled by the Core Team, the senior management took the following action to address these gaps:

- Seminars and Panel Discussions on gender issues were organized with male, female and trans speakers, with the active engagement of students in the designing of the programs. Some high points of these events were a conference on Gay Rights and a Film Festival convening female directors in collaboration with a local NGO – The Women’s Media Collective.
- The campus opened its gates to the transgender community and individuals with different sexual orientations and sexual identities, which proved ‘revolutionary’ for a denominational institute in that context. The college partnered with a local Queer Collective – Dhisha – to organize a Night Walk as an advocacy campaign to reclaim equal rights of all genders to public spaces.
- In the absence of a large budget to carry out renovations and accommodate more sanitation facilities in the permanent structure immediately, the college purchased low-cost mobile toilet facilities and converted some existing toilets into accessible facilities for the differently abled and transgender persons.
- Dialogues were organized between the senior management, hostel residents and hostel staff to elicit the perspectives of the students, share the rationale and intention behind certain rules, and collectively explore ways to shift away from a culture of protectionism and surveillance towards trust and responsible choice.
- After assessing the staff’s needs through a comprehensive survey, the college established a crèche facility on campus so that faculty with young children could balance their professional and care commitments.

Spaces for dialogue and engagement on other inclusion concerns, besides gender, also emerged from the Gender Audit process. The institute conducted a survey of the staff meeting schedules to assess their impact on teaching and research time available for the faculty. The survey revealed that almost 80% of the faculty were married and had young children and/or elderly care responsibilities at home. About 47% of the faculty commuted long distances to reach the campus. This demographic profile of the faculty was not documented previously by the management. It sensitized everyone on the campus to the professional and care responsibilities of the faculty. These were henceforth taken into consideration in everyday administrative practices. A gradual shift was seen in the timings and duration of meeting scheduling, responsibilities assigned for taking minutes of meetings, optimizing communication via emails and notice boards for routine administrative updates instead of relying heavily on face-to-face meetings, among others. The institute recognized that additional disparities in the resource distribution at the family level, resulted in inequalities despite parity in pay.

Changes foregrounding respect for diversity and inclusion unexpectedly emerged

in the Student Orientation as part of the induction program. The Student Orientation at St. Teresa's College had Catholic influences and themes. Students from diverse religious backgrounds highlighted this at the Reflection Workshops. As a consequence of the Gender Audit process, the religious components of the Orientation were made optional for students.

The institute established a Gender Resource Center to provide a physical space for convening and ideating on concerns of gender equity and inclusion.

### Case Study 2

#### **Cotton University, Guwahati**

Cotton University, Guwahati, is a co-educational public university of Assam. The university caters to the diverse population of the North East region of India, including its tribal communities, and offers programs across senior secondary, undergraduate, post-graduate and doctorate levels. The University itself is relatively young as it was established in 2017 by merging the Cotton College State University and erstwhile Cotton College, which was the oldest institute of higher education in North East India (established in 1901).

The Gender Audit process at this large multidisciplinary university was initiated by the top leadership—the Vice Chancellor and the Registrar—and driven by a faculty group of gender experts and the Coordinator of the University's IQAC<sup>46</sup>. The Core Team included seven faculty. The Reflection and Prioritization process of the Gender Audit was propelled by the active engagement of the senior management, faculty, administrative staff, research scholars, students and members of local women's rights NGOs. The senior management adopted a hands-on approach during the Preparatory phase investing substantial time and resources and strategizing to build a cohort and a Core Team that was both 'representative' and richly diverse.

During the Reflection Process, several issues around Infrastructure, Organizational Culture and Media and Communication were flagged by stakeholders. However, all these issues seemed less important than the overwhelming sense of discontentment among female faculty with regard to gaps in the curriculum on gender. There was also a widespread perception among students and faculty outside the Social Sciences disciplines that gender is not relevant to their disciplines. The university stakeholders prioritized a Gender Audit of the formal curriculum across all the disciplines at the university.

<sup>46</sup> National Assessment and Accreditation Council (NAAC) mandates that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure.

The Core Team carried out a survey (with the Post Graduate and Undergraduate students and faculty from the departments of English, Economics, Political Science, Anthropology, Sociology, Zoology, Molecular Biology and Bio-Technology, Environmental Biology and Wildlife Studies, Computer Science and Information Technology) to gauge if the existing formal curriculum of different disciplines covers gender issues. It also involved students in collating perceptions about gender equality and gender stereotypes on campus using focus group discussions and an opinion survey. One of the high points of the process was a student-led focus group discussion in the department of Physics on the relevance of Gender in STEM. Based on the findings, a recommendation was shared with the senior management on the need for cross-disciplinary gender courses at their institute.

The senior management decided to establish a Women's Studies Centre (WSC) with the vision that the institute would in time become the hub of gender knowledge and research for the entire Northeast region. Since then, the WSC has introduced two courses. These include a course on Gender for undergraduates and a Masters' level diploma program on Gender Studies. The curriculum draws on feminist movements and initiatives in the local context of India's North East. The Centre now conducts a series of seminars where the campus community can interact with feminist scholars. As the Gender Audit process unfolded, a member of the Core Team was appointed the Coordinator of the WSC. The WSC at Cotton University aspires to be a 'model in inclusion and equity' and 'doing' gender. Both in its infrastructure design and everyday practice it seeks to make its space accessible, democratic and sensitive to 'work-life' balance in the allocation of special tasks and responsibilities for the Centre.

## 10.2 What is Easy to Change and What Takes Time?

While the ramifications of the process of conducting Gender Audits are exciting and compelling, they can sometimes also be 'unsettling' for higher education institutes that have settled into comfort zones, desire minimal disruption and are uncomfortable with putting accepted practice to scrutiny. Some aspects of institutional practice are easy to change, while others are more difficult to transform. In WISCOMP's experience, HEI's are more amenable to changes in the curriculum compared to other domains of organizational functioning. Since curriculum is fundamental to the teaching-learning process, stakeholders are willing to acknowledge the value of a gender lens in curriculum design and pedagogy.

Another change that appears to be easy to implement is in infrastructure design. There is willingness to address the deficiencies that exist vis a vis safety for women, needs of the differently abled, concerns of gender minorities, and providing for child-care for example.



On most campuses that went through the process, Student Life and Professional Development were surprisingly not prioritized as an immediate concern by the institute even though students flagged several of these issues during the Reflection process, such as augmenting campus health care facilities, mentoring programs for gender research, counseling on sexual and reproductive rights. It was felt that the immediate concerns are policies on Zero Tolerance for sexual harassment, sanitation facilities and curricular reform. Enhancement of counselling services and professional opportunities could come at a later stage when the institute has addressed some of these fundamental concerns.

In general, the administrative practices and organizational culture domains have been most resistant to change. Often campuses are set in their ways of 'doing things' and handling decision-making. However, no step is too small. Over time, changes in formal policies and structures are possible, even though they may be incremental.

### 10.3 Signs of Transformation

When an institute initiates a Gender Audit process, it becomes important to look out for different signs of transformation along the journey. The institutional process is a constantly evolving work-in-progress that expands its own mandate as it goes along, makes new discoveries and attempts to push the envelope on gender justice. It also serves as a trigger to make all forms of inclusion more acceptable (e.g. across class, caste, religion).



#### Tracking Progress

How do we know change when we see it? What does it look like? How do we make sure that we're mainstreaming gender and not simply conflating women with gender? How do we really push the agenda on this? How do we work on developing collective leadership and nurturing communities of practice committed to furthering gender justice?

Shared below are some signs of transformation that were witnessed at various institutes- all-women's and co-educational. These have been categorized under the Six Parameters of Gender Audit. It needs reiteration that the six parameters are not water tight silos and that there can be overlaps. For instance, establishing of a Legal Counseling Cell on campus to cater to the needs of survivors of violence/harassment could be part of the Student Life and Professional Development parameter as well as the Organizational Structure and Culture parameter.

Figure 9. Signs of Transformation at Women's Institutes

### Organizational Structure and Culture

- Increased communication and coordination between Internal Committee and Women's Development Cell.
- On-campus hostel rules on dress codes, curfew timings, phone and internet usage are not paternalistic and protectionist
- 'Dress codes' for students and faculty respect freedom of choice, including the ability to express gender identity, ethnicity etc.
- Trans faculty and students have the freedom to use an identified name, pronoun and gender marker in official communication and records.

### Media and Communications (Internal and External)

- Institutional website highlights the achievements of alumni who are breaking glass ceilings so that gendered division of work is not replicated

### Student Life and Professional Development

- Instances of bullying and discrimination experienced by sexual minorities are reported under ragging.
- Queer Collectives and LGBTQIA+ Support Groups are not discriminated against or vilified or marginalized on campus.
- Students have increased access to female mentorship networks, particularly in STEM fields.
- Recruiters offering placements are filtered for their gender and sexual minority inclusive workplace policies.

### Administrative Practices

- Timetables are sensitive to the parenting and care responsibilities of faculty.
- Hiring policies are not biased in favour of women.
- Creche facilities are made available for faculty, non-teaching staff and students who may be parents.
- Staff at residence halls are trained to respect students as adults.

### Curriculum (Formal and Informal)

- Mandatory gender courses are offered across all disciplines
- Curriculum of different disciplines includes original writings of women
- More men and gender minorities are invited as speakers for gender sensitization programs on campus.
- 'Women's Empowerment' programs look inwards and not only at community outreach.
- The outreach programs are diverse and not limited to women's NGOs.
- Workshops that explore themes of power and inequalities between women (mediated by their other identities of class, caste, religion etc.) are being conducted.

### Campus Infrastructure and Surrounding Public Space (Usage and Design)

- Health centre offers safe space for addressing issues of sexuality, reproductive rights and responsible choice.

## Figure 10. Signs of Transformation at Co-educational Institutes

### Organizational Structure and Culture

- Students & faculty are aware of the names of members of the anti-sexual harassment committee and other redressal mechanisms
- Regular open forums are facilitated among the senior management, faculty, students and non-teaching staff for sharing and listening
- Institute has SOGI inclusive anti-ragging policy and builds campus-wide awareness on it
- Rules for on-campus residence do not discriminate between students on the basis of gender
- Young students, especially females, are treated as adults while prescribing rules and dealing with instances of violations
- More women serve as professors, committee chairs and senior administrators
- More male faculty take responsibility in reception committees/housekeeping work for events
- Faculty meetings have clear agenda and are scheduled with sensitivity to the care responsibilities of the faculty at home
- Increase in number of female faculty publishing research and/ participating in outstation conferences/workshops
- Increase in enrolment of men in social sciences
- Increase in enrolment of women in STEM fields
- Gender balance is maintained in the hiring of non-teaching staff, for example security guards and bus drivers

### Curriculum (Formal and Informal)

- Mandatory gender courses are offered to students from all disciplines
- Gender awareness workshops are conducted on themes of different sexual orientations and gender identities to build campus-wide awareness and sensitivity
- Increase in number of women and gender minorities as invited speakers, especially at important events
- More male students enroll into Gender Studies courses/ More women participate in workshops on themes of Masculinity
- Collaborative learning methodologies are used in the classroom more frequently and consistently
- More books by women authors are purchased in the library

### Media and Communications (Internal and External)

- Students and faculty are aware of the mechanism to lodge anti-harassment complaints
- Gender equality policy finds mention in the admission brochure
- Visuals and photographs on the institutional website reflect gender diversity
- Gender programs feature prominently on the website
- Gendered titles and exclusionary pronouns are absent from the website, brochures and formal communication
- Increase in number of portraits and images of women scientist/ historical figures/ political leaders on campus

### **Administrative Practices**

- Diversity experts are included on hiring, faculty assessment and conference planning committees
- Child care support is set up at conferences and seminars organized on campus to ensure unhindered participation of parents, especially women who are parents
- Gender-sensitive sabbatical rules and more equitable childcare leave norms for those responsible for primary parenting
- Official meeting schedules and timetables are sensitive to the care responsibilities of the faculty, especially young faculty, at home
- Recruitment committees have gender balance
- Members of the Internal Committee attend regular trainings to ensure they handle complaints of sexual harassment with sensitivity
- The promotion rubric for faculty introduces/increases points assigned for mentoring work
- Work done by faculty after formal work hours and on weekends, particularly on co-curricular activities, is recorded and considered as productive work by the departments
- Self-declaration of sexual misconduct indictments are made mandatory for staff applications

### **Student Life and Professional Development**

- Mentorship programs include more women and sexual minorities
- Women and sexual minorities become more visible in leadership positions in student representative bodies and are seen as active members
- Travel for female students facilitated to different campuses and cities to participate in competitions, field research and conferences/workshops
- Queer collectives and student clubs engaged with LGBTQIA+ issues are visible on campus
- Counsellors on campus are trained in addressing the challenges faced by students regarding their sexual orientation or gender identity
- A Legal Counselling Cell is established on campus and it caters to the trauma healing needs of survivors of harassment/violence.
- Career Counselling Cell offers placements that break gender stereotypes
- On-campus recruiters offering placements are filtered for their gender inclusive policies at the workplace

### **Campus Infrastructure and Surrounding Public Space (Usage and Design)**

- Library budget allocates funds to Braille books and learning tools
- Increase in number of disability friendly signage on campus across parking lots, washrooms, building entrances, etc. (e.g. especially for visually impaired)
- Software is purchased for visually challenged and hearing-impaired students and faculty
- Toilet facilities that are demarcated for transgender people are available and well maintained
- Creche facility is created on campus
- Adequate lighting is ensured in and around the campus
- More women access laboratories and libraries without curfew restrictions

## 10.4 Looking Ahead: Process to Essence

Institutes of higher learning as generative spaces that incubate new ideas have the power to signal to society transformative frameworks on inclusion, equality and gender justice. Gender Audits provide an engaging context to initiate the journey. Embarking on the process to enhance gender justice can sometimes initially pose challenges, but once the process is set in motion, several unanticipated positive consequences emerge.

Gender Audits, as the Handbook illustrates, can be seen through two complementary frames. A **zoom-in** focused frame where the 'gender audit' is a time-bound 'activity' that can be executed through specifically designated tasks, deliverables, timelines and goals. It responds to immediate concerns that fulfill the mandates of assessing institutions and establishes the HEI's credentials as a gender-sensitive academic institute. Spanning five phases, a gender audit begins with conceptualization and culminates in the implementation of specific suggestions that emerge.

Seen through a **wide-angle** frame, the **Gender Audit** is a longer term ongoing, dynamic and adaptive 'process'; a work-in-progress. Animated by an impulse for inclusion, this longer term process of inquiry and ongoing self-reflection can feed into a larger social audit to transform the ethos of the institute.

Ideally, several rounds of gender audit activities buttress the longer term process of institutional change to realize substantive equality and social justice. Incremental and iterative gender audit activities at some point of critical mass can effect a gestalt shift that may require re-scripting the original vision and mission of the institute. At that point, Gender Audits will move outside the quadrant of 'purposive tasks that need to be completed' to a way of 'being, seeing and doing' – an unfolding, reflexive and empowering work-in-progress.

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# **ANNEXURES**

## A

## Gender Audit Resonances in the National Assessment and Accreditation Council Guidelines for HEIs

In pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutes of higher education, National Assessment and Accreditation Council (NAAC) has proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. The IQACs are expected to submit Annual Quality Assurance Report (AQAR) as per the new guidelines of February 2020. NAAC provides separate manuals for universities, autonomous colleges, affiliated colleges, teacher education institutes, health sciences universities, among others. **We draw on the guidelines for universities to highlight where and how gender equality appears as a goal in the 'quality assurance framework'.<sup>47</sup>**

The NAAC framework for quality includes VII Criterion, each with its own set of key indicators. The evaluation carries a total of 1000 points. Each criterion carries differential weightage depending on the type of institution being evaluated. For example, there is higher weightage for Research, Innovations and Extension (250 points) for universities when compared to colleges (150 points for Autonomous colleges and 110 for affiliated under graduate colleges). On the other hand, there is higher weightage for Teaching-Learning and Evaluation (350 points) for affiliated under graduate colleges when compared to universities (200 points).

In the evaluation framework for universities, **the word 'gender' appears six times. It is mentioned in Criteria I, III and VII.** The following table provides details of the criteria and the key indicators enumerated. Along with the existing references to gender from the framework, the table also includes additional ideas on how a gender audit can contribute to quality assurance.

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<sup>47</sup> The users of the Handbook can look at the relevant manual on the National Assessment and Accreditation Council website (<http://naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines>).

### Existing Reference to Gender in NAAC Guidelines

**Criterion I – Curricular Aspects** with Four key indicators: Curriculum Design and Development, Academic Flexibility, Curriculum Enrichment and Feedback System

Gender finds mention in the indicator on Curriculum Enrichment.

“ 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

**Criterion III – Research, Innovations and Extension** with Seven key indicators: Promotion of Research and Facilities, Resource Mobilizations for Research, Innovation Ecosystem, Research Publications and Awards, Consultancy, Extension Activities, Collaboration

Gender is mentioned in Extension Activities and Collaboration.

“ 3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red Cross/YRC during the year (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

This can be a source of information/data at the time of preparatory gender survey. Core Team can use data of previous two/three years.

**Criterion VII - Institutional Values and Best Practices** with key Indicators: Institutional Values and Social Responsibilities, Best Practices, Institutional Distinctiveness

Institutional Values and Social Responsibilities includes a sub-indicator on Gender Equity.

“ 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the year  
Highlight the curricular and co- and extra-curricular activities promoting gender equity and sensitization and the facilities available for women on campus (within a maximum of 200 words).

Provide the weblink to:

- Annual gender sensitization action plan(s)
- Specific facilities provided for women in terms of:
  - a. Safety and security
  - b. Counseling
  - c. Common rooms
  - d. Daycare Centre



- e. Any other relevant information
- f. Upload relevant supporting document



There is scope for Gender Audit to be included as Institutional Best Practice.

### **Additional Scope for Gender Audit Resonances**

**Criterion II – Teaching-Learning and Evaluation** with Seven Key Indicators: Student Enrolments and Profile, Catering to Student Diversity, Teaching and Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes, Student Satisfaction Survey

Student Satisfaction Surveys can be reported with sex disaggregated data.

**Criterion IV – Infrastructure and Learning Resources** with Four Key Indicators: Physical Facilities, Library as a Learning Resource, IT Infrastructure, Maintenance of Campus Infrastructure

Gender Audit particularly speaks to Indicators on Library as a Learning Resource and Maintenance of Campus Infrastructure.

**Criterion V – Student Support and Progression** with Four Key Indicators: Student Support, Students Progression, Student Participation and Activities, Alumni Engagement

Action Research on Student Life and Professional Development parameter of Gender Audit particularly speaks to these indicators.

**Criterion VI – Governance, Leadership and Management** with Five Key Indicators: Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, Internal Quality Assurance System

Should the institution foreground professional development initiatives for female faculty, they can improve performance on Faculty Empowerment Strategies. Gender Audit can also enhance Internal Quality Assurance System and Gender Budgeting.

# B

## Hyderabad Charter for Gender Equity in Physics, 2020

The Hyderabad Charter for Gender Equity in Physics is a call to action to the Indian physics community to address the gender disparity in physics. The Charter emerged from Pressing for Progress 2019, an interdisciplinary conference that took place in Hyderabad, India. The first conference of its kind to address gender inequity in physics, it was co-organized by University of Hyderabad and The Gender in Physics Working Group of Indian Physics Association.<sup>48</sup> The Charter has obtained over 180 endorsements from physicists in India (as on August 2020) and was submitted on International Women's Day 2020 to the Department of Science & Technology, Government of India, which was also the primary funder of the Pressing for Progress 2019 conference.<sup>49</sup>

### FUNDAMENTAL PRINCIPLES

People of all genders have equal potential to excel in all aspects of physics practice Utilizing the talents of all is essential for the physics enterprise to achieve its full potential

### GUIDING PRINCIPLES

- Gender disparity in physics is due to both patriarchy in wider society and gender bias within the enterprise
- Time alone will not achieve gender equality and therefore conscious action is essential
- Closing the quantitative gender gap at all levels of physics practice is a necessary step to achieve equality
- The culture of physics also needs to transform in order to make all talent feel welcome, be acknowledged and used
- The practice of physics is a social activity and addressing its gender bias requires insights from the social sciences
- The interventions and strategies must be such that they do not endorse societal patriarchy

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<sup>48</sup> As per the Indian Association of Physics website the working group was formalized in May 2017 "with the mandate of co-ordinating national efforts towards gender parity in the Indian physics profession". See <https://www.tifr.res.in/~ipa1970/gipwg/index.php>

<sup>49</sup> Prajwal Shastri, "The Hyderabad Charter for Gender Equity in Physics 2020," *Association of Asia Pacific physical Societies (AAPPS) Bulletin* 30, no. 4, August 2020.

- The interventions must adapt to the evidence from regular monitoring of the status of the enterprise
- When a process of selection reduces the gender fraction from that in the pool, it is a signature of a biased process
- Institutes must assume immediate and ongoing responsibility to move towards gender equality
- The commitment of institutional leaders is key to make progress

## CONTEXT

There is wide acknowledgement by the government that the gender disparity in the sciences seriously impacts scientific productivity and excellence and should therefore be urgently addressed. The physics profession has among the largest gender gaps. The fraction of women with PhDs in physics who are employed in tertiary education country-wide is just 20%, far less than in, say, biology. That fraction plummets to 10% and lower in the elite research institutes, in leadership positions and in honours lists. The low fraction cannot be explained by a lack of interest in physics among girls - they win 50% of the INSPIRE fellowships in physics. Existing studies have found neither a systematic competence deficit nor a productivity deficit among women scientists compared to men scientists. While discriminatory familial responsibilities may contribute to the gender gap, the fact that the gap is higher in physics compared to, say biology, implies that this factor is not the whole story and that there is clear bias within the profession. Indeed the fraction of women in positions of prestige being lower than in the pool (of 20% qualified women in the case of physics) is a clear signature of bias in the selection processes.

It is absolutely critical that policies must follow from the evidence in order to be meaningful and effective. Existing studies do need to be acknowledged, repeated and expanded. Countrywide studies have to be complemented by local and institute-wide studies to understand the causes for the gender gap and assess the impact of interventions if any.

The **recommendations** that are listed below have emerged both from the work of the Gender in Physics Working Group of the Indian Physics Association since it was formalised in May 2017, and from the deliberations and feedback from the first-of-its-kind interdisciplinary national conference that the working group organised in the University of Hyderabad titled Pressing for Progress 2019. Other long-standing recommendations from the past that are consistent with the guiding principles have also been added.

## RECOMMENDATIONS

### For Institutes and Departments

1. Work-life balance policies, such as child-care leave and 'mobility schemes' should be gender neutral
2. Criteria for hiring should be formulated beforehand, and no hidden norms or criteria should be used
3. The age-bar for hiring should be removed
4. The hiring process should provide full information on all the steps and time-line of hiring to all candidates
5. Status/position/background of a life-partner should not be criteria in hiring
6. Hiring processes should have a wait-list so that 'likelihood of joining' is eliminated as a criterion in selection
7. Self-declaration of sexual misconduct indictments should be mandatory for staff applications
8. Institutes should invest in diversity officers as observers on selection, hiring and promotion committees
9. Policies that facilitate spousal hiring, employment in the neighbourhood and/or transfer should be formulated
10. Gender sensitisation training should be mandatory, especially for senior management, directors and deans
11. Mentoring mechanisms for young faculty must be made available within institutes
12. Child-care facilities must be mandatory in institutes and preferably subsidised
13. Grievance cells should include at least one external member who is a gender equality expert
14. Current and potential members of ICCs should undergo training in the legal aspects of sexual misconduct
15. Safeguards should be formalised to protect members of ICCs from intimidation and harassment
16. Action-taken reports and statistics of sexual misconduct enquiries should be filed mandatorily
17. The sexual harassment policy should include guidelines for ensuring awareness among all concerned
18. Do's and Don'ts for a healthier environment should be publicised and also reviewed regularly
19. Mandatory gender audit of staff at all levels should be published on the organisational webpage
20. Institutes should adopt gender neutral language in forms, documents, publications and daily practice

### Additional Recommendations for Physics Teaching

21. A critical review of multiple-choice based tests to short list research scholar candidates should be done
22. A sociology course on social processes in science practice should be part of the graduate physics curriculum
23. Concerted efforts must gender-balance role models in physics text books and pedagogic multi-media material

### Additional Recommendations for Conferences

24. All physics conferences should adopt the IUPAP guidelines for conferences
25. Funding support for conferences should be contingent on adoption of the guidelines
26. Child-care facilities must be mandatory in conferences and preferably subsidised
27. A priori compliance with conference guidelines should be required from all conference host institutes

### Additional Recommendations for National Agencies

28. Diversity officers should be appointed as observers on editorial boards, nomination committees and funding agency committees
29. Self-declaration of sexual misconduct indictments should be mandatory for all positions of administrative responsibility and leadership, including academy fellows, editorial board memberships and project funding committee memberships



# Sample Questionnaire for Preparatory Gender Survey<sup>50</sup>

## About this questionnaire

This questionnaire is designed to provide the Gender Audit Core Team with baseline data and also help structure programs on gender at the institute.

All information that you share will be kept confidential and only aggregate data will be reported without naming particular individuals.

We thank you for the time and effort you put into responding to this questionnaire. Your support will help us to achieve our collective goal of nurturing a gender-sensitive, and eventually, a gender-just campus.

Thank You!

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<sup>50</sup> The purpose of this sample survey questionnaire is to help the Core Team open conversations among themselves and the wider campus community on the diverse aspects of gender discrimination and violence. Keeping this purpose in mind, open ended and complex responses have not been included. Should the Core Team at an institute decide to collect data from a larger representative sample of faculty and students, it can nuance responses and customize questions.

Some questions in Sections IV and V have been adapted from a questionnaire drafted and circulated by the UGC in 2013. See [https://www.ugc.ac.in/pdfnews/7937453\\_English.pdf](https://www.ugc.ac.in/pdfnews/7937453_English.pdf). The section on Personal Work Experience draws from a questionnaire developed by Jaya Indiresan. See Jaya Indiresan, *Education for Women's Empowerment: Gender Positive Initiatives in Pace-setting Women's Colleges* (Delhi: Konark, 2002), 432-33.

## I. ISSUES REGARDING SAFETY OF WOMEN ON CAMPUS

**Are you aware of any complaints regarding the following issues at your institute?** (Mark Yes or No as response to each)

a. Sexual harassment or other forms of gender violence	Yes	No
b. Public transport to/from the institute	Yes	No
c. Lighting on the campus	Yes	No
d. Restrooms	Yes	No
e. Accommodation for students	Yes	No
f. Health facilities for students	Yes	No
g. Counseling services for students	Yes	No

## II. EXISTING ARRANGEMENTS ON CAMPUS FOR THE SAFETY OF STAFF AND STUDENTS

**Which of the following exist on your campus?**

(Mark Yes or No as response to each)

a. CCTV/Cameras	Yes	No
b. Personal discussions between Management and Students or Staff on safety concerns	Yes	No
c. Security Guards	Yes	No
d. Female Security Guards	Yes	No
e. Committee for safety of students and staff	Yes	No
f. Women's grievance redressal committees	Yes	No
g. Police Patrolling squad in and around campus	Yes	No
h. Lectures on gender based violence	Yes	No
i. Women Helpline numbers displayed at various places on campus	Yes	No
j. Suggestion box for students to place their suggestions	Yes	No
k. Separate common room for males and females	Yes	No
l. Orientation programs with gender focus at the beginning of the academic session	Yes	No
m. Any other, please specify below	Yes	No

### III. POLICY ON SEXUAL HARASSMENT

a. Are you aware of the institutional policy and procedure for dealing with sexual harassment?

 Yes

 No

 Don't Know

b. Are you aware by what guidelines it functions?

 Full information

 Some information

 No information

c. How did you know about the policy and procedures against sexual harassment? (Mark all that apply)

 Notice Board

 Brochure

 Personal Discussions with Management

 Student Assembly

 Other

d. Are you aware of any complaints of sexual harassment at your institute?

 Yes

 No

e. Do you think it is easy for students/staff to report complaints of sexual harassment at our institute?

 Yes

 No

 Don't Know

f. Do you think complaints are addressed adequately at your institute?

 Yes

 No

 Don't Know

### IV. GENDER EQUALITY AND SENSITIZATION MEASURES ON CAMPUS

1. What measures are in place for raising awareness on gender equality and justice at your institute? (Elaborate where possible)

a. Lectures, workshops and seminars on gender issues for students and staff	Yes	No	Don't Know
b. Personal discussion with female/male Students and Staff on problems of gender based violence	Yes	No	Don't Know
c. Competitions like debate, elocution, theatre etc. on gender equality and sensitization on discrimination	Yes	No	Don't Know



d. Signboards/notice boards on the campus containing information /message on gender issues	Yes	No	Don't Know
e. Awareness programs and camps	Yes	No	Don't Know
f. Other	Yes	No	Don't Know

**2. Do all students have equal access to campus facilities such as the library, laboratories, or any campus events at all times?**

 Yes

 No

 Don't Know

**3. What measures exist to ensure that all students (including those with physical challenges) have equal access to campus facilities such as the library, laboratories, or campus events? Please elaborate.**

**4. According to you, are there differential timings for male and female hostel residents to return to their respective hostels?**

 Yes

 No

 Don't Know

**5. What are the differences in the hostel rules for men and women? For example, the number of 'late nights' and 'night outs' allowed, dress codes, permission from guardians etc.**

 Not very different

 Different in that ....

**6. Are you aware of any incidence of stalking or cyber harassment at your institute?**

 Yes

 No

**7. In peer harassment cases, do students representatives intervene?**

 Yes

 No

If Yes, do they

a. Intimidate the victim?

 Yes

 No

 Don't Know

b. Bring case to the notice of authorities to take action?

 Yes

 No

 Don't Know

**8. Does your institute have a Legal Awareness Cell?**

Yes

No

Don't Know

**9. Does your institute offer special career counseling or placement services for students?**

Yes

No

Don't Know

**10. Does your institute offer special career counseling or placement services for female students ?**

Yes

No

Don't Know

**V. VULNERABILITY****1. Do you think women of a particular group are particularly vulnerable to gender based violence?**

Yes

No

**2. Which group/s of students do you feel are particularly vulnerable or experience heightened sense of insecurity?****VI. OPINION ON COMMON SUGGESTIONS FOR GENDER JUSTICE**

**What is your opinion on the following SUGGESTIONS for gender justice at your institute? Please express your opinion on a scale of 1-5 where**

**1= Strongly Agree; 2= Somewhat Agree; 3= Neutral; 4= Somewhat Disagree; 5= Strongly Disagree (Circle one response for each statement)**

STATEMENT		RESPONSE				
a.	Compulsory courses in martial arts like karate should be introduced for female students for self defense.	1	2	3	4	5
b.	Courses on gender studies must be mandatory for students.	1	2	3	4	5
c.	Regular or periodic visits of local police on the campus can be helpful for encouraging female students to lodge complaints of gender based violence, if any.	1	2	3	4	5
d.	Separate and exclusive financial assistance should be provided by government to the higher education institutes for organizing gender sensitization programs and courses.	1	2	3	4	5

*If you are a Student, respond to Sections VII and VIII. If you are a Faculty member skip these Sections and go to Section IX*

## VII. FEELINGS ABOUT PERSONAL EDUCATIONAL EXPERIENCE (Only for students to respond)

Following are some statements about educational experiences. Based on your personal experience circle one number that best indicates your feelings on each statement. (1 indicates Never and 4 indicates Almost Always) Please mark responses on ALL statements.

**1. Never**                      **2. Sometimes**                      **3. Often**                      **4. Almost Always**

	STATEMENT	RESPONSE			
		1	2	3	4
a.	I am held back from realizing my full potential.	1	2	3	4
b.	My family's concerns about my safety come in the way of my participation in college/university activities.	1	2	3	4
c.	My family's concerns about my safety come in the way of my participation in field trips and research work.	1	2	3	4
d.	I support my friends to raise the issue with authorities, when they face sexual harassment.	1	2	3	4
e.	I raise the issue with authorities or my family when I face discrimination.	1	2	3	4
f.	When I make mistakes, others link it to my gender.	1	2	3	4
g.	When I am confident, I am perceived to be aggressive.	1	2	3	4
h.	My achievements are underestimated by my peers.	1	2	3	4
i.	I feel helpless when I face discrimination.	1	2	3	4

## VIII. DEMOGRAPHIC INFORMATION ( Only for STUDENTS to respond)

1. Male                       Female                       Other
2. What degree are you pursuing?
3. What year are you in terms of your degree?
4. Have you ever been a member of the student representative body/ committees at your college/university? List the positions you have held.

## SKIP Sections IX and X, if you are a Student

### IX. FEELINGS ABOUT PERSONAL WORK EXPERIENCE (Only Faculty to respond)

Following are some statements about work experiences. Based on your personal experience, circle one number that best indicates your feelings on each statement (1 indicates Never and 4 indicates Very Often). Please mark responses on ALL statements.

**1. Never**                      **2. Sometimes**                      **3. Often**                      **4. Very Often**

	STATEMENT	RESPONSE			
a.	I am held back from exercising my authority.	1	2	3	4
b.	My ideas are not taken seriously.	1	2	3	4
c.	My family suffers when I take career seriously.	1	2	3	4
d.	I am interrupted when I am making a point at staff meetings.	1	2	3	4
e.	I am ignored for good challenging assignments.	1	2	3	4
f.	When I make mistakes, others link it to my gender.	1	2	3	4
g.	I am pushed around in my job.	1	2	3	4
h.	My achievements are underestimated by my peers.	1	2	3	4
i.	When I am confident, I am perceived to be aggressive.	1	2	3	4
j.	I have no freedom to decide how and what I do in my job.	1	2	3	4
k..	My achievements are linked to factors other than merit.	1	2	3	4
l.	I have difficulty in balancing work and other personal commitments.	1	2	3	4
m.	I am dominated by my colleagues	1	2	3	4
n.	However hard I try my work is always criticized.	1	2	3	4
o.	I feel helpless in dealing with problems at my workplace.	1	2	3	4

### X. DEMOGRAPHIC INFORMATION ( Only for FACULTY to respond)

1. Male  Female  Other

2. What is your designation?

Assistant Prof.  Associate Prof.  Professor  Other ....

3. How many years have you taught at the institute? (Write number)

4. Have you ever been a member of the Internal Committee ( for redressal of sexual harassment complaints at the institute?

 Yes

 No

5. In which year? (Write multiple years if you have been a member for more than one term.)

### XI. FEELINGS ABOUT CHANGE IN GENDERED POLICY AND PRACTICE AT THE INSTITUTE

Please express your feelings about the following statements on a scale of 1-5 where **1= Strongly Agree; 2= Somewhat Agree; 3= Neutral; 4= Somewhat Disagree; 5= Strongly Disagree**

STATEMENT	RESPONSE				
a. Faculty at our institute <b>will be receptive</b> to gender sensitization programs.	1	2	3	4	5
b. Senior Management Team at our institute <b>will be receptive</b> to gender sensitization programs.	1	2	3	4	5
c. I feel confident that my campus can be made more gender-just.	1	2	3	4	5

THANK YOU!

## D

## Suggested Resources

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## E

## WISCOMP Resources and Publications on Addressing Gender Based Violence

*Breaking Barriers, Claiming Spaces: Women, Leadership and Change, 2017.*

This is a report prepared by a progressive women's college on the gender conference they organized on campus. It can serve as a model for activities to be organized in parallel with the workshop for evolving an institutional template for gender audit.

*\* Gender Audit Report: WISCOMP with St. Teresa's College, Kochi, Kerala, 2020.*

This is a Gender Audit report. It is particularly useful for an institute that prioritizes Student Services/ Administrative practices in its audit.

*\* Gender Audit Template, WISCOMP with Kanya Maha Vidyalaya, Jalandhar, Punjab, 2020.*

This is an institutional gender audit template evolved by the Core team at an all-women's college in Jalandhar. The college prioritized the assessment of gendered aspects of its outreach programs. It developed a tool to assess if the Radio Channel that the college runs carries the right messages to the community.

*Gender Equity and Inclusion: Transformative Pathways in Higher Education, 2019.*

This report documents the proceedings of a four-day dialogue-cum-training workshop for faculty, senior management team and students at a university. The Core Team at an institute initiating a Gender Audit process can use it at the time of planning and designing its Reflection and Prioritization workshop/s.

*Gender Justice on Campus, WISCOMP with Sheeba K.M, 2020.*

This booklet (prepared by Dr. Sheeba K.M.) includes a short gender audit form that can be used as a precursor to a full gender audit, or by institutes that do not have resources to carry out a full gender audit. It was used by Sacred Heart College, Ernakulam, Kerala.

*\* Gender Studies: Curriculum Assessment and Reforms: WISCOMP with Symbiosis School for Liberal Arts, Pune, Maharashtra, 2020.*

A comprehensive gender audit of the Curriculum was conducted by Symbiosis School for Liberal Arts, Pune. The report of the committee and the curriculum that was designed by the institute are part of this publication. It includes examples on how gender can be integrated in various disciplines.

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\* These publications are particularly useful for the Gender Audit Core Team.

Gupta, Apoorva. *Effective Intervention and Communication Strategies to Counter Violence Against Women*, 2017.

This publication draws from the proceedings of a national consultation-cum-conference on innovative and creative strategies to counter violence against women in India. It includes many examples of interventions, an analysis of the legal discourse in India post 2012 and a section on the role of education in addressing violence against women. It can be used by gender facilitators and educators as a background reading and can also be shared with research scholars from Gender Studies.

Hashmi, Sania and Mohan Kumawat. *Saahas Ke Chaar Adhyay: Profiles in Courage: A Film*, 2017.

This short film honors 'heroes of courage' who took action to end violence against women and girls in India. It carries a message of hope for young people who may be experiencing violence and emphasizes that violence against women will end when sustained and coordinated efforts transform beliefs and attitudes that treat girls and women as inferior and boys and men as intrinsically more valuable. It also emphasizes that boys and men can prevent and interrupt violence.

Menon, Krishna. *Resisting Violence: Annotated Bibliography of Reports and Documents on Initiatives to Challenge Violence Against Women*, 2017.

This annotated bibliography comprises a diverse and representative set of works which address the issue of violence against women and girls from diverse settings and contexts. It includes training Guides, fact finding reports, recommendatory reports and brief studies with their web links and references. The bibliography is thematically divided into nine sections. Within each section, multiple reports/Guides are included. The recurring idea is the connection between violence and the erosion of human rights and dignity of women and girls.

\* *Mini Gender Audit: WISCOMP with Cotton University, Guwahati, Assam*, 2020.

This audit report includes a template to measure perceptions on campus about gender equality in the curriculum. It was developed by the Core Team at Cotton University, Guwahati.

Nath, Dipti. *Re-Imaging Frames of Empowerment: Changing Contours of Gender Equality in the Visual Media in India*, 2017.

This is a multimedia collation and analysis of media campaigns—especially advertisements and public service announcements—following the rape and murder of Jyoti Singh in Delhi in 2012. It can be used by gender facilitators and educators in the university classrooms and workshop spaces to analyze the changes in audio-visual media messages on gender equality. It comprises of a booklet and a presentation on a DVD. The booklet contains short but insightful commentary on each video/campaign/slide in the presentation that provides the facilitator several questions and issues to explore: the discursive practices of Indian media texts, public attitudes towards women, role of women and men in Indian society, women's safety and gender based violence.

**\*\*Sewak, Manjrika. *En-gendering Education: Building Youth Capacities to End Gender-based Violence in India - A Handbook for Educators*, 2017.**

This Handbook consists of training modules and activities that are designed to build capacity of teenagers and young adults to prevent and end gender-based discrimination and violence. It can be used in a classroom/workshop setting by educators and facilitators. It offers over 100 hours of training and engagement on a diverse range of issues such as gender socialization and violence, masculinity and femininity, female foeticide, child sexual abuse, sexual harassment in public places, and the role of popular culture in advancing gender equality.

**\*\* Srivastava, Tulika and Ridhima Mehra, ed. *When Women Write... In Words and Pictures: Exhibition-in-a-Box*, 2017.**

This mobile exhibition-in-a-bag is for use by gender facilitators and educators. It provides an intersectional understanding of the diversity of women's experience and the contexts in which it unfolds. The Exhibition is organized as a set of posters with one photograph and corresponding text that raises questions about one of the forms of violence against women/girls. The posters can be used - all together as a series, or selectively, depending on how it is being used and by whom. Posters from this exhibition have been used to design the elicitive workshop module included in the Gender Audit Toolkit of this Handbook.

***The Gender Book: A Guide for the Young: WISCOMP with Kalinga Institute of Social Sciences, Bhubaneshwar, Odisha, 2020.***

This handbook for undergraduate students seeks to improve their gender knowledge.

**Verma, Kanchan and Aanchal Kapur. *Gender Equality, Freedom and Violence Prevention: A Workshop for Women College Students from Rural Areas*, 2016.**

This bi-lingual report (in Hindi and English) on a workshop organized for a women's college from Uttar Pradesh can be used as a model for designing activities for students who have no prior exposure to gender sensitization programs.

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\*\* These publications are strongly recommended for use of gender facilitator/s of the workshop on Evolving the Institutional Template.

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# F

## Global Resonances: Gender Equality Programs at Universities and Colleges

American Association of University Women, U.S.A. <https://www.aauw.org/>

Athena SWAN (Scientific Women's Academic Network) at Advance HE, U.K. <https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>

Aurora Universities Network, Europe. <https://aurora-network.global/>

BeVocal, The University of Texas at Austin, U.S.A. <https://www.wellnessnetwork.utexas.edu/BeVocal/>

Culture of Care, Indiana University Bloomington, U.S.A. <https://care.indiana.edu/>

Decisions that Matter: An Interactive Experience, Carnegie Mellon University, U.S.A. <https://www.andrew.cmu.edu/course/53-610/>

Gender Equality Research Network, Griffith University, Australia. <https://www.griffith.edu.au/research/gender-equality-research-network/meet-the-network>

GENDER-NET, Europe. <https://www.gender-net.eu/>

Green Dot, University of Kentucky, U.S.A. <https://www.uky.edu/vipcenter/content/green-dot>

Minerva BC, Canada. <https://minervabc.ca/>

NASPA Student Affairs Administrators in Higher Education, U.S.A. <https://www.naspa.org/>

TARGET - Taking a Reflexive approach to Gender Equality for institutional Transformation, Europe. <https://www.gendertarget.eu/>

The Society of Gender Professionals (SGP), U.S.A. <https://genderprofessionals.org/>

University of Edinburgh, U.K. <https://feministtaleem.net/>

## G

Student Reflection Journal – Sample Pages<sup>#</sup>

My  
REFLECTION  
JOURNAL

Name \_\_\_\_\_  
Course \_\_\_\_\_



<sup>#</sup> Reflection Journals were provided to all student participants during WISCOMP workshops. A small subset of pages from one such journal are reproduced here. If an institute is interested in accessing a copy of the journal, they can write to wiscomp2006@gmail.com.

We acknowledge the contributions of Diksha Poddar and Tsering Namgyal to the design of the journal.

## Pre-workshop Reflection

*Breath in. Breath out... Please continue for 60 seconds.*

*We now invite you to reflect & share.*

### *Who am I?*

**Think beyond "I'm a 2<sup>nd</sup> year student' or 'I'm a Teresian'. What do I value?  
What brings me joy? What are my fears? What inspires me?  
How do I aspire to live my life?**



★ Is being a woman a significant part of your identity? If yes, how? If not, why?

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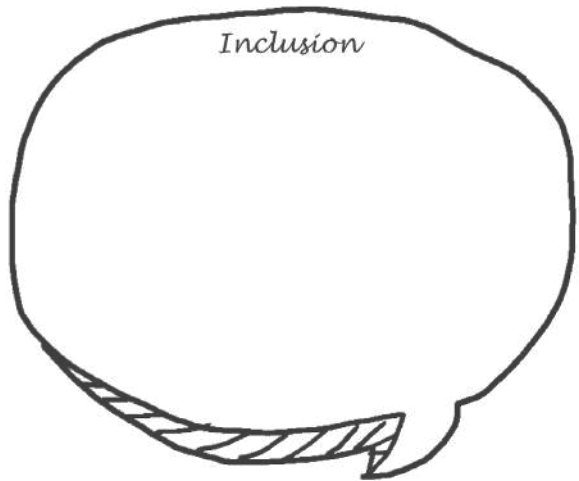
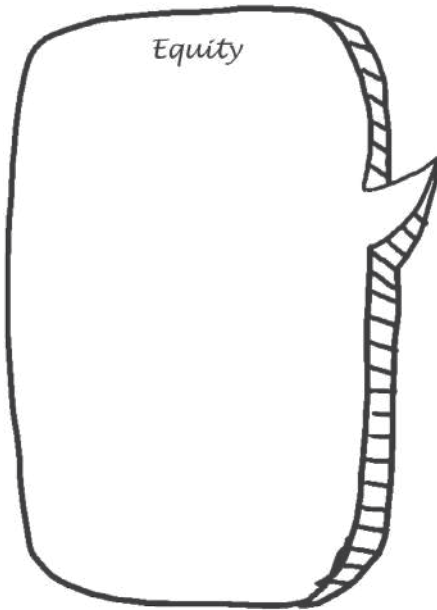
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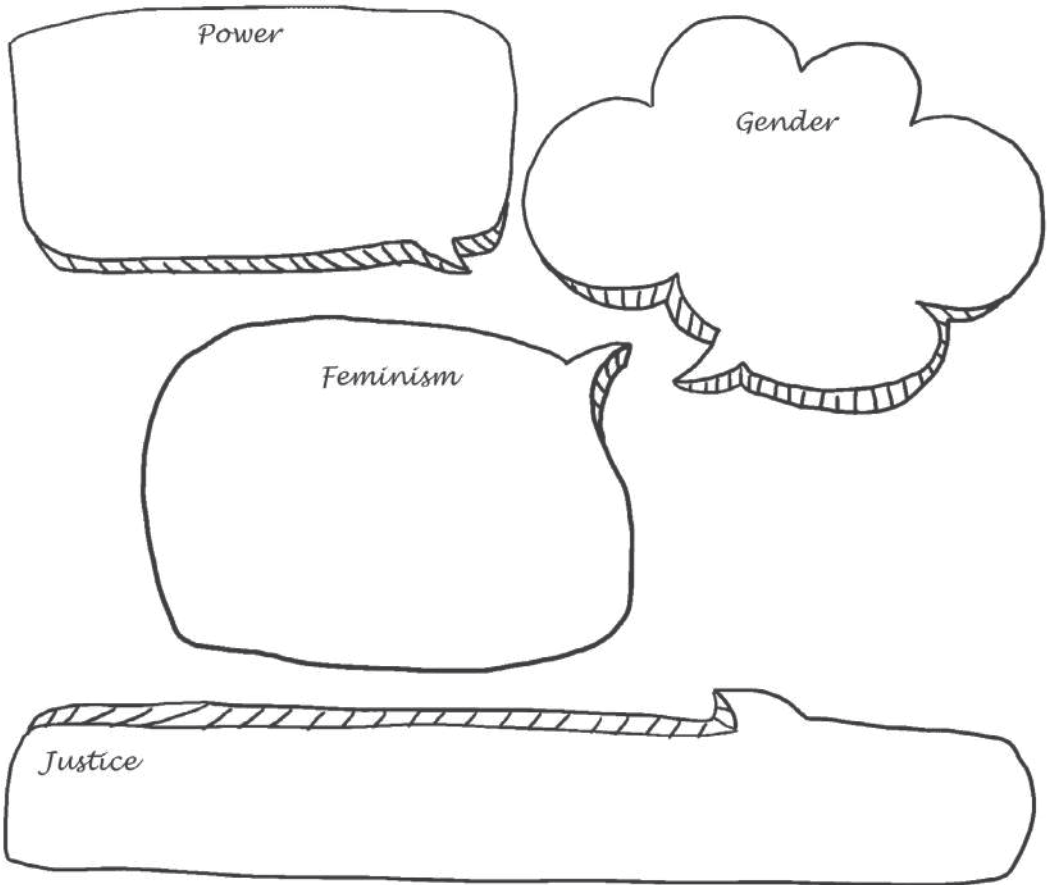
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★ How would you describe the following words:





★ When was the first time you actively started talking about issues of gender, equity and inclusion? \_\_\_\_\_





**Why did you choose this college?**

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**★ How will you define safety in an all-women's college?**

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**★ Share two main expectations that you have from this workshop.**

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*Session: Women and Education in Indian History*

★ Share two key learnings from the session:

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★ From the various examples discussed at the session, share about any 2 people who you would like to study and learn more about in your class? Why?

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## Session: Identifying Gender Issues


How do you feel after the session? Energetic? Reflective? Curious? Confused?

Please Share. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ What are the TWO main sources of gender inequity that you witness or experience in or around your campus? Share examples.

 *Personal Space* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Collective Space*   
\_\_\_\_\_  
\_\_\_\_\_

 *Institutional Space* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Session: Gender Audits

★ How are you beginning to imagine a Gender Audit on your campus? Share some key ideas.

GENDER  
AUDIT

## Reflections from Day 1

★ What new knowledge are you taking back today?

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What have been 2 significant eye-openers for you?

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**Have today's discussions made visible some of the previously 'invisible' aspects of gender based violence? What are you beginning to see differently?**

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**What are some questions that you are carrying?**

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**What did you feel about the process and methodology of the workshop?**

*I liked the way we discussed different topics because...* \_\_\_\_\_

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*It would have been better if we also had...* \_\_\_\_\_

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DAY 2  
SAFETY AUDIT



In your everyday lives on your way to and from college, do you experience feelings of insecurity? Describe.



*at your home?*

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*on the streets?*

*in the bus?*

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*on the campus?*





**Do you feel you can conduct a Safety Audit in your neighborhood, your locality and other public spaces?**

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**★ Share ONE measure that you would like to take up (with your peers, faculty members, senior management) to make your campus and its surroundings feel more gender inclusive, just and safe?**

*How will it look? Who all will be a part of it? For what time period? Who will benefit from it? How will it impact the larger college campus and its surroundings?*

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**Rate the session on the following:**

Content					
Resource Person					
Methodology					

# Exhibition

*When Women Write...In Words and Pictures*

★ Two issues in the posters that resonated most deeply for you:

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**If you could create a poster from your own life experience of either violence and exclusion or resilience and agency, what would it look and read like?**

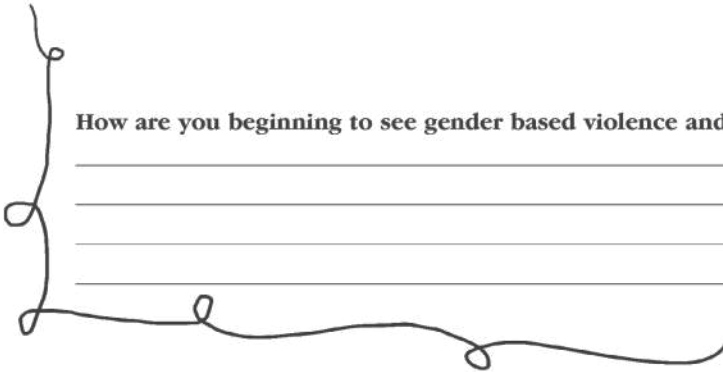
How are you beginning to see gender based violence and exclusion differently?

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## Time Use Survey Form

**Faculty**     **Student**     **SMT**     **Non-teaching Staff**   
**Male**     **Female Other**   
**Married**     **Single**     **Living with Partner**   
**Number of Children** ..... **Age of Children** .....  
**Number of other Dependents** .....

Complete the following in as much detail as you can remember. Use a workday from the past week as a reference and list all of the activities you engaged in (including sleep, eating, resting, video games, reading the newspaper, meetings, doctor's appointments, shopping, answering emails, homework, transporting yourself to and from college/work, etc.) throughout the day. Make note of any multi-tasking.

12:00 mid night	4:00 am
12:15	4:15
12:30	4:30
12:45	4:45
1:00 am	5:00 am
1:15	5:15
1:30	5:30
1:45	5:45
2:00 am	6:00 am
2:15	6:15
2:30	6:30
2:45	6:45
3:00 am	7:00 am
3:15	7:15
3:30	7:30
3:45	7:45

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8:00 am	4:00 pm
8:15	4:15
8:30	4:30
8:45	4:45
9:00 am	5:00 pm
9:15	5:15
9:30	5:30
9:45	5:45
10:00 am	6:00 pm
10:15	6:15
10:30	6:30
10:45	6:45
11:00 am	7:00 pm
11:15	7:15
11:30	7:30
11:45	7:45
12:00 noon	8:00 pm
12:15	8:15
12:30	8:30
12:45	8:45
1:00 pm	9:00 pm
1:15	9:15
1:30	9:30
1:45	9:45
2:00 pm	10:00 pm
2:15	10:15
2:30	10:30
2:45	10:45
3:00 pm	11:00 pm
3:15	11:15
3:30	11:30
3:45	11:45



## Sample Format for a Plan of Action for the Institute

<b>Form for a Plan of Action for the Institute</b>					
Recommendation/s in the Gender Audit Report	Priority Action/s	Action planned-what	Who	When	Support required
Curriculum (Formal and Informal)	1. 2.				
Campus Infrastructure and Surrounding Public Space (Usage and Design)					
Organizational Structure and Culture					
Media and Communications (Internal and External)					
Student Life and Professional Development					
Administrative Practices					



## Self-Assessment Reflection Format for Core Team

- Where has change happened? List all the changes that you see.
- Which constituency has been most impacted by the Gender Audit?
- Which constituency has benefited the least from the audit?
- Which group/constituency has been the most valuable ally in the process?
- Which group has been most resistant to the Gender Audit process?
- What has worked to involve those who initially resisted the idea?
- How has the participation in the Gender Audit process affected me, my teaching?
- What gives me the confidence that I can continue to lead the change process beyond this first cycle of audit?
- What challenges do I see from here on?
- Thinking of next steps, this is what I plan...

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*...An invaluable guide for all stakeholders who envision gender-just higher education environments and are looking to intervene to enable this transition...*

**Hon. Justice Gita Mittal, former Chief Justice, High Court of Jammu & Kashmir**

*...The Handbook aptly employs Gender Audit to lay down a dynamic process for HEIs to facilitate gender equality in all its complexity. A must read for Academic Leaders, Faculty and Students!*

**Dr. Pankaj Mittal, Secretary General, Association of Indian Universities**

*...Sensitive to the complex and subtle nuances of a plethora of individual institutions, this commendable Handbook will not merely sensitize the reader to mute, covert and overt forms of gender discrimination but evoke pathways to eliminate them.*

**Prof. Rajen Harshé, former Vice Chancellor, Central University of Allahabad & former President, G.B. Pant Social Science Institute, Prayagraj**

*...This Handbook is a critical call to action to academic institutions around the world to institute Gender Audits as accountability tools...*

**Prof. Rangita de Silva de Alwis, Associate Dean of International Affairs, UPenn Law School & Hillary Rodham Clinton Distinguished Fellow on Gender Equity, Georgetown**

*...The rich ideas presented involve all actors in the space, having the potential to disrupt hegemonies, develop capacities to discern subtle forms of patriarchy, learn to become self-reflexive and cultivate agency to call out everyday injustices that intersect with gender.*

**Prof. Poonam Batra, Professor of Education, formerly at University of Delhi**

*...This novel Gender Audit has broken new ground by bridging the gap between the theory and practice of democracy...It addresses issues of governance and leadership, administrative structures, processes, curriculum, physical space and mechanisms for redressal of gender based grievances.*

**Prof. Krishna Menon, Professor, Gender Studies, School of Human Studies, Dr. B.R. Ambedkar University Delhi**

*...Gender Audits helped launch a new Centre for Gender and Women's Studies; narrow down our curricular gaps while enhancing our best practices...*

**Prof. Diganta Kumar Das, Registrar, Cotton University, Guwahati**

*Navigating the Terrain of Gender Justice: A Handbook for Gender Audits at Higher Education Institutes in India* introduces participatory Gender Audits as one of the ways to engage with the complex and vexed terrain of gender equality in Indian higher education. It offers a practical roadmap for interested senior management and faculty to push the envelope on gender justice by designing interventions that suit the context, priorities and structural possibilities for innovation at their institutes.



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