



GATI

Gender Advancement for
Transforming Institutions

GATI **Gender Advancement for Transforming Institutions**

Handbook **Self-Assessment Framework and Guidance**

Submitted to
Department of Science and Technology
WISE-KIRAN Division

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**GATI (Gender Advancement for Transforming Institutions) –
Framework Development for Advancing Gender Equity in Science, Technology
and Higher Education in India**

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Content List

The GATI Pilot	
1. Overview	1
2. Framework of Participation in the GATI Pilot	3
3. GATI Charter	4
GATI Self-Assessment Framework	
4. GATI Gender Equity Indicator Framework	5
5. GATI Self-Assessment Application	6
GATI Self-Assessment Guidance	
6. Institutional Units of Self-Assessment and Accreditation	21
7. Self-Assessment Methodology	23
Criteria 1: GATI Self-Assessment Process	25
Criteria 2: Gender Profile of the Institution	29
Criteria 3: Gender Advancement, Career Progression and Leadership	36
Criteria 4: Gender Policies, Processes, Procedures, Practices	39
Criteria 5: Gender Climate and Organizational Culture	42
Criteria 6: Institutional Values, Best Practices, Case Studies	45
Criteria 7: Institutional Strategy for Gender Advancement	47
Letter of Endorsement from the Head of Institution	49
Application Format and Submission	50
Self-Assessment Application Data Templates	51
8. Gender Equity Key Indicators	52
9. Peer Review Criteria	56
10. Assessment and Accreditation	67
Acronyms	68
Glossary	69
Appendix A.1: Illustrative Data Templates	72-91

List of Data Templates

Data Template 2.3.1 (A)	List of Departments/Centres/Units with broad research thrust areas/ specializations in STEMM Domains	72
Data Template 2.3.1 (B)	List of Departments/Centres/Units with broad research thrust areas/ specializations in Non-STEMM Domains	
Data Template 2.3.2 (A)	Academic and Research Staff sanctioned, recruited, to be recruited in STEMM Domains	
Data Template 2.3.2 (B)	Academic and Research Staff sanctioned, recruited, to be recruited in Non-STEMM Domains	73
Data Template 2.3.3	Technical, Professional, Administrative, other Support Staff sanctioned, recruited, to be recruited (Full-time, Regular)	
Data Template 2.3.4 (A)	Undergraduate and Postgraduate Students in Full-time Courses giving sanctioned seats, number admitted under various reserved categories and out-turn in STEMM Domains	
Data Template 2.3.4 (B)	Undergraduate and Postgraduate Students in Full-time Courses giving sanctioned seats, number admitted under various reserved categories and out-turn in Non-STEMM Domains	74
Data Template 2.3.5 (A)	Ph.D. students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency in STEMM Domains	
Data Template 2.3.5 (B)	Ph.D. students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency in Non-STEMM Domains	
Data Template 2.3.6 (A)	Early Career Fellows hosted by the institution; overview of fellowships awarded and sponsoring agency in STEMM Domains	75
Data Template 2.3.6 (B)	Early Career Fellows hosted by the institution; overview of fellowships awarded and sponsoring agency in Non-STEMM Domains	
Data Template 2.4.1 (A)	Academic and Research Staff by designation, grade and level in STEMM Domains	76
Data Template 2.4.1 (B)	Academic and Research Staff by designation, grade and level in Non-STEMM Domains	
Data Template 2.4.2 (A)	Post-doctoral Fellows, Research Associates, Early Career Fellows/Faculty in STEMM Domains	
Data Template 2.4.2 (B)	Post-doctoral Fellows, Research Associates, Early Career Fellows/Faculty in Non-STEMM Domains	77
Data Template 2.4.3 (A)	Ph.D. Students Pursuing Doctoral Programme, Enrollment and Out-turn in STEMM Domains	
Data Template 2.4.3 (B)	Ph.D. Students Pursuing Doctoral Programme, Enrollment and Out-turn in Non-STEMM Domains	
Data Template 2.4.4 (A)	Undergraduate and Postgraduate Students in final year of the degree programme and out-turn in STEMM Domains	78
Data Template 2.4.4 (B)	Undergraduate and Postgraduate Students in final year of the degree programme and out-turn in Non-STEMM Domains	
Data Template 2.5.1	List of Full-time Degree Programmes with duration, number of applications, actual admissions/enrollment, degree attainment/out-turn	79
Data Template 2.5.2	Department-wise list of Ph.D. students pursuing Doctoral Programme with number of applications, actual registration, degree attainment/ out-turn	

Data Template 2.5.3	Details of Post-docs, Research Associates/Assistants, Early Career Fellows/Faculty	80
Data Template 2.5.4 (A)	Details of Academic and Research Staff	
Data Template 2.5.4 (B)	Details of Sponsored Research Projects being undertaken by Academic and Research Staff as PI/Co-PI	81
Data Template 2.5.5	Details of Technical and Professional Support Staff	
Data Template 3.1.1	Recruitment at entry level: Assistant Professor /Scientist at entry level	82
Data Template 3.1.2	Cumulative data on (i) participation in induction programmes; (ii) award of seed grants	83
Data Template 3.2.4 (A)	Lateral Entry through recruitment at middle and senior level for regular positions	
Data Template 3.2.4 (B)	Lateral Entry from other organizations for fixed duration through deputation/lien/sabbatical/fellowship etc	
Data Template 3.2.4 (C)	Faculty on regular posts leaving the Institution	84
Data Template 3.3.1 (A)	Gender Profile of Heads of Departments in STEMM Departments	
Data Template 3.3.1 (B)	Gender Profile of Heads of Departments in Non-STEMM Departments	
Data Template 3.3.2	Representation on Senior Management and Decision-making Committees (from both STEMM and Non-STEMM Departments)	85
Data Template 3.3.3	Leadership Capacity Building (participation from both STEMM and Non-STEMM Domains)	
Data Template 5.1.1	Orientation Programmes for the new entrants at various levels	86
Data Template 5.1.2	Courses addressing cross-cutting issues relevant to gender, human values and professional ethics in the curriculum	
Data Template 5.1.3	Special Programmes for Advanced Learners and Remedial/Bridge Courses for Slow Learners	87
Data Template 5.2.1 (A)	Programmes Organized by relevant societies, clubs, groups, units engaged in Gender Sensitization	
Data Template 5.2.1 (B)	Gender Sensitization Programmes organized under GATI Pilot	88
Data Template 5.3.1	Gender Representation on Academic and Extramural Events	
Data Template 5.3.2 (A)	Awards and Recognition received by female academic and research staff	89
Data Template 5.3.2 (B)	Awards and Recognition received by female Ph.D. students, Post-docs, Research Associates and Early Career Researcher/Faculty	
Data Template 5.3.2 (C)	Awards and Recognition received by Undergraduate and Postgraduate Students/Teams	
Data Template 5.4.1	Science Outreach Events	90
Data Template 7.1	Prioritized Short-Term SMART Action Plans	91
Data Template 7.2	Prioritized Long-Term SMART Action Plans	



The GATI Pilot



1. Overview

Introduction

Gender Advancement for Transforming Institutions (GATI) is an innovative Pilot launched by the Department of Science and Technology (DST) under the aegis of the WISE-KIRAN Division. It ushers a novel intervention programme for promoting gender equity in science and technology. It was one of the three initiatives of DST announced on 28 February 2020, the National Science Day, by the Hon'ble President of India at a celebratory programme dedicated to Women in Science held at Vigyan Bhavan, New Delhi.

Objectives

GATI aims to nudge institutions of higher education and research towards supporting diversity, inclusion and the full spectrum of talent for their own success and progression. In particular, it aspires to create an enabling environment for equal participation of women in Science, Technology, Engineering, Medicine and Mathematics (STEMM) disciplines at all levels, addressing deep-rooted problems.

The GATI Model

GATI pilots a sustainable self-assessment and accreditation model. At the core of the model is the GATI Charter based on ten key principles that explicitly acknowledge gender inequality and articulate a commitment towards overcoming systemic and cultural barriers to women's academic and professional advancement at all levels. While GATI draws inspiration from the Athena SWAN Gender Equality Charter and accreditation framework operated by Advance HE, UK since 2005, it is developing a distinctly different, innovative and indigenous framework organically rooted in the Indian ethos.

The GATI Pilot Institutions

Institutes of Higher Education and Research were invited through an open call to express interest in participating in the GATI Pilot. They were required to fill a carefully crafted Expression of Interest (EoI) Application. The call generated immense interest with top ranking institutions applying. After rigorous analysis of data submitted, thirty institutions have been selected to participate in the GATI Pilot. All the Pilot institutions have endorsed the GATI Charter on gender equity.

The Assessment and Accreditation Process

GATI Pilot Institutions are expected to adopt the GATI Charter principles in letter and in spirit and integrate these within their policies, strategic plans and organizational culture. To this end, they would be required to undertake a structured Self-Assessment and Accreditation process based on the GATI Gender Equity Indicator Framework (GEIF). The GATI self-assessment application would provide the criteria and metric for self-evaluation of gender statistics, policies, processes, procedures and practices; gender climate and organizational culture. It would nudge institutions to analyze and reflect on data and evidence to create SMART (Specific, Measurable, Achievable, Relevant and Time-bound) action plans for systemic transformation. An important component of the process would be planning for implementation of the action plans and sustenance of the initiative.

Formation of GATI Self-Assessment Team

GATI Institutions will be required to constitute a GATI Self-Assessment Team (GSAT) to lead the initiative, with nominations at the highest level. This will be a multidisciplinary team with

adequate representation from various departments/units of the institution and diverse segments of the community at all levels. GSAT will play a pivotal role in engaging with the community to generate data and evidence-based understanding of the criteria listed in the self-assessment application. It will be responsible for analyzing, reflecting, creating SMART action plans that can be eventually implemented for transformative change.

International Partners

The overarching programme is being undertaken in partnership with the British Council which has facilitated collaboration with Advance HE, UK. Through these agencies, 6 Athena Swan accredited universities in the UK have been selected to partner the GATI Pilot Institutions. A partnership framework has been carefully crafted to facilitate sharing of experience by UK partner institutions with the GATI Pilot Institutions over the duration of the Pilot.

Guidance and Support

GATI brings together a large number of stakeholders and will create a peer network of participating institutions. Selected Pilot Institutions will be provided requisite training and support at every stage as they begin self-assessment and work towards reaching the global best practices on gender equality; and prepare for the review process. The GATI framework development team has created this document, the *GATI Self-assessment Framework and Guidance Handbook* with details on how to undertake the charter journey covering every aspect of the criteria and metric-based assessment and evaluation process. Further Resources will include background studies and collation of global best practices; bespoke discussions, seminars, workshops and training programmes. The touchstone of the programme will be the partnership with Athena Swan accredited institutions in UK who will share their charter journey, experiences, resources and play the role of critical friends and discussants.

GATI Accreditation and Award

The Self-assessment application will be evaluated in accordance with a criteria-based metric by a peer review team of expert assessors. This would lead to accreditation, institutional recognition and a GATI Award. Senior members of the Pilot Institutions will be provided guidance and training to think like an assessor and be invited to serve on accreditation panels. It is hoped that looking beyond awards, participating institutions will diligently work towards peer recognition as beacons of gender equity.

GATI Continuum

Successful completion of the Pilot would provide insight for nation-wide implementation of the GATI Charter and self-assessment and accreditation framework. In time, all institutions would be expected to demonstrate continuous and sustained progression towards transformative change over several cycles of accreditation.

Joining the International Gender Equality Charters

With the launch of GATI, India joins the list of International Gender Equality Charters such as Athena Swan (Scientific Women's Academic Network) in UK and Ireland; SAGE (Science in Australia Gender Equity) Athena Swan in Australia; SEA Change (STEM Equity Achievement Change) in US and Dimensions in Canada. An International Conference with participation of representatives of all International Gender Equality Charters is being planned and will be the high point of the journey.

2. Framework of Participation in the GATI Pilot

The GATI Pilot will entail undertaking the GATI self-assessment and accreditation process over a duration of around 18 months from the start of the programme. It will culminate in submission of a self-assessment application which will be due by the last quarter of 2022. The applications submitted by the participating institutions will be peer reviewed for successful completion of the Pilot.

Successful participation in the Pilot will entail being responsive, cooperative and action oriented. GATI will require participation and support of all members of the institution. Wide-spread community engagement ensuring diversity, inclusion and equity will be the hallmark of all GATI activities. As a first step, the institution would be required to constitute a GATI Self-Assessment Team (GSAT) with nominations at the highest level. GSAT should have representation from all participating departments/centre/units of the institution, balancing gender and other identities. The mandate of GSAT and guidelines for its constitution and functioning are provided in this document.

The GATI Pilot Institutions will be guided and assisted at several levels, as they undertake the self-assessment journey. The British Council through Advance HE, UK, is facilitating partnership with six Athena Swan accredited UK institutions, who have been selected following a due process. Each UK institution will partner with 5 GATI Pilot Institutions. In this partnership, each Athena Swan UK institution will share experiences of their journey up to the award with associated GATI Pilot Institutions.

A dedicated Research and Development team is crafting the GATI self-assessment framework and creating the resources for the Pilot. An evolving framework, GATI will be anchored in collective understanding of prevalent gender related issues, policies, processes, procedures, practices, gender climate and organizational culture. The framework will be refined using background studies and surveys that would be specific to local context. It will value constraints and distinctive strengths of institutions while nudging them towards improving gender quotients, gender climate and organizational culture. This will entail generation of both, quantitative data and evidence-based qualitative narratives. In-depth analysis and reflection will be needed to understand how best the principles of gender equity can be embedded in all aspects of institutional functioning. The provisional structure of the self-assessment application is provided in this document.

3. The GATI Charter

The GATI Charter is based on ten key principles. As a signatory to the Charter, we believe that it is a moral imperative for all institutions to provide equal opportunity to all, and in particular, women from Science, Technology, Engineering, Medicine and Mathematics (STEMM) areas, at all levels. By being a part of this progressive charter, we commit to adopting the following as guiding principles within our policies, processes, practices, action plans and culture towards transformative change and striving towards an ecosystem where these are fulfilled.

1. We acknowledge that the role of higher education and research institutions is to serve a broad diversity of students, faculty, staff and other stakeholders providing equal opportunity to all.
2. We realize that diversity enhances excellence and academia cannot reach its full potential unless it can create systems to value, nurture and benefit from the talents of all in the community.
3. We acknowledge that people of all genders are equally capable of making valuable contributions and promoting excellence in all areas of human enterprise.
4. We recognize, in particular, the importance of advancing gender equity in Science, Technology, Engineering, Medicine and Mathematics (STEMM) areas.
5. We are deeply concerned that discouraging experiences, implicit and explicit bias inhibit the full participation of women in science at all stages and acknowledge the need for effective implementation of policy on sexual harassment for creating an enabling environment.
6. We are deeply concerned about the high rate of loss of women across the career pipeline, their underrepresentation in the profession – in particular, in leadership roles.
7. We recognize that all individuals have identities shaped by different factors at different stages of their career and that institutional support structures are required for facilitating work and enhancing professional contribution of all, in particular of women.
8. We acknowledge that advancing gender equality requires strong leadership, participative action and sustained effort to bring in systemic and cultural changes through well deliberated policy initiatives at all levels of the organization.
9. We commit to creating a safe and nurturing environment for women and developing action plans for removing the barriers to their progression in particular, at major points of career development including the transition from higher studies into a sustainable academic career and advancement to the top positions thereafter.
10. We believe that mainstreaming, assimilating and sustaining positive impact policies and actions for gender advancement will bring transformative changes in the overarching climate and socio-cultural ethos leading the institution towards distinctive excellence.

As a GATI Charter Institution, we look forward to participating in the GATI Pilot programme under the aegis of Department of Science and Technology, Government of India, and contributing towards its efforts on gender advancement in STEMM areas.

| As Signed and delivered by the Director/Vice-Chancellor/Head of the Institution |



GATI Self-Assessment Framework



4. GATI Gender Equity Indicator Framework

The GATI Charter underpins the entire self-assessment exercise. The assessment framework aims to create a gender map of the institution and catalyze a process of analysis and reflection to identify interventions needed to promote gender equity.

A Gender Equity Indicator Framework (GEIF) has been created. The GATI Charter forms the backbone of the assessment and accreditation process. It will evaluate the institutional commitment to integrating the Charter principles across all its functions.

The following criteria will serve as the basis for assessment.

- Criteria 1: GATI Self-Assessment Process
- Criteria 2: Gender Profile of the Institution
- Criteria 3: Gender Advancement, Career Progression and Leadership
- Criteria 4: Gender Policies, Processes, Procedures, Practices
- Criteria 5: Gender Climate and Organizational Culture
- Criteria 6: Institutional Values, Best Practices, Case Studies
- Criteria 7: Institutional Strategy for Gender Advancement

Each criteria is elucidated by key indicators which provide the institutions a rubric for self-assessment and bench-marking. There is a strong linkage and overlap between criteria. Within these, sub-criteria focus on specific issues. At each step, analysis and reflection will motivate the institutions to formulate action plans for overcoming identified gender barriers and challenges for transformative change.

Each Pilot Institution has a distinctive profile and serves a clearly defined mandate. An understanding of the overarching institutional framework, the context in which it functions, its special strengths and constraints is important before any change can be ushered. Self-assessment applications and evaluation rubrics will be broadly the same. However, institutions will be provided exemption from non-applicable sub-criteria.

GATI peer review and accreditation process will gauge institutional commitment to upholding universal values of diversity, equity and inclusion. It will evaluate the proposed changes in policies, processes, procedures, practices, and affirmative action plans designed to promote gender equity. Carefully developed rubric will evaluate the quality and efficacy of consultative processes adopted during the year-long self-assessment exercise. These will peruse the quantitative data and qualitative evidence collected; how insightful the analysis and interpretation is; how impactful policy reformulations will be; tenability of action plans; and foresight for sustenance and implementation of actions over a period of time.

The details on the accreditation framework; associated metric for evaluation; constitution of review panels; and resultant accreditation outcome/award will be communicated in due course.

Senior members of the institution will be provided guidance and training on how to evaluate the GATI self-assessment application and the charter journey. The endeavour will be to build capacity to serve as a panellist on the GATI Peer Review and Accreditation Team. A few assessors will be drawn from the Pilot Institutions.

5. GATI Self-Assessment Application

GATI is an evolving framework. The provisional *Self-Assessment Application* included herein elucidates the *GATI Gender Equity Indicator Framework*. The *GATI Handbook for Self-Assessment* will provide guidance on how to plan the charter journey and execute the self-assessment process. It will elaborate research-based objectives underpinning each criteria, provide the evaluation metric and understanding of what is expected by the assessors.

GATI Self-Assessment Application

The GATI Self-Assessment Application will include:

Title Page

Letter of Endorsement from the Head of Institution

Criteria Sections

1. GATI Self-Assessment Process
2. Gender Profile of the Institution
3. Gender Advancement, Career Progression and Leadership
4. Gender Policies, Processes, Procedures, Practices
5. Gender Climate and Organizational Culture
6. Institutional Values, Best Practices and Case Studies
7. Institutional Strategy for Gender Advancement

Note:

GATI is not a numbers game or about collecting data. It is about examining patterns and connecting the dots to create a bigger picture that is representative of the environment in which women function in the institution at all levels, the barriers and challenges they face.

It is hoped that the GATI Pilot Institutions will undertake the self-assessment exercise in mission mode. The touchstone will be evaluation of how well the institution has been able to assimilate, disseminate and integrate the principles of the GATI Charter for making a difference in the personal and professional lives of the focal community –the female students and staff at all levels.

Lessons learnt and best practices will guide national launch of GATI. The background information, institutional data, reports, documents, or other materials obtained, created or developed in the course of the GATI Pilot, including the self-assessment application and peer review assessors' feedback report would be used for furtherance of the GATI objectives and scale-up of the programme by DST.

GATI Self-Assessment Application

The GATI self-assessment application will include the following content:

Title Page

- Institution name
- Institution address
- Name of the Head of Institution and contact details
- Status, affiliation, recognition from statutory bodies, nature of funding

Letter of Endorsement from the Head of Institution

- Personal account of engagement with the GATI self-assessment process; facilitation of GSAT with resources and recognition of work done; integration of GATI Charter principles; impact on policies, procedures, processes, practices; gender climate and organizational culture.

1. GATI Self-Assessment Process

- Details of GATI Self-Assessment Team (GSAT); member list with designations, assigned roles and responsibilities, process of nomination.
- Description of functioning, strategic plan and workflow with details of task allocation, methodology, consultative processes, data/evidence collection, internal data validation, record-keeping, minutes and documentation; and internal reporting structures.

SWOC Analysis and Reflection

- Review of institutional engagement and consultative processes at all levels; reliability and validity of data; strength, weakness, opportunities and challenges; prioritization and tenability of action plans, implementation and sustenance.

2. Gender Profile of the Institution

2.1 Overarching Picture of the Institution

- Distinctiveness
- Specialization areas
- Research, development, innovation and entrepreneurial ecosystem
- Rankings, accreditation, gender and overall scores
- Recognition of institutional excellence by national/international agencies
- Aspirations and strategic future plans for advancement
- Changes planned in view of the New Education Policy

2.2 Organizational and Administrative Structure

2.3 Data Overview

For the reporting year (2020-2021); clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers

1. List of departments/centres/units with specializations/research thrust areas.
2. Academic and research staff sanctioned, recruited, to be recruited.

3. Technical, Professional, Administrative Support staff sanctioned, recruited, to be recruited.
4. Undergraduate and Postgraduate Students giving sanctioned seats, number admitted under various reserved categories and out-turn.
5. Ph.D. students giving number of applications, enrollment, and out-turn; sponsoring agencies.
6. Early Career Fellows giving numbers hosted department-wise; sponsoring agencies

Analysis and Reflection

- Review of staff data to determine status of gender representation across the pipeline; comparing STEM and Non-STEM disciplines.
- Review of student data to determine uptake of courses at various levels, out-turn and progression along the pipeline; comparing gender representation in STEM and Non-STEM disciplines.

Relevant Action

- Emanating Specific and Relevant Actions.

2.4 Data Timeline Trends

For last five academic years (2016-2017 to 2020-2021); clustered as STEM and Non-STEM domains; gender disaggregated overall numbers

1. Academic and Research staff by designation, grade and level.
2. Post-docs, Research Associates, Early Career Researchers/Faculty hosted by the institute
3. Ph.D. students pursuing doctoral programme giving numbers enrolled and out-turn.
4. Undergraduate, Postgraduate students in final year and out-turn.

Analysis and Reflection

- Review student and staff trendlines to determine changes in female representation across the pipeline at all grades and levels, commenting on differences between STEM and Non-STEM disciplines.

Relevant Action

- Emanating Specific and Relevant Actions.

2.5 Gender Profile in STEM Domains

For STEM domains in reporting period (2020-2021); Gender disaggregated details

1. Undergraduate and Postgraduate Degree Programmes

- List of Full-time Degree programmes giving duration, number of applications received, actual admissions/enrollment, degree attainment/out-turn.

Analysis and Reflection

- Review of admission policies and practices; differences in gender representation across degree programmes and reasons thereof; affirmative actions if any to enhance the talent pool.

Relevant Action

- Emanating Specific and Relevant Actions

2. *Research Degree Programmes (Ph.D.)*

- List of Ph.D. programmes offered Department-wise with number of applications, actual registration, degree attainment/out-turn.

Analysis and Reflection

- Review of how gender responsive each stage of the doctoral programme is; comparison of uptake, out-turn across disciplines; drop-out rate; time taken to obtain the degree; perceptions on quality of programme, interactions; preparedness for career progression.

Relevant Action

- Emanating Specific and Relevant Actions.

3. *Early Career Researchers/Faculty*

- List of Post-docs, Research Associates and Early Career Researchers/Faculty giving department, name, gender, title of fellowship, duration of tenure, professional background and career progression.

Analysis and Reflection

- Feedback on experiences and review of support processes; progression along the career pipeline; gender-specific comparison between disciplines at each stage; perceptions on quality of tenure, interactions; preparedness of talent pool for career progression.

Relevant Action

- Emanating Specific and Relevant Actions.

4. *Academic and Research Staff*

- Data on academic and research staff giving department, name, gender, designation, function, grade and level, years of experience; nature of association; including those who have left with reasons thereof.
- Details on sponsored research projects being undertaken by academic and research staff as PI and Co-PI over the last five years.

Analysis and Reflection

- Comparison of gender representation across disciplines; uptake of research at various grades and levels; underpinning reasons for lack of parity, if any.

Relevant Action

- Emanating Specific and Relevant Actions.

5. *Technical and Professional Support Staff*

- List of technical and professional support staff with department, name, gender, designation, function, grade and level, years of experience and nature of association.

Analysis and Reflection

- Comparison of gender representation at various grades and levels.

Relevant Action

- Emanating Specific and Relevant Actions.

3. Gender Advancement, Career Progression and Leadership

3.1 Starting the Career: Equal Opportunity

1. Recruitment

- Description of the faculty/scientists recruitment policies, processes and practices.
- Data on total number of applications received highlighting spousal (dual career) applicants; gender disaggregated data on candidates shortlisted for interview/interaction, for offer, acceptance rate, and those selected.

Analysis and Reflection

- Review of how gender responsive and equitable the process of recruitment is at each stage; available talent pool and success rate of female applicants; comments on equal opportunity for spousal applicants; initiatives for enhancing equal opportunity.

Relevant Action

- Emanating Specific and Relevant Actions.

2. Induction

- Description of induction process and initiatives for new faculty; financial, administrative, infrastructural and pedagogical support provided with details of beneficiaries, and uptake.
- Data on participation in orientation programmes; applications for award of internal/external grants; uptake, success rate and impact on career.

Analysis and Reflection

- Survey-based comparison of uptake; perceived effectiveness, allocation and utilization of resources across disciplines and gender; and impact.

Relevant Action

- Emanating Specific and Relevant Actions.

3.2 Professional Development and Progression

1. Training and Capacity Building

- Description of policy and mandatory requirements for participation in training/refresher/orientation/capacity building programmes (such as for enhancing academic/pedagogical/professional/soft skills).

Analysis and Reflection

- Review of variety of professional development programmes undertaken by individual academic and research staff at various levels, resources

leveraged, institutional support, barriers and challenges, impact on career progression.

- Feedback-based comparison of uptake; perceived effectiveness and impact across disciplines and gender at various levels.

Relevant Action

- Emanating Specific and Relevant Actions.

2. *Performance Appraisal and Development Review*

- Description of policies, processes, procedures and practices adopted for performance appraisal; training provided to senior staff for mentoring and development review.

Analysis and Reflection

- Review of mentoring provided to academic and research staff (and early career research fellows) at various grades and levels.
- Feedback-based comparison of uptake; perceived effectiveness of mentoring across disciplines and gender at various grades and levels.

Relevant Action

- Emanating Specific and Relevant Actions.

3. *Progression and Promotion*

- Description of promotion policies, processes, procedures and practices; gender specific initiatives for female staff.

Analysis and Reflection

- Review of processes, procedures and process timeline; outcome and success rate; anomalies, grievances and gender pay gap at various grades and levels; gender specific impact of maternity/adoption/child care leave on career progression; perceptions on how fair and transparent the process is; implicit or explicit bias, if any.

Relevant Action

- Emanating Specific and Relevant Actions.

4. *Retention, Attrition, Lateral Mobility and Vertical Progression*

- Description of policy on appointments at middle and senior positions, retention of staff and attracting eminent faculty.
- Description of policies and practices for supporting academic progression of faculty leveraging duty leave, deputation, study and sabbatical leave, extraordinary leave for academic purpose; lateral mobility/progression of faculty joining other institutions in temporary or permanent posts.
- Data on lateral entry through recruitment for permanent posts at middle and senior positions with details of name, department, post, grade, level.
- Data on lateral entry through deputation/lien; sabbatical from other institutions; fellowships; giving details of name, department, nature of association, period.
- Data on faculty leaving the institution giving details of name, department, reasons for moving.

Analysis and Reflection

- Review of policies on attraction and retention; satisfaction survey of faculty availing mobility and career advancement opportunities; exit interviews of leaving faculty; gender differences in perception and uptake of opportunities.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3.3 Progression to Leadership

1. Gender Profile of Heads of Departments

- List of heads of departments/units with name, designation, gender, period of appointment, process of appointment (whether based on rotation, seniority, nomination, merit, criteria/expertise or other considerations).

Analysis and Reflection

- Review of gender disparity in opportunities for eligible female faculty to reach top positions across disciplines.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. Representation on Senior Management and Decision-Making Committees

- List of senior management and decision-making committees/ statutory bodies with names of members, gender, designation, role, period of appointment; process of appointment (whether it is based on rotation, seniority, nomination, merit, criteria/expertise or other considerations).

Analysis and Reflection

- Review of policy initiatives to promote gender equity on decision-making committees; differences across disciplines; nudging eligible female staff to overcome hesitancy, if observed.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. Leadership Capacity Development

- Description of initiatives for encouraging female staff at various tiers to develop leadership, administrative and managerial skills.
- List of leadership training programmes with title, sponsoring agency, eligibility criteria, process of nomination/selection, uptake by gender.

Analysis and Reflection

- Feedback-based review on process of selection, uptake, impact and success rate in promoting female faculty to leadership positions.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4. Gender Policies, Processes, Procedures, Practices

4.1 Supporting Work-life Dynamics

1. *Maternity/Adoption/Paternity Leave*

- Description of leave policy and procedures; policy on providing substitute staff; support provided before and after the maternity leave, such as relaxation in workload and flexible work timings.

Analysis and Reflection

- Feedback-based review of satisfaction with procedures, practices and institutional support; if substitute staff was provided; if leave was extended beyond the sanctioned period; return rate after availing leave.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Child Care Leave*

- Description of policy and how the institution prioritizes requests for leave; policy on providing substitute staff or reallocation of work; facilitating academic engagement during CCL.

Analysis and Reflection

- Review of uptake of CCL; shortfall and competing demands for leave; how the institution addresses workload issues while facilitating staff.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. *Caring Responsibilities*

- Description of policies, formal and non-formal practices for supporting staff with caring responsibilities.

Analysis and Reflection

- Feedback on formal and non-formal arrangements for supporting those with caring responsibilities.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4. *Managing Careers, Breaks and Flexibility*

- Description of policy and practice for reduced workload/ flexible working for full-time staff with personal mobility needs, medical needs or childcare/dependent or caring responsibilities; and transition back to full-time roles when such needs reduce.

Analysis and Reflection

- Feedback on formal and non-formal arrangements for supporting those wanting to switch from full-time to reduced workload/flexible working modes.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4.2 Infrastructure and Welfare Support

1. Family Support Services

- Details on availability of creche, day-care centre, medical unit, mental health and counselling services, and other on-campus/easily accessible welfare facilities.

Analysis and Reflection

- Feedback on quality of facilities and services provided.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. Gender-sensitive Facilities

- Details on initiatives for enhancing facilities for female students and staff with women's hostels, retreat rooms, well-equipped hygienic toilets, etc.

Analysis and Reflection

- Feedback on satisfaction level of female community; identification of lacunae and how the facilities can be further improved.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. Safety and Security

- Details on initiatives for internal security on campus with CCTV surveillance of public areas; well-trained guards including women guards; special helplines and apps; adequate transportation; escort service as required; dedicated units for handling trauma and distress.

Analysis and Reflection

- Feedback on satisfaction level and identification of lacunae.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4.3 Dignity at Work

1. Addressing Sexual Harassment

- Description of policies on sexual harassment; code of conduct on professional ethics and student-staff relationships, if any. Initiatives for gender sensitization. Frequency of review of policy to account for newer challenges with online classes and rise of cyber-crime.
- Information on constitution of statutory Internal Complaint Committee (ICC); how members are nominated/elected; level of compliance; number of complaints received, and addressed over a period of last five years.

Analysis and Reflection

- Differences between policy and practice; efficacy of outreach and initiatives for publicizing policies on sexual harassment and helplines; review of gender sensitization programmes; preventive measures and deterrents; mechanisms for generating confidence in functioning of ICC; commitment for timely redressal of complaints; issues of intersectionality; how experience has influenced changes in institutional approach.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Anti-Ragging/ Anti-Bullying and Disciplinary Processes*

- Description of policy on ragging/bullying and disciplinary processes for handling reported cases; deterrents and preventive measures.
- Observations on how representation from all segments of the community and gender balance is ensured on proctorial and student welfare committees.

Analysis and Reflection

- Feedback survey on intersectionality of disciplinary cases with gender issues; impact of representation from all segments of the community; mentoring and mental health support to those impacted.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4.4 Audits, Reviews and Resources

1. *Gender Dimension in Audits*

- Description of institutional policy on periodic reviews and audits along various dimensions incorporating gender aspects with salient reports.

Analysis and Reflection

- Review of existing audit reports and emanating actions and lacunae.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Gender Responsive Budget*

- Description of gender responsive budgeting and allocation of financial resources for facilities and enabling schemes/programmes.

Analysis and Reflection

- Satisfaction level of female community and identification of lacunae; mechanisms for grievance redressal.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

5. Gender Climate and Organizational Culture

5.1 Student Support and Curriculum Enrichment

1. *Orientation and Diversity Sensitization*

- Data on Orientation and Diversity Sensitization Programmes organized for the new entrants at various levels; and uptake by level and gender.

Analysis and Reflection

- Review of how the Orientation addresses issues of diversity, inclusion and equity; intersectionality with gender; uptake by level and gender; impact assessment.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Gender Issues in Curriculum*

- List of courses addressing cross-cutting issues relevant to gender, human values and professional ethics in the curriculum; uptake by gender and out-turn.

Analysis and Reflection

- Review of how gender responsive the curriculum is and how best to increase the uptake across all disciplines and all stakeholder groups.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. *Diversity and Student Advancement in Science*

- Description of how learning levels of students are assessed after admission; mentoring and counselling programmes for academic and stress related issues; uptake by gender.
- List of special programmes for advanced learners and remedial/bridge courses for slow learners, giving title, duration; uptake by gender.

Analysis and Reflection

- Correlating students' perception of science, learning difficulties with performance; impact on progression across the pipeline for diverse groups; commenting on intersectionality with gender.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

4. *Feedback and Satisfaction Surveys*

- Description of policy on structured feedback from students, teachers, alumni/ other stakeholders on various facets of institutional functioning.
- List of feedback surveys from different stakeholders that are an integral part of institutional functioning; giving action taken reports.

Analysis and Reflection

- Assessing the difference between stated policies of gender equality and inclusivity; practice on ground.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

5.2 Gender Responsiveness

1. Sensitization Programmes

- Broad description of initiatives; list of relevant societies/ clubs/ groups/ units engaged in organizing programmes; tracing how these programmes are evolving in terms of outreach, scale and scope.
- Data on sensitization programmes giving title, organizing unit, nature of the event, duration, participants by gender; and the report.
- Details of new training programmes under the GATI Pilot, such as addressing obvious bias, appraisal and development review, capacity building, leadership, grievance redressal and oversight mechanisms.

Analysis and Reflection

- Feedback-based review on gender sensitization activities and training programmes; how objectives of the programmes are being met; uptake by gender and impact on gender climate and organizational culture.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. Gender Aspects in Research

- Description of research projects across the institution (i) addressing gender issues, and (ii) integrating gender component in research; giving details of synergy between STEMM and Non-STEMM domains, if any.

Analysis and Reflection

- Comparison of uptake of the above listed research projects across STEMM and Non-STEMM domains; and by gender of PI/Co-PI; review of how gender aspects in research impact gender sensitization.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. Workload Models for Committee and Extramural Work

- Description of the process of workload allocation and membership on committees; how the issue of ‘committee overload’ in departments with small numbers is addressed and monitored for gender bias.
- Comments on whether committee work is taken into account at appraisal/ development review; and in promotion criteria.

Analysis and Reflection

- Review of rotation of responsibilities; if staff consider the work allocation to be gender-balanced, transparent, fair and rewarded.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

5.3 Promoting Women in Science

1. *Visibility and Role Models*

- Description of initiatives to highlight the professional achievements of female academic and research staff.
- Data on seminars, workshops, conferences and other relevant activities organized over the last five years giving the gender ratio of speakers, chairpersons and participants.

Analysis and Reflection

- Perception of the community about women in science; initiatives and opportunities to showcase their achievements.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Awards and Recognition*

- Description of policies on institutional faculty awards and recognition including financial and infrastructural support for academic and research progression; institutional initiatives for students at all levels promoting scholastic achievement.
- Description of initiatives encouraging female students and staff to apply for external awards and recognition.
- Data on award-winning female achievers including Ph.D. students, early career researchers, faculty/scientists giving name, department, designation, titles of awards/fellowships.

Analysis and Reflection

- Review of data on laureates; institutional and self-nominations for awards; success rate across disciplines and gender.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

5.4 Promoting Science Outreach

1. *Outreach and Engagement Activities*

- Description of initiatives to promote science amongst various segments of society including the educational sector.
- Data on programmes with title, nature of event, sponsoring agency, participants; staff and students involved in organization by gender.

Analysis and Reflection

- Review of uptake of outreach engagements by gender; if staff contribution is given recognition during appraisal and promotion.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

5.5 Perceptions on Gender Climate and Organizational Culture

1. *Gender Climate and Organizational Culture*

- Description of the process of administering the *GATI Gender Climate and Culture Survey Tool* along with details of sample population.
- Data gathered by administering the *GATI Gender Climate and Culture Survey Tool*.

Analysis and Reflection

- Analysis and interpretation of survey results; gender uptake and gender differentiated responses; barriers, challenges and opportunities unravelled for transforming gender climate and organizational culture, suggestions on how to refine the survey instrument; evaluation of how well principles of GATI Charter are understood by various stakeholder groups.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

6. Institutional Values, Best Practices and Case Studies

1. *Institutional Values*

- Description of affirmative action policies for social and economic categories; intersectionality across the gender spectrum, such as for LGBTQ community; level of implementation; practices for upholding dignity of identity and nurturing diversity.

Analysis and Reflection

- Feedback-based review of satisfaction level; lacunae in policies, practices and initiatives.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

2. *Institutional Best Practices*

- Two examples of good gender practices in the institution giving title of practice, its objectives, the context, when introduced, evidence of success, problems encountered if any, resources required and future plans.

Analysis and Reflection

- Impact study, if any.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

3. *Case Studies*

- Two case studies of individuals working at different levels narrating how the institutional gender policies and activities have benefitted them.

Analysis and Reflection

- Implications of personal narrative and impact on practices.

Relevant Action Plan

- Emanating Specific and Relevant Actions.

7. Institutional Strategy for Gender Advancement

1. *Prioritized Short-Term SMART Action Plans*

- Prioritized list of three Short-term SMART (Specific, Measurable, Achievable, Relevant and Time-bound) Action Plans that can be implemented over a period of 18 months; giving objective, how it relates to issues and the evidence unravelled in the application; implementation strategy, timeline, task force with defined responsibilities, resources required, key milestones and output; how success will be defined and measured; final outcome.

Analysis and Reflection

- How the SMART action plans will address identified barriers and challenges; how best to implement in a structured manner; key milestones and output; measures of success of the action plan and outcomes.

Affirmation

- Status of recommended short-term plans; whether checked for viability at appropriate level; endorsed by Statutory Bodies, Head of Institution and Governing Council or equivalent; commitment for implementation and sustenance.

2. *Prioritized Long-Term SMART Action Plans*

- Prioritized list of two Long-term SMART (Specific, Measurable, Achievable, Relevant and Time-bound) Action Plans that can be implemented over a period of 36 months; giving objective, how it relates to issues and the evidence unravelled in the application; implementation strategy, timeline, task force with defined responsibilities, resources required, key milestones and output; how success will be defined and measured and final outcome. and including resources required and projected timeline

Analysis and Reflection

- How the SMART action plans will address identified barriers and challenges; how best to implement in a structured manner; key milestones and output; measures of success of the action plan and outcomes.

Affirmation

- Status of recommended short-term plans; whether checked for viability at appropriate level; endorsed by Statutory Bodies, Head of Institution and Governing Council or equivalent; commitment for implementation and sustenance.



GATI Self-Assessment Guidance



6. Institutional Units of Self-Assessment and Accreditation

Institutional Self-Assessment and Accreditation in STEMM Domains

The GATI Self-Assessment Application Form is an instrument developed to assess Research and Higher Education Institutions on Gender Equity Indicators in STEMM domains only. Institutional GATI Assessment will take the STEMM departments specified by the institution as a cluster and not focus on departments/schools/centres as stand-alone entities.

List of participating departments: Institutions would be required to fill the GATI Preliminary Information Form within the first month after constitution of GSAT. This will define the scope and extent of engagement by providing the list of STEMM departments that the institution plans to include in the GATI self-assessment process.

Departmental Self-Assessment

There will be no departmental or programme specific self-assessment and accreditation during the pilot. However, institutional self-assessment will entail engaging all entities and department-wise collection of quantitative and qualitative data for self-assessment criteria to build the profile of the institution as a whole.

Satellite Campus Departments

The Institutions will have the choice of including in GATI Preliminary Information Form the STEMM departments of satellite campuses, if any. It may be noted that these will be treated as additional departments in the conglomerate of the parent university. It will be the responsibility of the parent university to ensure that the GATI processes are followed rigorously for all units in equal measure and remain participative. There will be no separate accreditation awarded to any satellite campus departments. The accreditation awarded to the parent university will be for the collective.

Exemptions

In case the institution plans to exclude some departments from the study, it will have to list these separately in the GATI Preliminary Information Form and provide justification for the same. The matter will be discussed with the institution, if deemed necessary. No more than 10% departments can be excluded.

The list of participating departments submitted in the GATI Preliminary Information Form will be approved expeditiously. No change in this list will be permitted subsequently.

Note:

Universities should not include constituent/affiliated colleges functioning under them in the GATI Self-assessment application. It may be noted that these institutions participate in AISHE, NAAC/NIRF assessment/ranking as independent entities.

Diversity amongst Institutions

The GEIF takes cognizance of the distinctive nature of the participating institutions. The methodology and the broad framework of the GATI Self-assessment instrument will remain the same for all pilot institutions. However, there will be differences in the focus of the instrument depending on the distinctive nature of the institution, namely, whether it is a Research or Science and Technical Education Institution or a University. Institutions not offering undergraduate or postgraduate degree programmes in some or all STEMM disciplines will be gauged accordingly.

The size of the institution will also have a bearing on the instrument. For instance, small research institutions included in the pilot will require methodology and focus that is different from that adopted by large teaching/research institutions. Irrespective of the overall size, some departments in all institutions may have females or males in minority. All this will entail data collection and data processing that is commensurate with the sample size and statistically significant. This is elaborated in detail in a later section.

Sub-Criteria Exemption: As GATI is an evolving framework, Institutions will be engaged in discussion at early stage to determine the appropriate changes and sub-criteria exemptions, as deemed appropriate. However, once decided and documented, no further changes will be permitted.

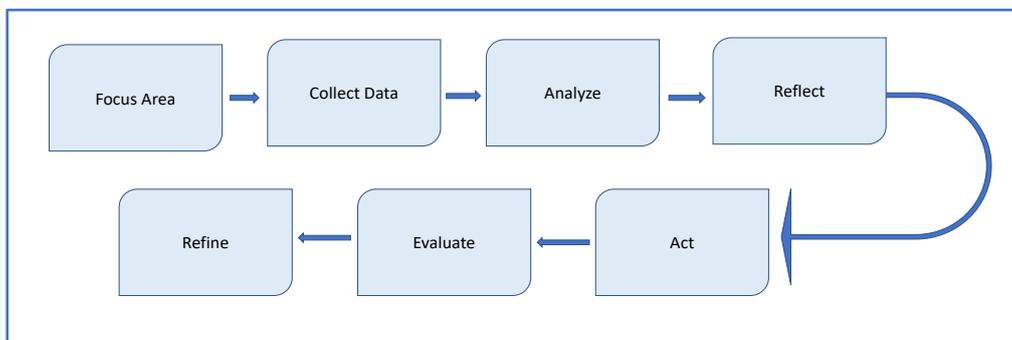
For a summary,

- Departments, Schools, Centres, Units and equivalent entities (with the institution-specific nomenclature) are collectively referred as Departments in this document.
- Institutions will be required to fill the GATI Preliminary Information Form to communicate list of departments included in self-assessment process for the reporting period. Exemptions, if any, will conform to the set guidelines. Expedious approval will be provided.
- The Self-assessment application will be the same for all institutions.
- Institutions will exclude non-applicable sub-criteria such as related to degree programmes on offer.
- Exclusion of non-applicable sub-criteria will per force imply a different focus and a different evaluation rubric.

7. Self-Assessment Methodology

The GATI Self-assessment process is designed as an instrument for organizational change. It follows the well-established methodology of Experiential Learning and Action Research.

The GATI Charter highlights the issues that need to be addressed as institutions aim to move towards gender equity. The impediments to women's equal participation are multi-dimensional. While there is a great deal of commonality, underpinning problems and reasons thereof are situated in the context of individual institutions. These manifest in varying degrees. The first step towards organizational transformation is to identify the problems, collect data and evidence to establish the nature of problems, analyze evidence to diagnose, reflect on what needs to be done to resolve the problems, and create specific and relevant action plans. The entire process is action oriented towards ushering transformative change. Per se, the task is challenging; the process loop of Analyze-Reflect-Act invariably needs iterative refinement based on feedback and impact evaluation. The process-loop is depicted below.



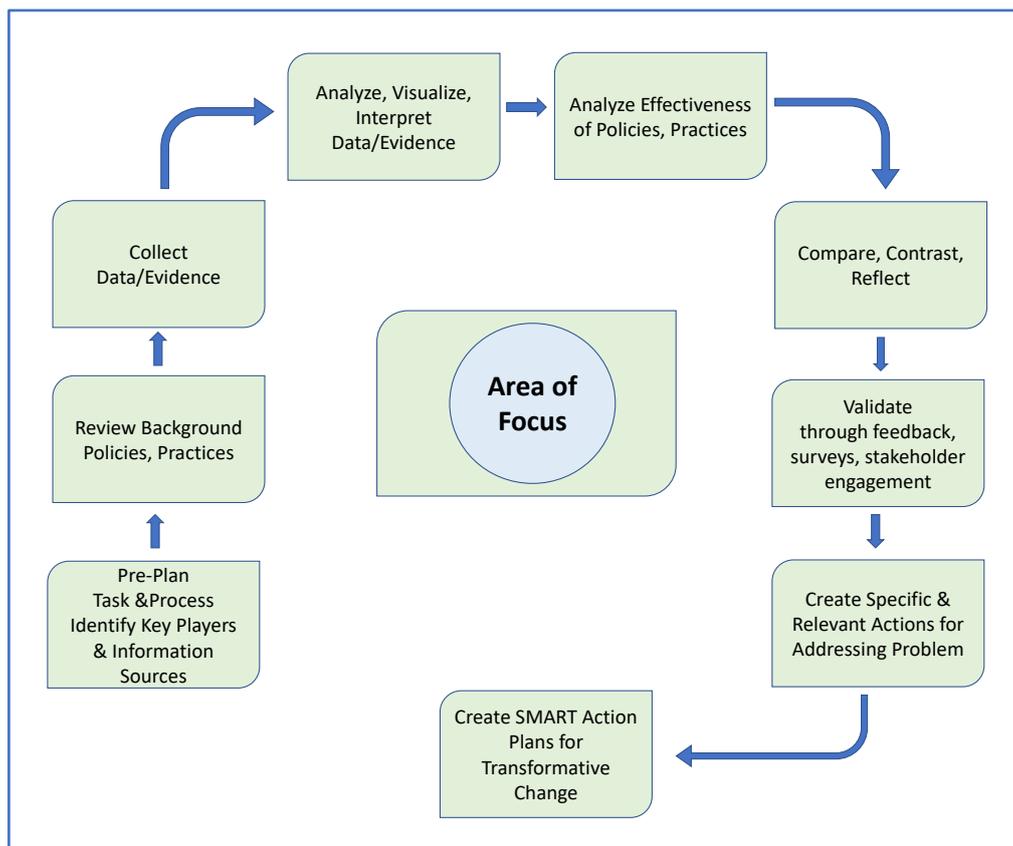
The GATI Self-assessment Application is inherently structured as an instrument for action research. Each Criteria and Sub-Criteria therein presents a well-defined area of focus and a structured process of enquiry and subsequent action. Responses to Criteria and Sub-Criteria therein include:

1. A qualitative description/review of prevailing Policies, Processes, Procedures, Practices;
2. Collection of Quantitative Data and Qualitative Information along specified dimensions through specially designed Data Templates;
3. Analysis and Reflection that would include further information gathered through community engagement. It would entail administering feedback surveys, stakeholder discussions/interviews and other modes of interaction to arrive at a deeper understanding unraveled by the data and evidence collected. These processes of in-depth analysis and reflection have to be designed internally by the institution;
4. Creating Specific and Relevant Action Plans emanating from the understanding of issues and problems that need to be addressed in order to achieve the objectives of the charter. Some of these would have cross-cutting relevance across Criteria.

In the limited duration of the GATI pilot, it may not be feasible for the participating institutions to address all the identified problems/issues or ensure implementation of all the 'specific and relevant' action plans that emanate for each Criteria. However, the emanating actions would provide the building blocks for comprehensive plans that can make significant impact.

Institutions are required to create a prioritized list of Action Plans that can be implemented in (i) the short-term and (ii) the long-term as part of institution’s strategic vision for gender advancement. Tangible and operational, these Action Plans would per force be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). Criteria 7 seeks a prioritized list of these SMART Action Plans with details on how the institution plans to implement these over a period of time.

Each Criteria will entail following the process model depicted below. This can be fine-tuned for specific areas of focus or sub-criteria.



Confidentiality of data and information

Collection of data, evidence and information runs as the backbone of the self-assessment process. Feedback and survey instruments, interviews, dialogues and discussions would generate rich data. Many questions will seek personal opinions and experiences. There is need to ensure that confidentiality of survey responses will be maintained. It is important to establish protocols that will protect Personally Identifiable Information. For small sized sample groups, such as in small departments, or where women or men are in minority, special care has to be taken to protect identifiable information using well established statistical practices.

Criteria 1

GATI Self-Assessment Process

Constitution of GATI Self-assessment Team (GSAT) for steering the GATI self-assessment and accreditation process is of foremost importance. This could be an especially constituted autonomous group or it could function under an already existing apex committee as deemed appropriate by the institution.

Mandate of GSAT

Engagement with the GATI self-assessment framework will require

- extensive understanding and evaluation of relevant institutional policies, processes, procedures, practices, ongoing activities, programmes, and plans.
- collection of wide ranging quantitative and qualitative data along dimensions indicated in the GATI self-assessment application.
- evidence-based understanding of broad spectrum of gender issues, including but not limited to organizational barriers and lack of equitable opportunities that affect the women members of the institutional community at all levels.
- survey-based understanding of community perceptions of gender climate, gender sensitivity and organizational culture— be they students or staff, at all levels.
- intensive analysis, reflection and ideation to establish priority areas for focused action to promote gender equality.
- development of comprehensive SMART action plans to address identified concerns; and above all be aware of the reality on ground.
- creation of an institutional environment for overall integration of GATI Charter principles at micro- and macro-level across all constituent units, centres, departments; and communities therein.

To this end, it is imperative for GSAT to

- undergo orientation to understand the GATI framework in detail.
- launch a comprehensive publicity campaign to inform the institutional community about participation in the GATI Pilot.
- organize events for generating awareness within the institution about the GATI Charter and the Pilot programme.
- organize seminars, workshops and bespoke training programmes for continuous dissemination of charter principles and transformative actions.
- engage in wide-scale discussions/consultations with diverse stakeholders and community members at micro- and macro-level using innovative formats of interaction such as individual and group discussions; individual interviews, theme-based feedback forms and surveys; fireside chats and townhall meetings; and so on.

Constitution of GSAT

The GATI Pilot Institutions have sufficient experience of constituting a dedicated task force/ working group for a specific objective. The following suggestions will facilitate the process.

- GSAT should be constituted in consultation with the institutional leadership at the highest level or by the designated nominee.
- Chairperson of GSAT should be a senior person having prior experience of serving on apex/decision-making institutional committees; and working closely with the leadership and management/administrative staff.

- Composition of GSAT will depend on the size and complexity of the institution. In addition to faculty/scientists, early career researchers, PhD, PG and UG students and support staff should be adequately represented.
- Ideally all departments/units of the institution should be represented. An efficient alternative to inordinately large team is co-opting members to create satellite teams.
- There should be gender balance with both men and women on the team. Where women are underrepresented, care should be taken not to overburden them.
- Members should have multidisciplinary expertise, diverse competencies and skill sets required for successful completion of the self-assessment process; and some prior experience on matters of diversity, inclusion, equity and human resource development. Most importantly they should be aware of the ground reality of the ecosystem.
- Prior experience of members on assessment and accreditation; quality assurance processes; and other ranking applications will be useful.

Functioning of GSAT

GSAT would be required to establish a formal protocol for its smooth and effective functioning. Important components would include

- clearly defining the objectives; deciding an overall work plan; assigning roles and responsibilities.
- determining possible synergy with existing units; developing instruments and modalities for collecting information; data and evidence on various facets outlined in the self-assessment application.
- organization of stakeholder consultations with meticulous documentation of interaction, sensitization and capacity building exercises undertaken.
- documenting workflow for each criterion in the self-assessment application.
- continuous refining understanding of barriers, challenges, and progression towards embedding the principles of GATI in all its institutional processes.
- ensuring timely submission of the application and completion of the self-assessment and accreditation process.
- planning for the future, ensuring sustenance of efforts and implementation of SMART action plans after the completion of the GATI Pilot.

Self-Assessment Process Documentation

Details of formation of GSAT, role of each member, its functioning, minutes of meetings and action taken should be meticulously maintained. Select information will be required to be shared in the Self-assessment application. More importantly, it will create documented record of the consultative process with various entities and members of the community; monitoring of data and self-assessment application process; and impact of transformative actions.

GSAT does not have to start from scratch or reinvent the wheel. A beginning can be made with the data institutions already have as part of NAAC Assessment, NIRF, NBA, AISHE, etc. Create an inventory of existing data sources. Many Institutions would already have mechanisms for conducting Student Satisfaction Survey (mandated by NAAC), and other systematic feedback surveys for course and program evaluations by students, exit interviews, reviews, academic and financial audits, gender audits, energy audits, security audits, and so on.

The Executive Summary of GSAT and SWOC will be an important document in the charter journey.

The above elements will entail deep and sustained involvement over a prolonged period of time. It is hoped the engagement of GSAT will not be limited to just the duration of the pilot programme but will become an integral part of institutional functioning for all time to come.

Important First Steps:

Given the pivotal role GSAT will play, great care should be taken in inclusion of members. Within the first month of being constituted,

- GSAT should be officially notified. The notification should include the member names, their designation and role assigned within GSAT. The scope of work of GSAT should be widely publicized across departments.
- GSAT should constitute an institutional team to participate in the sessions being organized with UK Partners. The name of a contact point/coordinator will be shared with the organizing agencies.
- GSAT will submit the GATI Preliminary Information Form in prescribed format. This will provide the
 - list of STEMM departments included in the self-assessment process, with justification for exemptions sought, if any.
 - list of non-applicable sub-criteria in the self-assessment application and seek formal approval for these exemptions.

Illustrative Example:

Internal Quality Assurance Cell

It has been mandatory since 2016 for institutions participating in self-assessment and accreditation process executed by NAAC to establish an Internal Quality Assurance Cell (IQAC) as an internal quality sustenance measure. The IQAC is responsible for submitting an Annual Quality Assurance Report (AQAR). It is mandatory requirement to upload (i) minutes of the IQAC meetings and (ii) AQAR on the institutional website for access to all stakeholders. Over the last five years, institutional IQAC's have engaged with several annual cycles of AQAR submission as well as steered submission of self-assessment applications and accreditation.

The composition of IQAC is inclusive. It functions under the Chairmanship of the Head of the Institution with heads of important academic and administrative units, few faculty members and representatives of management and stakeholders. The actual size depends on the size and complexity of the institution. The suggested composition is:

1. Chairperson: Head of Institution
2. Faculty to represent all levels (three to eight)
3. One member from the management (could be faculty representative)
4. Few Senior Administrative Officers
5. One nominee each from Students and alumni
6. One nominee each from employers/industrialists/stakeholders
7. One of the senior faculty as Coordinator of IQAC

The work of the IQAC is seen as the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It is not viewed as yet another hierarchical structure or a record-keeping exercise in the institution. Instead, IQAC is viewed as a facilitative and participative voluntary system/unit/organ of the institution. It has potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

The IQAC has proven success in ushering developmental change and quality sustenance. All pilot institutions, irrespective of whether they are NAAC accredited, can adapt the model with appropriate changes for constituting GSAT and deciding its modalities.

Criteria 2

Gender Profile of the Institution

2.1 Overarching Picture of the Institution

- Broadly, this elicits a general picture about the institution, its vision, mission and academic distinctiveness; specialization areas, research, development, innovation and entrepreneurial ecosystem; aspirations and strategic future plans for advancement of the institution and its community. This may be situated in the larger educational and societal context. Changes planned in view of the New Education Policy may be included. Within the overarching picture, particular focus would be on STEMM disciplines through the gender lens.
- If the institution has been participating in seminal national/international assessment, accreditation and ranking systems, the overall rank and score should be provided. If gender dimension was included, the gender score should be mentioned. Institutional research ranking based on bibliometric/scientometric analysis may be included.
- National recognition as an institution of eminence may be included.

The narrative should be focused and succinct. It should elaborate each aspect sequenced and titled as in the bulleted list under Sub-Criteria 2.1 in the application.

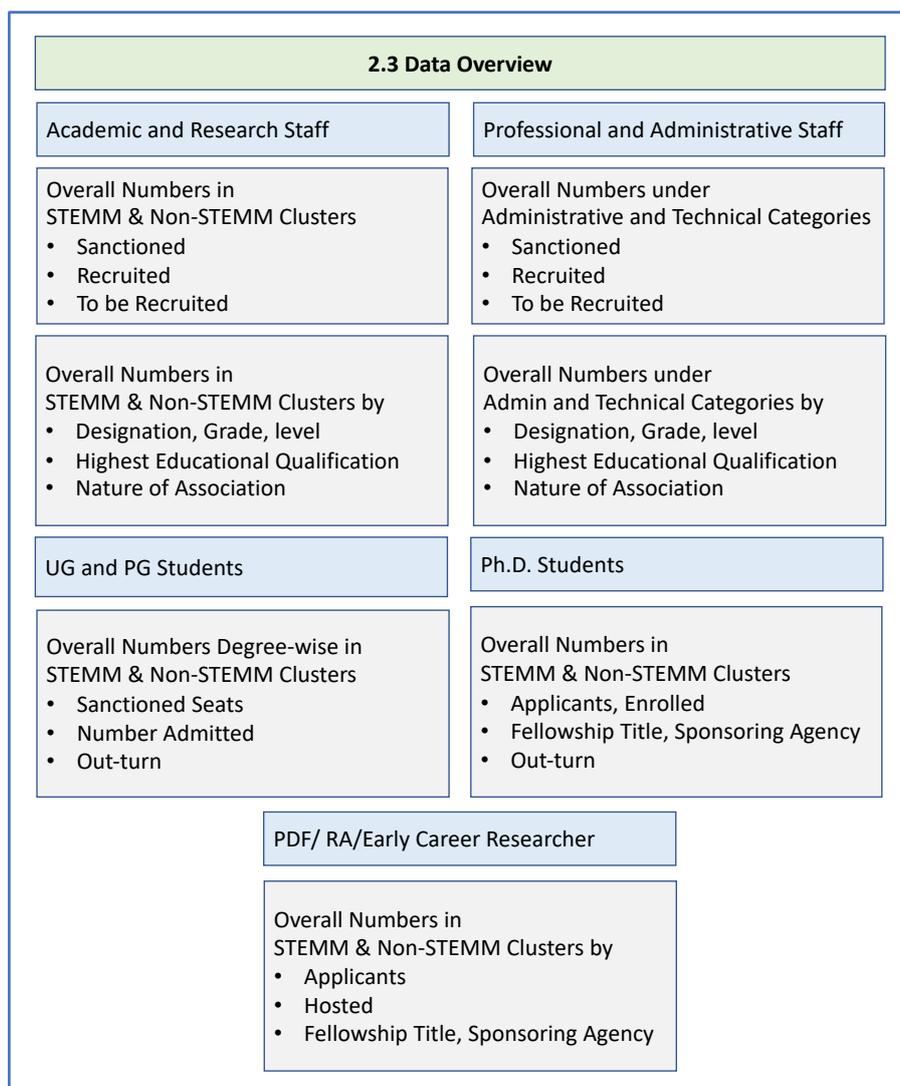
2.2 Organizational and Administrative Structure

Public Institutions in India follow broadly a similar hierarchical governance and administrative structure. The Organization Tree may be included to depict the Governance structure with layers of key decision making/statutory bodies, functional units and linkages thereof (with nomenclature as used).

Narrative is not required. Weblink to further details will suffice. The names of board of governors, academic and administrative officials, members of committees/heads of functional units are not required.

2.3 Data Overview

Criteria is self-explanatory. Specially designed Data Templates will provide specific guidance. The sub-criteria seeks to build a gender profile of the entire institution for the Reporting Year 2020-2021. Macro-level data (overall numbers) is sought for the institution as a whole. Data is to be clustered under STEM and Non-STEM Domains. A depiction of data sought is provided below.



This data will provide a gender disaggregated synoptic view of the Institution. Reflection and Analysis will entail reasons for gender differentiation across STEM and Non-STEM domains for each category of the stakeholder groups.

2.4 Data Timeline Trends

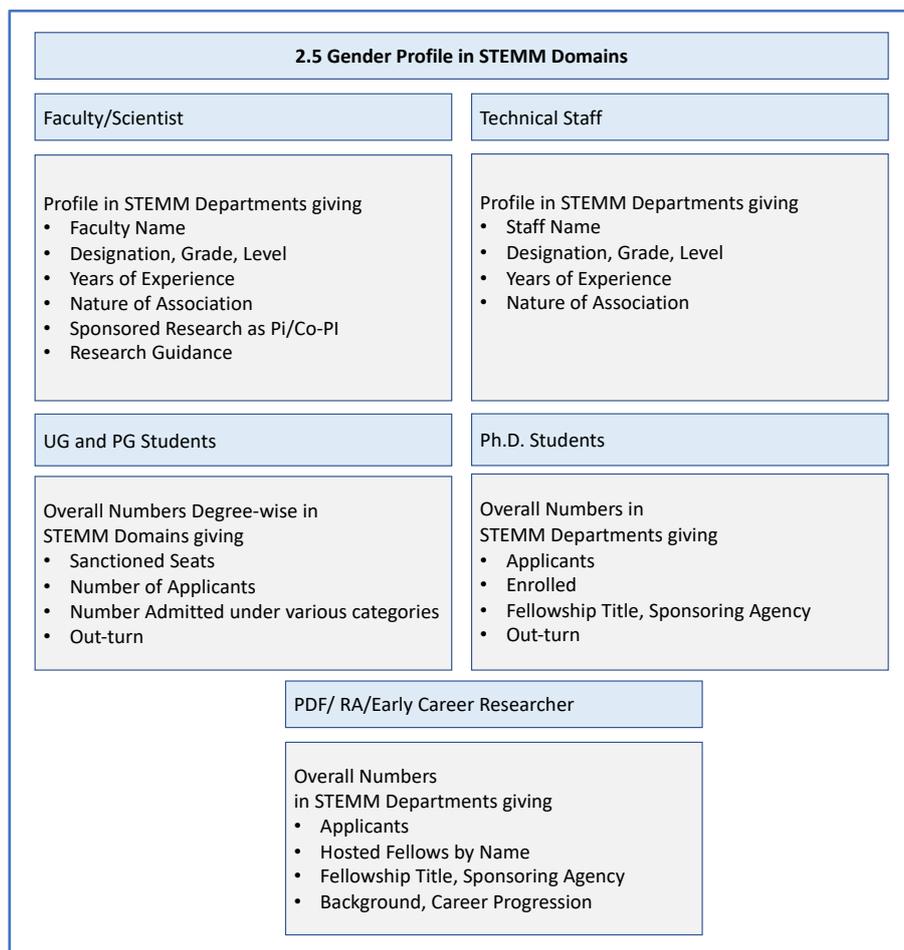
Criteria is self-explanatory. Specially designed Data Templates will provide specific guidance. The sub-criteria seeks to explore data trends over last five years, i.e. from 2016-17 to 2020-2021. Overall gender disaggregated data is sought clustered as STEMM and Non-STEMM Domains for academic and research staff, PhD, PG and UG students. A depiction of data sought is provided below.

2.4 Data Timeline Trends	
Academic and Research Staff	PDF/RA/Early Career Researchers
Overall Numbers for last 5 years in STEMM & Non-STEMM Clusters by <ul style="list-style-type: none"> • Designation, Grade, level 	Overall Numbers for last 5 years in STEMM & Non-STEMM Clusters giving <ul style="list-style-type: none"> • Hosted • Absorbed
Ph.D. Students	UG and PG Students
Overall Numbers for last 5 years in STEMM & Non-STEMM Clusters giving <ul style="list-style-type: none"> • Enrolment • Out-turn 	Overall Numbers Degree-wise in STEMM & Non-STEMM Clusters giving <ul style="list-style-type: none"> • Enrolment • Out-turn

Analysis of the trendlines will depict changes in female representation across the pipeline at all levels and help understand differences, if any, between STEMM and Non-STEMM disciplines.

2.5 Gender Profile in STEMM Domains

Criteria is self-explanatory. Specially designed Data Templates will provide specific guidance. The sub-criteria seeks to build a gender profile of the STEMM Departments for the Reporting Year 2020-2021. A depiction of data sought is provided below.



Analysis and Reflection for each data dimension will establish evidence-based understanding of differences in gender representation and guide review of policies and practices as the institution moves towards gender equity.

Institutional Data Sources

Building a comprehensive gender profile of the institution will necessitate collecting gender disaggregated data along the dimensions indicated in the Self-assessment Application Outline. This is a challenging task¹.

India is getting ready to implement the One Nation One Data policy in the near future. Over the last decade it has been obligatory for institutions to adopt digitalization and move online the student life management, administrative and financial processes. These include both internal and external transactions. Several national level efforts have made it mandatory for institutions to develop organize data efficiently and develop data intelligence.

Further, there has been a distinct change in vocabulary as institutions are participating competitively in Ranking and Accreditation processes. They are required to submit comprehensive data such as sought by AISHE to funding agencies. Institutions also regularly publish an Annual Report for greater transparency and accountability to diverse stakeholder groups. All this has entailed creating a data and evidence-based scaffolding for the institution.

Understanding existing institutional quality framework; ongoing data collection; data that is available; and identifying gaps with respect to what is needed for the GATI Self-assessment Application is an important early step that will aid participation in the GATI Pilot.

The following summary of data-based surveys and processes will be of value.

All India Survey on Higher Education (AISHE)

All Academic Institutions, including the Central Universities, State Universities, Institutes of National Importance and several standalone institutions have been participating in AISHE since its launch in the academic year 2010-2011 by the Ministry of Education, Govt. of India. This annual web-based survey is a mandatory requirement. It collects data on parameters including student enrollment, programmes offered, examination results, teachers, support staff, education finance, infrastructure, etc. Much of the data is gender disaggregated. The Annual AISHE Report portrays comprehensively the status of higher education in the country. It provides key performance indicators such as Gross Enrollment Ratio, Pupil-teacher ratio, and Gender Parity Index. AISHE is widely used to make informed policy decisions and research for the development of the education sector.

National Institutional Ranking Framework (NIRF)

NIRF is a methodology adopted by the Ministry of Education, Govt. of India, for ranking institutions of higher education in the country since 2015. Institutions are ranked under different categories depending upon disciplinary areas of operation. The 11 categories of institutions as of 2020-21 are Overall; University; Engineering; Management; Pharmacy; College; Medical; Law; Architecture; Dental; and Research (which has been added in the year 2020-21 to get a perceptual understanding). The Framework uses several parameters for ranking purposes. These broadly cover Teaching, Learning and Resources; Research and

¹ Data Collection is a challenging task as most institutions are still developing a well-articulated data policy and a well-organized data management system. Data is often scattered; there is inconsistency in formats adopted by different units/sections/departments of the institution; data remains in custody of individuals organizing programmes and activities and is lost as convenors/coordinators change. Gender disaggregation is not always undertaken. GATI aims to nudge institutions towards mining gender disaggregated data from previous records and create systems and processes for future submissions.

Professional Practice; Graduation Outcomes; Outreach and Inclusivity; and Perception. The weightage given to these five parameters for ranking purpose depends on the type of institution. The entire process is conducted online. Gender is an important component.

National Assessment and Accreditation Council (NAAC)

NAAC is an independent accreditation body established in 1994 as an autonomous institution funded by the University Grants Commission. Institutions who are eligible to apply are broadly classified as (i) Universities (Central/State/Private/Deemed-to-be; and Institutions of National Importance); (ii) Autonomous/Constituent Colleges; and (iii) other HEIs at the discretion of NAAC. A set of seven criteria serve as the basis of assessment procedure. These are: Curricular Aspects; Teaching-learning & Evaluation; Research, Innovation & Extension; Infrastructure & Learning Resources; Student Support & Progression; Governance, Leadership & Management; Institutional Values & Best Practices. Under each criterion, a few key indicators are identified. These are further delineated as Metrics which elicit responses from the HEIs. The accreditation is based on a Self-study Report submitted by the institution followed by a peer site visit and review. It takes cognizance of the diversity in the kinds of institutions. The accreditation grade awarded in any cycle is valid for a period of five years.

A revised Assessment and Accreditation Framework that was launched in 2017 has made the process ICT enabled. The Self-Study Report is submitted online. Accreditation is based on a combination of online evaluation (about 70%) with system generated scores and peer judgment (about 30%). The data provided undergoes a validation exercise. For Quantitative Metrics, data templates/documents (online formats) are provided. For each Quantitative Metric, the kind of data to be uploaded are indicated in tabular form and/or documents required are listed. Documents range from minutes of meetings, decisions, statements of accounts, award letters, letters of appointment, etc. These are required to be either uploaded or when in bulk, referred through a hyperlink to the appropriate website.

NAAC-Annual Quality Assurance Report (AQAR)

As elaborated in the previous section, NAAC expects every accredited institution to establish an Internal Quality Assurance Cell (IQAC) as a mandatory quality sustenance measure. NAAC has introduced a format for online submission of AQAR. The tools and parameters of the format have been designed to facilitate the HEI's in preparation of the self-study report for the upcoming cycle of accreditation. Regular and extensive documentation of institutional processes helps in creating a good database of relevant facets. It is mandatory to upload the minutes of IQAC meeting(s) and compliance to the decisions taken on the institutional website in addition to the AQAR. An exclusive window tab is recommended for easy access to the cluster of NAAC documents. This can also be used for providing regular updates.

Statutory bodies of the HEI (such as the Syndicate/Governing Council/Executive Council/Board of Management) are required to approve the AQAR and also monitor the quality enhancement and sustenance measures undertaken by IQAC. It is advisable to make AQAR a part of the Annual Report. These measures are important for keeping the stakeholder groups and institutional community informed about the various activities and quality initiatives in the institution.

Annual Report of the Institution

It is mandatory for all institutions to write an Annual Report. It is a critical component of an institution's functioning and helps maintain records and gauge effectiveness and outcome of all programmes. This comprehensive document is a single source of authentic information on

various facets of the institution. Writing the annual report entails compilation of rich data on all aspects of functioning from all units of the institution, summarizing performance, highlighting all key events, achievements and policy initiatives during the reporting period. Additionally, it includes personal and collective achievements of all stakeholders be they students, staff or top management. As a report submitted/read by the Head of the Institution, it includes milestones achieved, strategic vision for the future and prospective plans for the institution.

The internal group responsible for compilation of the Annual Report are privy to raw data and information sought from individual members of the community and various units. These data repositories and processed information would be of great value for GATI.

For a summary,

Data collection for quantitative parameters indicated in the GATI Self-assessment Application Outline can leverage the data already available with the institution through its online submissions to AISHE, NIRF, NAAC-AQAR, NAAC Self-Study Report etc. (any or all as the case may be). The data submitted to these agencies is certified to be reliable and validated. It is mandatory to make this publicly available on the institutional website and maintain archives for at least last three years.

Data Templates provided will follow the format of those used by NAAC/NIRF as far as possible.

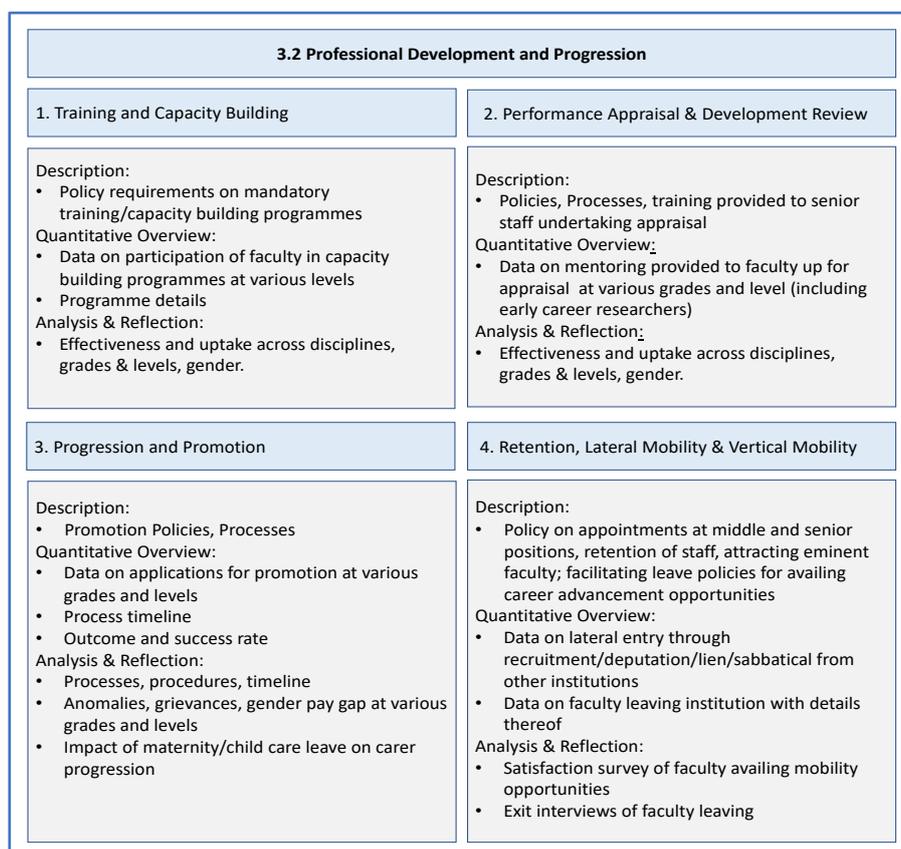
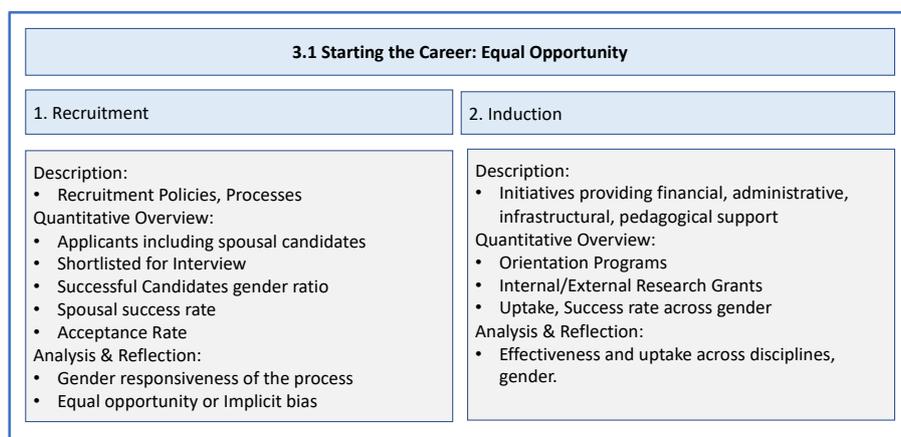
Research Institutions have not been participating in the processes delineated above. However, writing an Annual Report is mandatory for all institutions. This is presented to the funding agency and also made available on the institutional website for stakeholders.

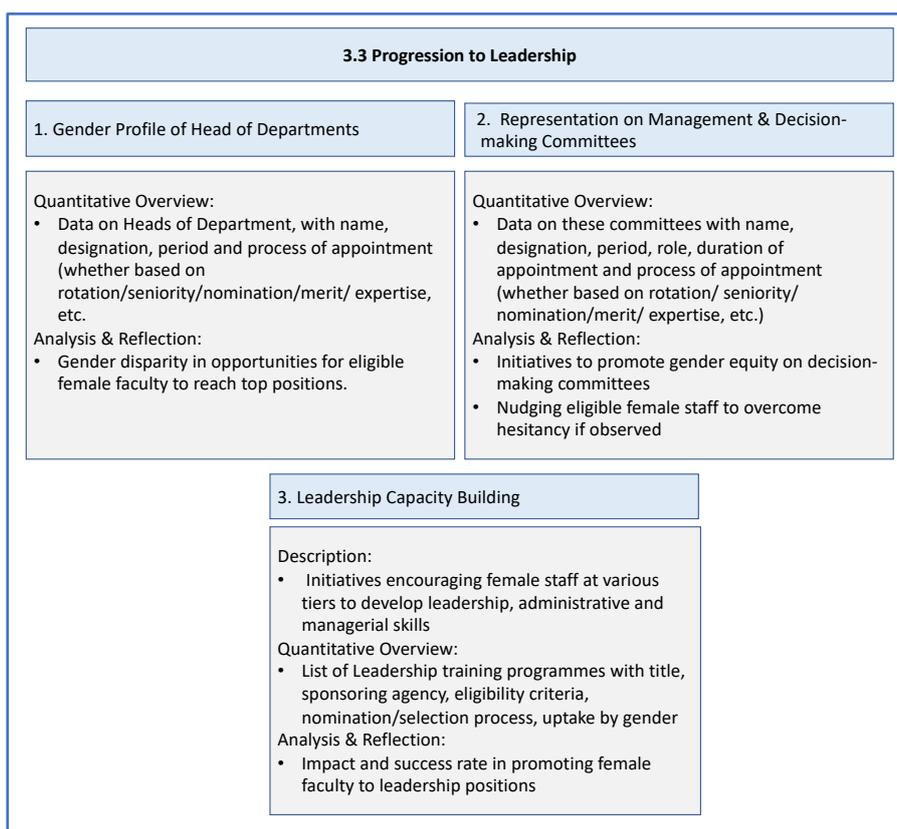
Dovetailing with existing data repositories will save a lot of time and effort. It will also ensure consistency in institute's submission of data to various agencies.

Criteria 3: Gender Advancement, Career Progression and Leadership

This Criteria looks at the life-cycle of academic progression. Starting from recruitment, appraisal and development review to advancement to senior positions and leadership. It is well documented that females lack equal opportunity and face implicit bias at every stage. The Criteria and Sub-criteria seek to unravel through review of policies and data the extent of the disparity at various steps across the pipeline. The focus is on motivating analysis and reflection based on feedback and surveys. The sub-criteria are sufficiently detailed and guidance is in-built.

Block diagram of the sub-criteria 3.1, 3.2 and 3.3 are given below.





These sub-criteria delineate the aspects being explored through self-assessment. In each case, a description of existing policies is sought. Within the framework of these policies and practices, data is sought through specially designed Data Templates. The quantitative evidence thus presented will aid reflection and analysis as elaborated along with each facet explored.

National Initiatives for Faculty Development

For certain categories of public institutions, faculty development programmes have been notified as mandatory and are essential for career progression. In the University system, Academic Staff Colleges were established for the purpose, within select existing institutions. In recent times some of these have been converted Human Resource Development Centres or Regional Centres for Capacity Building. The Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) was launched in 2014 with the objective of addressing various shortcomings related to teachers and teaching across the education sector ranging from schools to higher education and technical education institutions. The centres under the scheme are again located within select institutions. Amongst other programmes, these conduct Refresher and Orientation Courses, and variety of Faculty Development programmes. A flagship programmes is the Leadership Development Training Programme (LEAP) conducted for second level academic functionaries in public funded higher education institutions.

Some illustrative national level programmes are summarized below.

Staff Induction

For newly recruited staff, UGC has a well-crafted induction programme outlined in its document titled *Guru-Dakshata*.

The programme engages with training and orientation in various dimensions, such as, roles and responsibilities of faculty, University structure and functioning, pedagogic techniques, teaching and learning methods, assessment and evaluation, effective use of technology and academic leadership. Other domains for orientation include curriculum design, research in higher education, personal-emotional development and counselling, planning and management, and university governance and administration.

Discipline-oriented refresher courses are organized for faculty at advanced level. These programmes are specially designed, aiming at systematic orientation to subjects, techniques, and methods. It also helps the faculty to keep pace with innovative usage of information and technology in teaching and research.

Promoting Women Leadership

Administrative and decision-making levels in higher education institutions continue to be male dominated. To improve representation of women in senior management and decision-making committees, preparing a critical mass of women with leadership skills and attitudes is imperative.

As mentioned earlier, Leadership for Academicians Programme (LEAP) is a flagship programme of Government of India under PMMMNMTT. It aims at preparing senior academicians for the role of future leaders in institutions. It is a three-week programme involving two weeks domestic and one-week foreign training in collaboration with International Universities. In addition to administrative and financial aspects, training also focusses on conflict management, communication skills, challenges of governance in HEIs, stress management and team building.

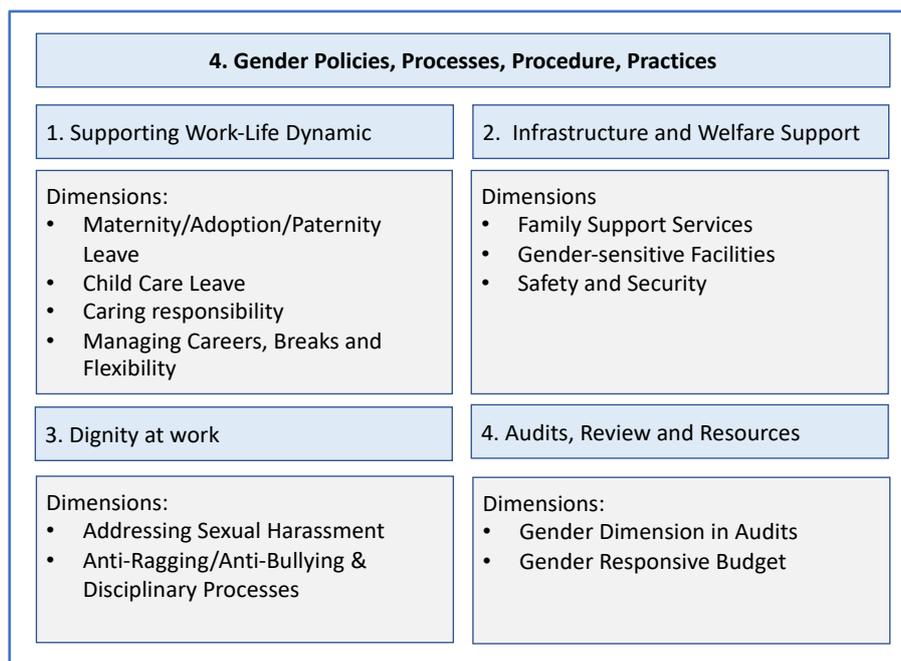
Another important leadership development programme for mid-career women scientists is conducted by Academic Staff College of India (ASCI), Hyderabad. Based on experiential learning, the programme aims to develop skills along various dimensions, such as, problem solving and decision making, managerial communication, counselling, team building, emotional intelligence, etc. The focus is on management of scientific research.

Institutions can leverage these programmes for training women in pipeline for leadership positions.

Criteria 4

Gender Policies, Processes, Procedures, Practices

An important component of the GATI Charter is to provide an enabling and nurturing environment, in particular to female members of the community, be they young students or early career researchers, technical and support staff or faculty at any grade and level. Criteria 4 focuses on parameters that are critical for creating an enabling environment for self-growth and career progression. The Block diagram below summarizes the sub-criteria and facets explored therein.



Each sub-criteria entails description of the relevant policy; and further procedures and practices associated with its implementation. Quantitative data is sought through carefully designed Data Templates to look in depth at the problems females face individually and as a collective. Analysis and Reflection prompt looking at both formal and non-formal practices to determine how work-life dynamics is supported through institutional mechanisms; perception on efficacy of support and feed-back based implementation of policies.

It is important to note that several national policies aim at creating gender-enabling environment at the work place and promoting work-life balance. A repository of these policies may be created to understand their scope; look at evidence through data collection and surveys to determine how well these are implemented in the institution; and dwell on what more needs to be done to ensure compliance in letter and in spirit.

Some pertinent policies are summarized herein. A comprehensive compendium is under preparation.

Relevant National Policies Requiring Statutory Compliance

Public Institutions are governed by essentially similar service conditions, conduct and leave rules. Some of these are summarized below for illustrative purposes. Participating institutions must focus objectively on how well these are being implemented in their organization.

Family Leave Provisions

Various forms of leaves are available to support family life. Maternity leave system was introduced through the Maternity Benefit Act in 1961. It provides leave entitlement for expectant mothers and women who have undergone tubectomy, abortion, or suffered from miscarriage. Amendments to the statutes in 2017 expanded the scope of provisions to include leave for paternity, adoption and motherhood through surrogacy. Most importantly, maternity leave duration was extended to 180 days, and further included provision for work from home. The paternity leave is permitted for 15 days.

Child Care Leave (CCL) is another crucial provision available to support families. It is granted for a maximum period of two years (730 days), during the entire service period. The leave is granted for care related requirements of two eldest children below 18 years of age and disabled child of any age. During the first year of the leave, the employee is entitled to 100% of the salary and during the second year, 80% of the salary.

Sexual Harassment

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act was promulgated through a government notification in December 2013. Relevant amendments were made in the Central Civil Service (Conduct) Rules prevalent since 1964. This act is commonly referred as POSH (Prevention of Sexual Harassment).

Subsequently, UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, were notified in May 2016. These regulations are applicable to all higher education and research institutions in India.

Under these regulations, the institutions are required to commit to a zero-tolerance policy against sexual harassment. They are responsible for establishing procedural mechanisms for complaints and redressal. Constitution of Internal Complaints Committee (ICC) is a statutory requirement for all HEIs. ICC is responsible for handling complaints on sexual harassment. In many institutions, ICC takes the primary responsibility for gender sensitization and training.

There are set guidelines for conduct of enquiry in to sexual harassment cases, stipulated timeline, and submission of recommendations to the executive authority for further actions. Offences by students under this act are to be treated as violation of disciplinary rules; and by faculty and staff are to be treated as violation of service conditions. It is mandatory to display contact numbers of ICC members prominently on all notice boards of the institution.

Effective and fair functioning of ICC and time-bound action is a critical issue that still needs to be addressed in all institutions.

Ragging/Bullying

Due cognizance of the menace of ragging has been taken under the legal framework. Following the directives of the Supreme Court of India, UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions were promulgated vide Gazette notification issued in July 2009.

By law, HEIs have to show strict compliance to zero-tolerance policy against incidences of ragging. To this end, anti-ragging committees have to be constituted in all institutions. Public notification of offences, punitive actions, contact number of responsible officials and helpline number is mandatory. All communication/publicity materials of the institution, such as

Admission Bulletin/Prospectus, issued at time of admission are supposed to carry this information. At the time of admission/registration, it is mandatory for students and their parents/guardians to submit an affidavit declaring knowledge of anti-ragging regulations and commitment to refrain from indulging in such incidences. The head of the institution is responsible to register an FIR with the police within 24 hours of receipt of a complaint related to ragging. Strict disciplinary action is mandatory.

Safety and Security

Safe and secure institutional environment is a prerequisite for instilling confidence in students and faculty alike. Security of campus; adequate lighting; surveillance of public spaces through CCTV; safe transportation between different units of a large campus; provision of well trained and gender sensitized guards, including women guards is deemed critical. In addition, escort services for late night travel, installation of emergency notification systems on campus and mock drills is recommended. Self-defence training for women in collaboration with local police to enhance safety is a common practice. Guidelines issued by regulatory bodies such as UGC address the need for ensuring safety of students undertaking fieldtrips, excursions and similar activities outside the campus.

Incidences of cyber-crimes are on the rise. Women are specifically affected due to online harassment and bullying. National cyber security guidelines are under development. It is critical for institutions to develop internal policies in this regard and establish formal/non-formal support mechanisms.

It is important to keep in mind that security provisions should not be gender discriminatory or impinge on the personal space and freedom of women.

Criteria 5

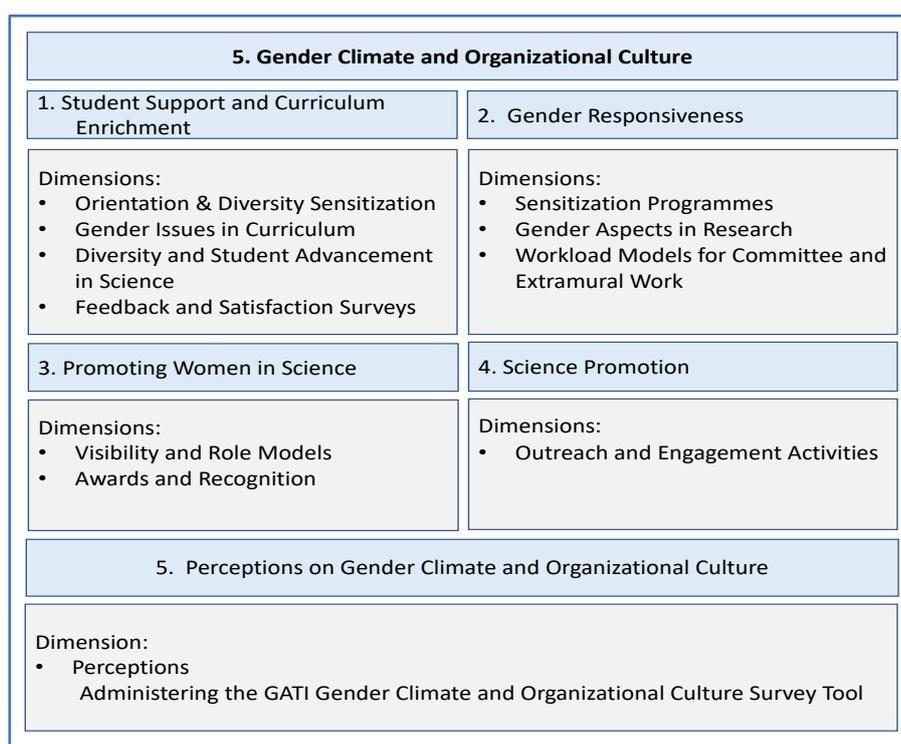
Gender Climate and Organizational Culture

The quality of organizational climate and culture play an important role in the overall performance and achievements of individuals on the campus and the institution as a whole.

The institutional climate is determined by the perceptions, attitudes and expectations of members of its community. These are a cumulative reflection on how the organizational structure, policies, processes, procedures, practices and programmes evolve in the organization – and how these are perceived by the community at large. Quality of the climate is a product of the interactions between students, faculty, support staff, administration and leadership. The underpinning demographics and individual perspectives on issues of diversity, inclusion and equity have a deep impact on the prevalent climate. Day to day functioning is deeply influenced by hierarchical structures, infrastructural facilities, resource allocation, professional and social interactions. Experiences of female members of the community and how they perceive the overarching organizational climate has a direct bearing on their contributions and advancement.

The organizational culture mirrors the deeply rooted assumptions, ideologies and values held by individual members of the community. A concerted effort is required to alter beliefs and value systems through thoughtfully designed sensitization programmes and activities. These intervention programmes have a critical role in creating a distinctly perceptible organizational culture that conforms to the higher goals of the institution and higher education per se.

There are major concerns about the quality of the organizational climate and value systems and how to bring transformative change. Criteria 5 focuses on some facets of positive actions for addressing the complex problem, as depicted in the block diagram given below.



Institutions would be required to provide documentary evidence for the initiatives pertaining to the above facets. Additionally, all institutions would be expected to use the *GATI Gender Climate and Organizational Culture Survey Tool* and administer it to a diverse stakeholder groups. The findings may be used to develop relevant actions.

National Initiatives on Improving Organizational Climate and Culture

Inclusion and Diversity

Inclusion, diversity and sensitivity to intersectionality is supposed to be the hallmark of a progressive educational institution. Indian HEIs have in place specific rules and guidelines that mandate actions towards this end.

UGC (Promotion of Equity in Higher Educational Institution Regulations) 2012 guides the HEIs towards promoting equality. The regulations prohibit discrimination on the basis of caste, creed, gender, region, religion in various institutional processes, such as admissions, evaluation, access to information regarding financial support, claiming fellowships, etc. The HEIs are supposed to develop mechanisms to deal with cases and complaints of discrimination; appoint anti-discrimination officer and ensure strict implementation of all constitutional provisions for protection of SC/ST students.

Equal Opportunity Cells have to be created in the HEIs for effective implementation of policies and programmes for disadvantaged groups and to enhance diversity within campus.

Enabling units are to be created for differently-abled persons to facilitate equal access to learning opportunities; generate awareness about specific educational needs; resolve barriers in physical infrastructure; and help procure assistive devices.

Student Induction

Familiarity with the new academic environment is necessary for smooth integration with the institution. For induction of the students, UGC document titled *Deeksharambh* is a useful resource. It outlines various suggestive measures that the institutions can take up for integrating and familiarizing the newly admitted students with their peers and seniors, institutional environment, educational as well as supportive resources, and also with the city. Instilling gender sensitivity can be undertaken at this early stage and relevant guidelines have been suggested.

As a part of student engagement, suggested activities include film screenings, cultural programmes, nature walks, visiting monuments and other important places in the city as a group to build more engaging relationships focused on student development.

Creation of mentor-mentee groups involving newcomers, seniors and faculty members is suggested to facilitate the incoming students, providing support and guidance as and when required.

The induction programme of the students can be tailored to include gender related aspects. Awareness about responsibilities should involve aspects of gender responsiveness so as to inculcate respect for values of gender equity from an early stage within the institution. The orientation programme can include sessions on gender related laws, rules, and policies.

Gender Sensitization

Gender sensitization is a cross cutting theme across all dimensions of academic life. It includes creating awareness about different aspects of gender equity, gender related laws, policies and programmes. Various organs of the HEIs have crucial role to play in this regard.

Women Study Centres in the universities have the mandate of research, consultation and providing policy inputs to promote gender responsive measures. Forums like Women Development Centre/Cell (WDC) and other student societies/clubs regularly engage in multifaceted activities that draw attention to gender based issues, initiate discussions, debates and reflections. Film screening, debate competitions, policy and law workshops, street plays, poster competitions are some such activities undertaken. Internal Complaints committee (ICC) also engages in training and awareness programmes.

Creation of Gender Clubs and appointing Gender Champions in all HEIs is another measure to enhance gender sensitization. Gender champions receive training and orientation; can be either female or male. They are expected to work alongside assigned nodal faculty who facilitate their activities.

Criteria 6

Institutional Values, Best Practices, Case Studies

6.1 Diversity, Inclusion and Equity

Indian Higher Education and Research system has seen exponential growth in the last few decades. The stated national policy has focused on 3E's: Expansion with Equity and Excellence. Affirmative action policies mandate reserving access to higher education and jobs in government funded institutions at the entry point. Reservation is a government policy backed by the constitution. The objective is two-fold. One, to provide advancement opportunities to socially disadvantaged and backward classes of citizens; and two, provide adequate representation of notified social categories and economically weaker sections in higher education and services under the state. The currently operable quota for notified categories has reservation for Scheduled Tribes (ST: 7.5%); Scheduled Castes (SC: 15%); Other Backward Castes (OBC: 27%) and Economically Weaker Sections (EWS: 10%). EWS reservation was introduced in 2019 and it yet remains to be seen how effectively it has been operationalized across institutions. There is also reservation at various levels of higher education and employment for persons with disability (PwD: 5%). This covers a broad spectrum of disabilities.

A landmark policy, the Transgender Persons (Protection of Rights) Act 2019 seeks to recognize the identity of transgender persons and prohibit discrimination in, inter alia, the fields of education and employment amongst others. Following this, it is a statutory requirement for institutions to recognize Transgender as a separate category in addition to Female and Male and ensure adequate facilities in addition to respectful integration in all spheres of community life in institutions. Progressive institutions are now sensitized to the need for recognizing full gender spectrum. They are well poised to enact through local executive action, formal and non-formal policies and programs that aim to protect LGBTQ communities, enhance their community engagement and access to social and professional opportunities. The draft Science, Technology, Innovation Policy 2020 takes cognizance of these aspects of diversity, inclusion and equity.

It is in this broad context that sub-criteria 6.1 explores institutional values and commitment on upholding diversity, inclusion and equity. Institutions are required to determine how well affirmative action policies for social and economic categories have been implemented. Most importantly, the focus has to be on intersectionality across the full gender spectrum, including Transgender and LGBTQ community. An evidence-based review on institutional policies, practices, and culture for upholding the dignity of identity and nurturing diversity is sought as a first step towards equity.

6.2 Institutional Best Practices

Institutions have several examples of 'best' practices that have organically evolved internally, have been sustained over a period of time and led to a noticeable positive impact on the functioning of the institution. Usually these are not part of formal repertoire. 'Best' practices enhance organizational and professional performance of individual members of the community or the community as a whole. Such practices motivate and can in due course impact policy climate and culture. They can be scaled up, adopted or adapted by other institutions.

Sub-criteria 6.2 seeks two examples of ‘best’ gender practices in the institution that have internally evolved and are situated in the local context. The hall mark is that these should have made a noticeable impact. The narrative should give specifically a title to the practice and elaborate its objectives, the context, when introduced, evidence of success, problems encountered if any, future plans. The latter should elaborate if the best practice has been institutionalized or has the potential for being institutionalized; and resources that may be required to do so.

6.3 Case Studies

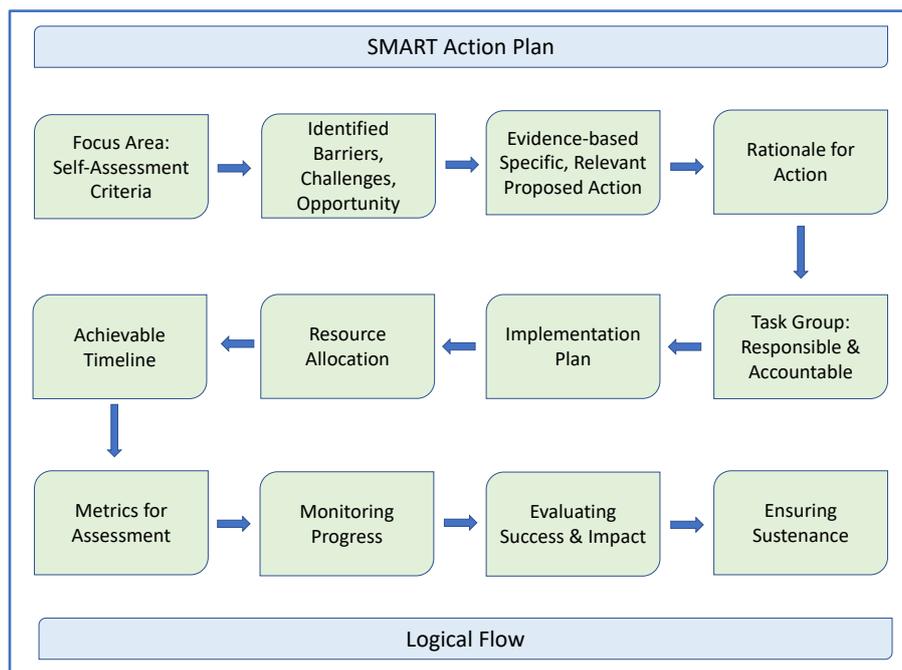
In Sub-criteria 6.3 seeks two human interest case studies of individuals of the stakeholder community – students or academic and research staff, including early career researchers – working at different levels. The underpinning objective is to understand how institutional gender policies, practices, programmes, activities, overall climate and culture have benefitted individuals. The narrative has to be a first-person account and succinctly focus on a specific institutional gender policy or practice that led to advancement in a personal and professional context.

Criteria 7 Institutional Strategy for Gender Advancement

The Self-assessment Process follows the triad of Analyze-Reflect-Act, as is the hall mark of Action Research. Each criteria/sub-criteria integrates this and nudges institutions to ponder on relevant actions at each stage. Given the duration of the GATI pilot, achieving specific, measurable, time-bound outcomes on all dimensions of self-assessment would be a tall order. However, using the insight gleaned from the preceding criteria, institutions are required to create Specific, Achievable, Measurable and Time-bound Action Plans. It would entail constitution of a task force that takes ownership and is responsible and accountable for implementation. Action plans have to be accompanied by implementation strategy with elaboration on resources required, and a projected time-line.

Implementation requires checking viability of the proposed SMART Plans at appropriate level. These need legal validity within the framework of national policies. Further, endorsement of statutory/executive bodies, head of institution and apex governing council or equivalent is critical. Report on affirmation at the highest level is part of the criteria.

The Block diagram given below depicts the logical flow of work involved in developing and putting into praxis SMART Action Plans.



Prioritized Short-Term and Long-Term SMART Action Plans

The GATI Pilot Institutions are expected to create

- three prioritized Short-Term SMART Action plans that can be implemented within 18 months after completion of the GATI pilot.
- two prioritized long-term prioritized Long-Term SMART Action plans that can be implemented within 36 months after completion of the GATI pilot.

The short-term and long-term action plans will be those that emanate from the entire self-assessment process. The title of the action plan should reflect its objective and be elaborated by the underpinning evidence that has prompted the institution to undertake action.

The actions should reflect aspiration to address deep problems and be in tune with the distinctive mission of the institution. If some action is already underway along an identified dimension, details of how the SMART action will address the problem and implement a more comprehensive and better conceptualized plan. Fresh and innovative approach should be highlighted. Action plans should be informed by existing knowledge about best practices that are known to work in other institutions and dwell on how these can be adopted or adapted in the context of own institution.

Both Short-Term and Long-Term SMART Action Plans should elaborate the rationale, specific objective, and relevance; details of the task force that will take ownership of the plans and oversee implementation; strategy for implementation and required resources. Challenges that may be encountered should be included and addressed. For each plan, it will be important to identify key milestones and outcomes, how the plan will be monitored for progress and how success of the plan will be measured and assessed.

The key question to address is how these plans can be integrated in the strategic vision of the institution and help gender advancement as outlined by the key principles of the GATI Charter. It is hoped that implementation of this strategic vision will set the institution on the path to becoming a beacon of gender equity over a period of time.

Note

Each SMART Action Plan will elaborate

- Title of Action Plan/Objective
- Reference to specific and relevant actions included under each criteria in the self-assessment application
- Rationale for action (underpinning evidence that prompted action)
- Key milestones and expected output
- Timeline for implementation
- Task force Nodal person in-charge (Name, Designation, Job-title)
- Resources required and allocated
- Metrics to monitor & measure success/outcome

Letter of Endorsement from the Head of Institution

The Head of Institution's personal involvement in the GATI Pilot has been the touchstone of the programme. At the outset, the Expression of Interest Application was personally validated and forwarded by the Head of Institution along with an endorsement of GATI Charter of principles. Onboarding the Pilot has been contingent on the Head of the Institution becoming a signatory to the GATI Charter and the Agreement of Participation. The success of the GATI Self-assessment and Accreditation process will rest on continued personal engagement of the top leadership.

The GATI Self-Assessment Application requires a Letter of Endorsement personally written by the Head of the Institution². The letter should be situated in the specific context of the institution and its distinctive mission. It should validate

- the process of nomination of the GATI Self-assessment Team and the authorization given to them to steer the process as a representative committee.
- the engagement of the institution and its community through adequate process of consultation.
- the data, evidence, analysis, and self-assessment as having been cross-checked at appropriate administrative level and found to be correct and accurate within reasonable limits.

The letter should articulate the Head of the Institution's personal viewpoint on

- why GATI is of importance for the institution.
- how far the institution has been successful in integrating the GATI Charter principles to transform the gender climate and organizational culture of the institution and plans to further this as an ongoing process.
- challenges and opportunities the GATI process has triggered.
- if evidence-based reflection on each of the GATI Self-assessment criteria has led to a better understanding of gender issues.
- how the GATI Self-assessment and Accreditation process has impacted the policies, procedures, practices, processes, and programmes of the institution.
- how the action plans emanating from the GATI process will be integrated in the institution's strategic plan and performance indicators.
- if the action plans emanating from the GATI process are supported by the governing council/senate/ management and resources will be made available, if needed for their implementation in the near future.
- how the institution will ensure sustenance of the initiative for advancement of its distinctiveness and excellence.

Note:

The above suggestions provide a basic template. It is hoped that the personalized letter will provide insight and lay a road map for gender advancement in the institution on a continuum that goes beyond the duration of the pilot programme.

² The letter must not be written by a nominee or group that may have steered the GATI Application on behalf of the Head of Institution.

Application Format and Submission

The Self-Assessment Application submission guidelines are under development. It is our endeavour to provide a comprehensive Online Self-Assessment Application Template for submission on a secure portal. Pending a decision in this regard, guidance is provided for reporting the institutional self-assessment in accordance with the application provided.

- The application will follow the given structure.
- Each section will carry the appropriate heading of the criteria/sub-criteria.
- The overall word limit is 20,000 words. This will not include word count of Tables; Table and Graphs/Figure Headers, Labels, qualitative quotes (no more than 4 may be included, each restricted to word count of 50).
- There is no word limit for response given under specific criteria/sub-criteria. The word count for each Criteria/Sub-criteria may be given alongside the appropriate header.
- The focus should be on the qualitative aspects of narrative; and making sense of the quantitative data and qualitative information collected. Tables and visual representation in form of graphs, charts etc. should be included judiciously where there is a felt need – where these depictions add value to the problems, issues, analysis and reflection presented in the narrative.
- Illustrative Data Templates are provided for pertinent sub-criteria. These may be modified to suit the exploration designed by the institution in context. In case online templates become available, there will be provision to upload reports and other documents necessary for validating the data-fields.
- The duly filled data templates should not be included in the application as such, either embedded in the narrative or as appendices.
- There should be no hyperlink to additional information, unless explicitly sought.
- Institutions are expected to design their own templates for seeking qualitative data on many dimensions. The survey instrument should not be included. Essential details of the process, specific questions asked should be summarized in the narrative along with key findings and interpretation thereof as and where it helps in better understanding of associated barriers, challenges and opportunities; and development of pertinent actions.

Note:

- The narrative should be highly focused and succinct. It should aim to provide a 360 degree perspective of the gender climate through a comprehensive review of policies, processes, procedures, practices, programmes and plans. Both quantitative data and qualitative evidence should be viewed as instruments for arriving at a deeper understanding of gender issues, the lived experience of the stakeholder community; the barriers and challenges; identify how best to overcome these through specific and relevant actions. Response should be guided by the underpinning Key Indicators.
- Gaps in information, data or evidence or other aspects should be acknowledged. How the institution plans to overcome the gaps in future may be elaborated. In this case, the narrative can be based on the best possible information available in context.
- The SMART Action plans should be the high point of the application and reflect how the self-assessment journey has paved the way forward for transformative change.

GATI Self-Assessment Application Data Templates

Note

- Institutions are encouraged to develop their own data templates as deemed necessary for exploring the evidence-sought under the specific criteria.
- Illustrative Data Templates are provided.
- The data as gathered through Data Templates is not to be included in the application in the form of associated tables.
- The data gathered needs to be validated through rigorous checking.
- The raw data as sought through these templates may have to be produced for validation of write-up as deemed necessary and should be carefully preserved.
- The data gathered may be creatively processed and presented where considered appropriate and where inclusion adds to the process of understanding the underpinning issues.
- The focus of the GATI Self-assessment Application is on how this data is analysed and how critical reflection leads to unravelling barriers, challenges and opportunities for advancing gender equity. And further, how insight gleaned leads to development of appropriate action plans.
- **Illustrative Data Templates are included in this document in Appendix A.1 as the last Section in landscape format.**

8. Gender Equity Key Indicators

The GATI Equity Indicator Framework presents the essential elements of the GATI Charter as a set of seven Criteria. Gender Equity Indicators provide a measure of performance that would entail collection and analysis of gender disaggregated data evidence and information on identified facets. The indicators would reflect progress and change along identified dimensions towards achieving a gender-sensitive or gender responsive environment as a pre-requisite to gender equity.

As achieving gender equity is a work in progress across institutions, various indicators may be in the form of description of an initiative, an input into a programme, a relevant activity, an incremental impact, an intermediate result, a measurable output or a cumulative outcome visible only in the long-term.

Broadly, Key Indicators would reflect

- how well policies, processes and associated activities are being implemented
- how well policies and intervention initiatives meet the goals, objectives, expected results and influence change
- what are the gaps, obvious lacunae and unintended outcomes that need purposeful action
- what are the barriers, challenges and opportunities
- what needs to be done to bridge gaps between policy and practice; between objectives and achieved results; how the barriers and challenges can be overcome.

As Institutions embark on reviewing, monitoring and evaluating policies, processes, procedures, practices, programs, projects, plans and strategies, the listed indicators would provide the goal that needs to be achieved. Evidence-based self-evaluation would provide institutions insight on the level of achievement and what more needs to be done. This would help them set fresh goals and develop SMART Action Plans.

An Evaluation Metric for use by Peer Review and Accreditation Teams is under development.

The following table lists the Criteria and Sub-Criteria along with the corresponding performance indicators that can provide an assessment of whether the objectives of the criteria are being met.

	GATI Self-Assessment Criteria	Key Indicator
1.	GATI Self-Assessment Process	Community engagement with the GATI Charter
2.	Gender Profile of the Institution	Gender disparity in education and employment
2.3	Data Overview	Status of overall gender representation across the pipeline in STEMM and Non-STEMM domains
2.4	Data Timeline Trends	Tracking changes in status of gender representation across the pipeline in

	GATI Self-Assessment Criteria	Key Indicator
		STEMM and Non-STEMM domains over past five years
2.5	Gender Profile in STEMM Domains	Status of gender representation across the pipeline in STEMM domains
3.	Gender Advancement, Career Progression and Leadership	Equality of opportunity; access to professional careers and advancement opportunities
3.1	Starting the Career: Equal Opportunity	Gender Mainstreaming
	1. Recruitment	Access to equal opportunity; elimination of obvious bias or unintended outcomes in recruitment (and spousal hiring); leaky pipeline
	2. Induction	Effective integration with the institution; familiarity with policies; access to resources, sense of belonging
3.2	Professional Development and Progression	Gender Mainstreaming
	1. Training and Capacity Building	Equal access to professional growth opportunities.
	2. Performance Appraisal and Development Training	Institutional support for performance enhancement and recognition
	3. Progression and Promotion	Equitable implementation of promotion policies; eliminating unconscious procedural disparities/obvious bias
	4. Retention/Attrition, Lateral Mobility, Vertical Progression	Faculty satisfaction level; gendered aspirations and advancement opportunities
3.3	Progression to Leadership	Gender Mainstreaming
	1. Gender Profile of Heads of Departments	Inclusion of women in decision-making; Equity in advancement opportunities
	2. Representation on Senior Management and Decision-Making Committees	Inclusion of women in decision-making; valuing women's perspective; equity in advancement opportunities
	3. Leadership Capacity Development	Encouraging aspirations and developing leadership skills
4.	Gender Policies, Processes, Procedures, Practices	Gender Responsiveness
4.1	Supporting Work-Life Dynamics	Valuing women's multifaceted roles
	1. Maternity/Adoption/Paternity Leave	Level of policy compliance; bridging gaps between policy and practice

	GATI Self-Assessment Criteria	Key Indicator
	2. Child Care Leave	Level of policy compliance; bridging gaps between policy and practice
	3. Caring Responsibilities	Facilitating social expectations and valuing women's responsibilities
	4. Managing Careers, Breaks and Flexibility	Supporting gender-based needs; Facilitating re-entry into workforce
4.2	Infrastructure and Welfare Support	Gender Responsiveness
	1. Family Support Services	Work-life balance; supportive work environment
	2. Gender-sensitive Facilities	Addressing gender differentiated needs
	3. Safety and Security	Prevention and deterrence of threats to personal safety and dignity; strategies/plans for instilling confidence
4.3	Dignity at Work	Dignity at work in day -to-day functioning
	1. Addressing Sexual Harassment	Prevalence of sexual harassment; level of policy compliance; effectiveness of deterrents, prevention strategies/plans, gender climate
	2. Anti-Ragging/Anti-Bullying and Disciplinary Processes	Community behavior; level of policy compliance; effectiveness of deterrents, prevention strategies/plans, organizational climate
4.4	Audits, Reviews and Resources	Parity in access to resources
	1. Gender Dimension in Audits	Equal access to infrastructure, resources, services and opportunities.
	2. Gender Responsive Budget	Equal access to infrastructure, resources, services and opportunities.
5.	Gender Climate and Organizational Culture	Quality of social and professional environment in the institution
5.1	Student Support and Curriculum Enrichment	Values and diversity intelligence
	1. Orientation and Sensitization	Familiarity with institutional ecosystem and values; sense of belonging
	2. Gender Issues in Curriculum	Interdisciplinary understanding of gender issues
	3. Diversity and Student Advancement in Science	Need-based mentoring and pedagogic inputs for diverse student populations
	4. Feedback and Satisfaction Surveys	Assessing expectations, perceptions and achievements

	GATI Self-Assessment Criteria	Key Indicator
5.2	Gender Responsiveness	Values upholding diversity, inclusion, equity and intersectionality with gender
	1. Orientation and Diversity Sensitization	Respect for diversity, inclusion, equity and intersectionality with gender
	2. Gender Aspects in Research	Deepening understanding of gender issues and integration of gender dimension in scientific research
	3. Workload Models for Committee and Extramural Work	Gender bias in allocation of work; equitable work distribution; recognition of contribution
5.3	Promoting Women in Science	Mainstreaming Gender
	1. Visibility and Role Models	Showcasing achievement; equitable presence at events; gender responsive climate
	2. Awards and Recognition	Acknowledging and rewarding merit; gender responsive climate
5.4	Promoting Science Outreach	Promoting understanding of science and opportunities; attracting talent
	Outreach and Engagement Activities	Science, society and community engagement
5.5	Assessing Gender Climate and Organizational Culture	Gender responsive attitudes, expectations and values; perceptions about quality of institutional ecosystem
6.	Institutional Values, Best Practices and Case Studies	Quality of Institutional Climate and Organizational Culture
	1. Institutional Values	Diversity, Inclusion, Equity; intersectionality with gender; respecting full spectrum of gender
	2. Institutional Best Practices	Level of progress towards gender equity
	3. Case Studies	Level of impact on individual members of the community
7.	Institutional Strategy for Gender Advancement	Institutional commitment for advancing gender equity
	1. Prioritized Short-term SMART Action Plans	Level of integration of GATI Charter Principles and sustenance
	2. Prioritized Long-term SMART Action Plans	Level of integration of GATI Charter Principles and sustenance

9. Peer Review Criteria

The GATI Self-assessment process and application will help provide the institution a multi-dimensional perspective on the overarching gender climate prevailing in the institute. The Gender Equity Indicator Framework will take them on a well-structured and guided journey. This would include creating a detailed quantitative data-based gender profile of the institute in STEMM domains; an evidence-based qualitative perspective; well documented review of policies, processes, procedures, practices, programmes and plans; an understanding of barriers and challenges female members of the community encounter especially at key career transition points; enhanced awareness on gender climate and the organizational culture that impacts day-to-day functioning. Most importantly, it will nudge them to identify mechanisms for overcoming barriers and challenges; and create an opportunity for advancing diversity, inclusion and gender equity.

The Self-assessment application will provide the peer reviewers a well-researched narrative that will help them gauge how well the institute has been able to assess and interpret the data and information it has gathered; contextualize and unravel the underpinning barriers and challenges. And most importantly, how the insight gleaned from self-assessment is used by the institute to create specific and relevant actions for removing impediments and disparities; creating more opportunities for female members of the community at all levels; and making a perceptible difference in the prevailing gender climate and organizational change.

Cognizance is taken of the fact that each Pilot Institution has a distinctive profile and serves a clearly defined mandate. The overarching institutional framework, the context in which it functions, its special strengths and constraints are critical for determining how change can be implemented. However, it is expected that all institutions will move towards compliance with statutory national policies in letter and in spirit. On this continuum, GATI Peer Review and Accreditation process will gauge institutional commitment to upholding universal values of diversity, equity and inclusion. It will evaluate the proposed changes in policies, procedures, practices, and affirmative action plans designed to promote gender equity.

Data and evidence are merely instruments for identifying problems, discrepancies, disparity, inequity, barriers and challenges. Data provides a starting point. Analysis and reflection are the key to contextualizing problems, developing an understanding and determining how best to overcome the barriers and challenges.

The two main pillars of the peer review and assessment process would be (i) how best is the insight gleaned through criteria-based self-assessment presented; and (ii) relevance of action plans developed.

GATI Peer Review Criteria provide a guideline or rubric for evaluation of the self-assessment application. These will help applicants to align their reflective process to match what the Peer Reviewers of the application will be looking for in a successful self-assessment application.

It may be noted that development of the GATI Self-assessment and the Peer Review & Accreditation Framework is a work in progress. It will undergo several rounds of iterative refinement.

The Peer Review Criteria for each criteria/sub-criteria in the self-assessment application is tabulated herein.

GATI Self-Assessment Criteria	GATI Peer Review Criteria
Letter of Endorsement from Head of Institution	<ul style="list-style-type: none"> • Does the leadership demonstrate deep engagement and commitment to addressing gender equity issues, barriers, challenges and opportunities? • Is there validation and endorsement of the work of GSAT, and its recommendations for specific and relevant actions along dimensions explored? • Is the institution committed to implementation of prioritized short-term and long-term SMART Action Plans as part of the institution’s strategic vision?
1. GATI Self-Assessment Process	<ul style="list-style-type: none"> • Does GSAT demonstrate a good representation of the institutional community, role allocation and fair distribution of work? • Has the workflow been sufficiently well documented to indicate the consultative processes? • Does the executive overview of institutional strengths, weaknesses, opportunities, challenges demonstrate an objective and reliable appraisal of the self-assessment process?
2. Gender Profile of the Institution	
2.1 Overarching Picture of the Institution	<ul style="list-style-type: none"> • Does the overarching picture give a comprehensive idea about the institution and its distinctive character? • Do the strategic plans indicate commitment to enhancing gender equity?
2.2 Organizational and Administrative Structure	
2.3 Data Overview	<ul style="list-style-type: none"> • Has the data been interpreted to identify gender disparities across the pipeline with comparison across STEMM and Non-STEMM disciplines; and within STEMM disciplines? • Are issues of leaky pipeline understood and correlated with the data?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<ul style="list-style-type: none"> • Is there reflection on how to enhance gender equity across the pipeline?
2.4 Data Timeline Trends	<ul style="list-style-type: none"> • Have the data timeline trends been interpreted to identify gender disparities across the pipeline with comparison across STEMM and Non-STEMM disciplines? • Have the data timeline trends been interpreted to identify gender disparities and within STEMM disciplines? • What initiatives has the institution been implementing/ or plans to implement to address intersectionality and enhance gender equity?
2.5 Gender Profile in STEMM Domains	<ul style="list-style-type: none"> • Is there reflection on domain specific differences in enrollment and out-turn and focused actions to address the issue? • Has intersectionality been examined to determine special challenges faced by reserved category students and first-generation entrants in higher education? • Is the data examined to understand how the numbers change up the career ladder; and reasons thereof?
3. Gender Advancement, Career Progression and Leadership	
3.1 Starting the Career: Equal Opportunity	
1. Recruitment	<ul style="list-style-type: none"> • Has the data been examined to determine if eligible talent pool is provided equitable opportunity free from bias? • How does the institution define ‘merit’ while evaluating applications? • Is there an understanding of the need for constituting inclusive committees for recruitment, with sensitization towards obvious-bias? • Are there outreach measures to enhance the number of female applicants and create gender responsive policies for recruitment?
2. Induction	<ul style="list-style-type: none"> • Has the process of induction been examined to determine gender

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<p>differences in uptake of mentoring programmes, allocation and utilization of resources?</p> <ul style="list-style-type: none"> • Has evidence been examined to determine the efficacy of support policies in developing a sense of belonging? • Has evidence been examined to determine how equitable growth opportunities are?
3.2 Professional Development and Progression	
1. Training and Capacity Building	<ul style="list-style-type: none"> • Do capacity building programmes address issues of diversity, inclusion and equity at all levels? • Is there a considered effort to ensure continuous support for capacity building and not limit it to a minimum statutory requirement for promotions? • Have the differences in uptake across gender, disciplines and departments been examined and correlated with career progression?
2. Performance Appraisal and Development Training	<ul style="list-style-type: none"> • Have the policies on appraisal and development training been examined to understand timely, pertinent and unbiased institutional support and value of feedback? • Has evidence been examined to determine level of satisfaction with appraisal and oversight mechanisms? • Is there sufficient evidence to understand gender differences across departments?
3. Progression and Promotion	<ul style="list-style-type: none"> • Has the faculty data on promotions been analyzed to understand differences in gender perception? • Has the faculty data on promotions been analyzed to check how gender responsive the criteria are and if setback/gender gaps arise because of maternity and childcare leave? • Is there an understanding on female underrepresentation in higher posts?
4. Retention/Attrition, Lateral Mobility, Vertical Progression	<ul style="list-style-type: none"> • Are there discernible patterns in gender uptake of opportunities for

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	lateral mobility, and vertical progression and impact thereof? <ul style="list-style-type: none"> • Are reasons for attrition examined and related to gender climate at the departmental and institutional level?
3.3 Progression to Leadership	
1. Gender Profile of Heads of Departments	<ul style="list-style-type: none"> • Has the data been examined to determine if appointments are fair, transparent and inclusive? • Have the experiences of female heads of departments been recorded to determine special challenges they face; and how the institution facilitates successful tenure?
2. Representation on Senior Management and Decision-Making Committees	<ul style="list-style-type: none"> • Have the reasons for gender imbalance in decision-making bodies been examined? • Is there a proactive effort to enhance the female representation in apex committees and decision-making bodies? • Have the experiences of female representatives on apex bodies been recorded to determine special challenges they face; and how the institution facilitates successful tenure?
3. Leadership Capacity Development	<ul style="list-style-type: none"> • Does the institution have a policy on leadership training and succession plans? • Have the experiences of female faculty looking for leadership positions been explored to determine how concerns can be addressed? • Are there gender differences in allocation of administrative and managerial tasks that provide experience of leadership?
4. Gender Policies, Processes, Procedures, Practices	
4.1 Supporting Work-Life Dynamics	
1. Maternity/Adoption/Paternity Leave	<ul style="list-style-type: none"> • Are there formal policies or non-formal practices for extending support and flexible work conditions before, during and after maternity leave?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<ul style="list-style-type: none"> • Is the uptake of paternity leave data examined to promote practice? • Is evidence gathered to determine if female staff perceives maternity leave has impacted their appraisal/ progression?
2. Child Care Leave	<ul style="list-style-type: none"> • Are there formal or non-formal practices for extending support and handling workload issues for those with child care needs? • How effectively are competing demands for child care leave addressed?
3. Caring Responsibilities	<ul style="list-style-type: none"> • Are there formal policies or non-formal practices for extending support and handling workload issues for those with caring responsibilities?
4. Managing Careers, Breaks and Flexibility	<ul style="list-style-type: none"> • Has data been examined at all levels, especially for early career faculty to examine instances of career break? • How encouraging are policies with regard to career opportunities for those returning after a break? • Are there adjustments allowed in eligibility conditions (age, experience, academic criteria) to facilitate female aspirants and faculty?
4.2 Infrastructure and Welfare Support	
1. Family Support Services	<ul style="list-style-type: none"> • How comprehensive is the provision of family support services? • Is there provision for faculty to apply for childcare support during participation in conferences? • What is the perception about the quality of family support services?
2. Gender-sensitive Facilities	<ul style="list-style-type: none"> • What is the perception about the quality of gender sensitive facilities such as hygienic toilets etc. on the campus and their maintenance? • Is the institution perceived as receptive to requests for additional facilities and/or maintenance of standards of existing facilities?
3. Safety and Security	<ul style="list-style-type: none"> • How comprehensive is the safety and security protocol; and how often is the quality of services reviewed?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<ul style="list-style-type: none"> • Are there mechanisms for addressing specific safety and security problems faced by female members of the community? • Is care taken to ensure that freedom of female members is not impacted while providing safety and security?
4.3 Dignity at Work	
1. Addressing Sexual Harassment	<ul style="list-style-type: none"> • How well does the institution address the core issue of ensuring gender sensitization; and creating a safe, secure, inclusive and nurturing environment for all? • Have recorded cases of sexual harassment and action taken been examined for time-bound compliance with statutory policies and functioning of ICC? • How well is the policy on sexual harassment publicized especially in case of hierarchical relationship between students and staff; and how problems are addressed?
2. Anti-Ragging/Anti-Bullying and Disciplinary Processes	<ul style="list-style-type: none"> • How well does the institution address the core issue of ensuring gender sensitization and creating a safe, secure, inclusive and nurturing environment for all? • Has the effectiveness of deterrents, prevention strategies/plans and relationship with organizational culture and gender climate been explored? • Are there clearly laid and well publicized policy statements on anti-ragging/anti-bullying, disciplinary processes and mechanisms for redressal?
4.4 Audits, Reviews and Resources	
1. Gender Dimension in Audits	<ul style="list-style-type: none"> • Does the institution maintain comprehensive gender disaggregated data on access to infrastructure, resources, services, and opportunities?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<ul style="list-style-type: none"> • Is there a periodic review on equity in access to resources?
2. Gender Responsive Budget	<ul style="list-style-type: none"> • How does the institution relate resource allocation with efficacy of the initiatives for gender responsive growth? • What has been the budget allocation for initiatives promoting gender equity? • Are there policies which encourage gender specific allocation of resources?
5. Gender Climate and Organizational Culture	
5.1 Student Support and Curriculum Enrichment	
1. Orientation and Diversity Sensitization	<ul style="list-style-type: none"> • How does the institution evaluate the effectiveness of its orientation programmes for imparting familiarity with the institutional ecosystem and sense of belonging? • Has evidence of both positive and negative student experiences been recorded and analyzed?
2. Gender Issues in Curriculum	<ul style="list-style-type: none"> • How does the institution leverage expertise within the institution to create interdisciplinary perspective on gender issues? • How is the impact of such courses in the curriculum evaluated? • How does the institution gauge if academic knowledge translates into lived experience?
3. Diversity and Student Advancement in Science	<ul style="list-style-type: none"> • How does the institution evaluate the academic needs of diverse student populations, including female students? • Have issues of intersectionality been considered? • How does the institution evaluate the impact of special programmes for advanced learners and slow learners in science and influence on progression?
4. Feedback and Satisfaction Surveys	<ul style="list-style-type: none"> • How does the institution encourage stakeholders to participate in providing structured feedback,

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<p>ensuring confidentiality of responses?</p> <ul style="list-style-type: none"> • How does the feedback influence policy, especially in context of gender?
5.2 Gender Responsiveness	
1. Sensitization Programmes	<ul style="list-style-type: none"> • Is there description of how some sensitization programmes have proven to be more successful than others; and how they can be enlarged in scope? • Is there an understanding of how various programmes can be leveraged to identify barriers, challenges and opportunities?
2. Gender Aspects in Research	<ul style="list-style-type: none"> • Is there documented evidence on how research on gender and integration of gender dimension in research can deepen understanding of gender issues? • How effective are mechanisms for integrating gender dimension in research? • How such research is promoted, encouraged and rewarded?
3. Workload Models for Committee and Extramural Work	<ul style="list-style-type: none"> • How effectively is gender bias observed in the nature of work allocated to female staff and students? • Does the institution demonstrate effective measures to overcome stereotypes in roles and responsibilities across gender?
5.3 Promoting Women in Science	
1. Visibility and Role Models	<ul style="list-style-type: none"> • Is there an evidence-based description of how female, and also male, staff feel about roles given to them at events? • Are issues of intersectionality explored? • Is there a sensitive understanding of challenges female members of the community encounter at all levels in academic and social events?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
2. Awards and Recognition	<ul style="list-style-type: none"> • How broad-based is the institutional understanding of terms such as ‘merit’ and ‘achievement’? • Does evidence suggest bias in recognizing and rewarding the contribution of staff by gender?
5.4 Promoting Science Outreach	
1. Outreach and Engagement Activities	<ul style="list-style-type: none"> • Is there institutional commitment to promoting science at various levels and using this to attract talent towards formal study of science? • How is the impact of outreach activities evaluated, especially for female stakeholders?
5.5 Assessing Gender Climate and Organizational Culture	<ul style="list-style-type: none"> • Is there a nuanced understanding of how gender climate and organizational culture impacts performance of individuals? • Have the results of the GATI Gender Climate and Organizational Culture survey been shared in a fair and transparent manner? • How insightfully have the challenges, barriers and opportunities been correlated with the findings of the survey?
6. Institutional Values, Best Practices and Case Studies	
1. Institutional Values	<ul style="list-style-type: none"> • Does the narrative convey clearly how the institution upholds the universal values of diversity, inclusion and equity in letter and spirit?
2. Institutional Best Practices	<ul style="list-style-type: none"> • Do the best practices narrated provide an exemplary glimpse into the functioning of the institution? • Do the best practices described have the potential for being scaled up and adopted by other institutions?
3. Case Studies	<ul style="list-style-type: none"> • Do the case studies narrated provide an exemplary glimpse into how individual community members are empowered to overcome barriers, challenges, inequities and leverage opportunities?

GATI Self-Assessment Criteria	GATI Peer Review Criteria
	<ul style="list-style-type: none"> Do the case studies described have the potential to inspire others?
<p>7. Institutional Strategy for Gender Advancement</p>	
<p>1. Prioritized Short-term SMART Action Plans</p> <p>More detail might be needed here, e.g. is the rationale for action evidence based, are there clear start and end dates for the actions spread across the validity of the award, is there clear responsibility and accountability for each action?</p>	<ul style="list-style-type: none"> Is the rationale for suggested Short-Term SMART Action Plans sufficiently evidence-based? Are these plans designed to address barriers, challenges and gender inequities as unraveled in the self-assessment process? Are they specific, measurable, achievable, relevant and time bound with clear start and end dates? Is responsibility and accountability clearly assigned? Does the institution lay a clear roadmap and allocate adequate resources for implementation of action plans over the stipulated short-term of 18-months?
<p>2. Prioritized Long-term SMART Action Plans</p>	<ul style="list-style-type: none"> Is the rationale for suggested Short-Term SMART Action Plans sufficiently evidence-based? Are these plans designed to address barriers, challenges and gender inequities as unraveled in the self-assessment process? Are they specific, measurable, achievable, relevant and time bound with clear start and end dates? Is responsibility and accountability clearly assigned? Does the institution lay a clear roadmap and allocate adequate resources for implementation of action plans over the stipulated short-term of 18-months?

10. GATI Assessment and Accreditation

The Pilot Institutions will be awarded GATI Accreditation on successful completion of the Self-Assessment process. This will be based on the recommendations of the Peer Review Team after rigorous evaluation of the Self-Assessment Application in accordance with the Peer Review Criteria.

The Peer Review Teams will be carefully constituted drawing from experts familiar with the process of assessment and accreditation in the higher education sector. Some members will also be drawn from amongst the senior faculty in the pilot institutions. Training programmes will be carefully developed to ensure that the chairperson and members of the Peer Review team understand the nuances in the peer review criteria; accreditation is objective, unbiased, fair, transparent and free from any conflict of interest.

The outcome of Peer Review would be a binary: either the institution is successful or not successful. In each case, a detailed feedback on each criteria will be provided to the institution to enable it to gauge where it stands when viewed through a gender lens, what its strengths and weaknesses are, how best it can move forward to improve gender equity on the manifold.

The GATI Accreditation will be in the form of a certification or an award. It will recognize successful engagement with all facets of the GATI pilot as reflected through the Self-Assessment Application. This would entail a comprehensive appraisal of the prevalent policies, processes, procedure, practices, programmes and plans and their impact on the gender climate of the institution.

The accreditation will acknowledge how well the institution has been able to use insight gleaned from gender disaggregated quantitative data and qualitative evidence to understand the barriers, challenges and opportunities for advancement of gender equity.

The accreditation will evaluate how these understandings have translated into development of specific and relevant action plans for each criteria dimension; and further how these have been tied together to create prioritized SMART Action Plans that can be implemented in the short-term and the long-term.

The accreditation will provide the institution a ladder to move up the gender equity journey as it would be expected to integrate the SMART Action Plans within its strategic plans and begin implementation. It would also catapult the successful Pilot institutions to the role of mentors as in the next phase, GATI is scaled up and launched nation-wide.

Acronyms

AISHE	All India Survey on Higher Education
AQAR	Annual Quality Assurance Report
Athena SWAN	Athena Scientific Women's Academic Network
CCL	Child Care Leave
CCTV	Close Circuit Television
DST	Department of Science and Technology
EoI	Expression of Interest
EWS	Economically Weaker Sections
GATI	Gender Advancement for Transforming Institutions
GEIF	Gender Equity Indicator Framework
GSAT	GATI Self-Assessment Team
HEI	Higher Education Institution
ICC	Internal Complaints Committee
ICT	Information and Communications Technology
IQAC	Internal Quality Assurance Cell
IQAR	Internal Quality Assurance Report
LEAP	Leadership Development Training Programme
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NIRF	National Institutional Ranking Framework
OBC	Other Backward Castes
PG	Post Graduate
PI	Principal Investigator
PMMMNMTT	Pandit Madan Mohan Malviya National Mission on Teachers and Teaching
POSH	Prevention of Sexual Harassment
PwD	Persons with Disability
SAGE	Science in Australia Gender Equity
SC	Scheduled Castes
SEA Change	STEM Equity Achievement Change
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
ST	Scheduled Tribes
STEMM	Science, Technology, Engineering, Medicine and Mathematics
SWOC	Strength Weakness Opportunities Challenges
UG	Under Graduate
UGC	University Grants Commission
WDC	Women Development Centre/Cell

Glossary

Accreditation	Certification of quality that is valid for a fixed period.
Advanced Learners	Students who perform much better than the class averages.
Assessment	Performance evaluation of an institution or its units based on certain established criteria.
Assessors	Trained academics or experts who represent GATI on peer teams.
Audit	An independent, objective quality assurance activity designed to add value and improve an institutional functioning. It facilitates accomplishing objectives through a systematic approach.
Benchmarks	A reference point that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against standardized indicators.
Beneficiaries	The individuals, groups, or organizations, whether targeted or not, that benefit directly or indirectly, from the intervention.
Bibliometrics	A statistical analysis of written publications, such as books or articles.
Bridge Course	A teaching module which helps to close the gap between two levels of competence.
Counselling	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Data	Quantitative and qualitative information or facts that are collected and analyzed.
Effectiveness/Efficacy	The extent to which a program/intervention has achieved its objectives/expected results.
Evaluation	Analyzing scientifically collected data/ information about an intervention/programme/ and their outcomes that determine the merit or worth of the program/intervention.
Experiential Learning	A process of learning through experience and is more specifically defined as "learning through reflection on doing".
Faculty Development Programmes	Programmes aimed at updating the knowledge and pedagogical skills of faculty.
Feedback	Formative and evaluative comments given by the institutional community on various parameters.
Gender	A social and cultural construct through which attributes of men and women, boys and girls are distinguished and roles and responsibilities are assigned in the society. It is a learned behaviour instilled through socialization.

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.
Gender Equality	Gender equality entails the idea that all human beings across the gender spectrum are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. It means that the different behaviour, aspirations and needs of people across the gender spectrum are considered, valued and favoured equally.
Gender Equity	Recognizes that categories across the gender spectrum have different needs and historical and social disadvantages that hinder them from otherwise operating on a level playing field. It recognizes that to achieve gender equality, some people may need more or different support or opportunities than others to achieve the same outcomes. Thus, efforts to create gender equity contribute to gender equality.
Gender Mainstreaming	A strategy to accelerate progress on rights of women in relation to those of men.
Gender Responsive	Giving due consideration to differences between genders and the differentiated needs, advantages and disadvantages arising out of it.
Grievance Redressal	Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by institutional stakeholders on the institutional provisions promised and perceived.
ICT	Information and Communication Technology consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impact	Long-term, cumulative effect of programmes/interventions.
Inclusion	Inclusiveness in educational/research institutions refers to the institutional experiences and practices with reference to gender, ethnicity, social class and differently abled.
Indicator	Quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to an intervention.
Infrastructure	Physical facilities like building, play fields, hostels etc. which help run an institutional programme.
Institutional Distinctiveness	Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location.

Interdisciplinary	An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Intersectionality	It is the idea that different aspects of one's identity (age, race, sex, gender, sexual orientation, ability/disability, ethnicity, class, socioeconomic status, etc.) are interconnected. One aspect of identity has impact on the other aspects such that the advantages or disadvantages may be magnified in impact.
Intervention	Specific activity or set of activities intended to bring about change in some aspect(s) of the status quo.
Monitoring	Routine tracking and reporting of priority information about a programme / project, its inputs and intended outputs, outcomes and impacts.
Outcome	Short-term and medium-term effect of an intervention's outputs, such as change in knowledge, attitudes, beliefs, behaviors.
Slow Learners	Students who perform much below the class averages.
Stakeholder	Person, group, or entity who has a direct or indirect role and interest in the goals or objectives and implementation of a program/intervention and/or its evaluation.
Strategic Plan	A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Support	Facilitating mechanism for access to information and guidance regarding resources and student welfare measures to give necessary learning support to the students.



Appendix A.1
GATI Self-Assessment Application Data Templates



Appendix A.1 Illustrative Data Templates

Note: These templates will also be provided in Excel Format wherein additional data columns for calculating percentages etc. can be easily added. Institutions may also add columns for any other information they wish to seek.

2.3 Data Overview

2.3.1 List of Departments/Centres/Units with broad research thrust areas/specializations in STEMM Domains

Reporting Year: 2020-2021. Name of Department/Centre/Unit as per nomenclature used by the Institution. Add rows as required.

Data Template 2.3.1 (A) STEMM Domains		
S.No.	Name of Department/Centre/Unit	Broad Research Thrust Area/Specialization

Data Template 2.3.1 (B) Non-STEMM Domains		
S.No.	Name of Department/Centre/Unit	Broad Research Thrust Area/Specialization

2.3.2 Academic and research staff sanctioned, recruited, to be recruited

Reporting Year: 2020-2021. Designation/Post titles as per nomenclature used by the Institution. Add rows as required.

Data Template 2.3.2 (A) STEMM Domains											
S.No.	Post Title/ Designation	Sanctioned by MoE/UGC/State Govt/ Affiliating Agency (CSIR/DST/DBT/ICMR/ICAR etc)					Sanctioned by Management/Authorized Body				
		Sanctioned		To be Recruited			Sanctioned	Recruited			To be Recruited
		F	M	T	F	M		T			

Data Template 2.3.4 (B) Non-STEMM Domains																								
S.No	Degree Title	Duration (Years)	Sanctioned/ Approved Seats	Total Number of Students Admitted												Total Number of Students from						Total Out-turn		
				Unreserved (UR)			Socially Challenged (SC+ST+OBC)			Economically backward (EWS)			Total			Within State		Outside State		Outside the Country				
				F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

2.3.5 Ph.D. students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency
Reporting Year: 2020-2021. Add rows as required.

Data Template 2.3.5 (A): STEMM Domains																				
S.No.	Faculty Cluster	Number of Applicants			Number Enrolled/ Pursuing						Number of External Agencies providing Fellowships	Number of Beneficiaries of Fellowships provided by						Out-turn		
					Full-time			Part-time				External Agencies			Institution					
		F	M	T	F	M	T	F	M	T		F	M	T	F	M	T	F	M	T

Data Template 2.3.5 (B): Non-STEMM Domains																				
S.No.	Faculty Cluster	Number of Applicants			Number Enrolled/ Pursuing						Number of External Agencies providing Fellowships	Number of Beneficiaries of Fellowships provided by						Out-turn		
					Full-time			Part-time				External Agencies			Institution					
		F	M	T	F	M	T	F	M	T		F	M	T	F	M	T	F	M	T

2.3.6 Early Career Fellows hosted by the institution; overview of fellowships awarded and sponsoring agency

Reporting Year: 2020-2021. Add rows as required.

Data Template 2.3.6 (A): STEMM Domains																										
S.No.	Faculty Cluster	Post-doctoral Fellows						Research Associates						Early Career Fellows/Faculty						Number of External Agencies Providing Fellowship	Number of Beneficiaries of Fellowship Provided by					
		Applicants			Hosted			Applicants			Hosted			Applicants			Hosted				External Agency			Institutional Grants		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T		F	M	T	F	M	T

Data Template 2.3.6 (B): Non-STEMM Domains																										
S.No.	Faculty Cluster	Post-doctoral Fellows						Research Associates						Early Career Fellows/Faculty						Number of External Agencies Providing Fellowship	Number of Beneficiaries of Fellowship Provided by					
		Applicants			Hosted			Applicants			Hosted			Applicants			Hosted				External Agency			Institutional Grants		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T		F	M	T	F	M	T

2.4 Data Timeline Trends

Reporting Period: Last five academic years (2020-21, 2019-2020, 2018-2019, 2017-2018, 2016-2017). Overall numbers. As per nomenclature used by the institution. Add rows as needed.

2.4.1 Academic and Research Staff by designation, grade and level

Reporting Period: Last five academic years. As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.1 (A): STEMM Domains																			
S.No.	Faculty Cluster	Designation	Grade	Level	Academic Year														
					2020-2021			2020-2019			2019-2018			2018-2017			2017-2016		
					F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

Data Template 2.4.1 (B): Non-STEMM Domains																			
S.No.	Faculty Cluster	Designation	Grade	Level	Academic Year														
					2020-2021			2020-2019			2019-2018			2018-2017			2017-2016		
					F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

2.4.2 Post-doctoral Fellows, Research Associates, Early Career Fellows/Faculty

Reporting Period: Last five academic years. As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.2 (A): STEMM Domains																		
S.No.	Faculty Cluster	Designation	Academic Year															
			2020-2021			2020-2019			2019-2018			2018-2017			2017-2016			
			F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	

2.5 Gender Profile in STEMM Disciplines

Reporting Period: Academic Year 2020-2021. As per nomenclature used by the institution. Add rows as needed.

2.5.1 Undergraduate and Postgraduate Programmes

Reporting Period: Academic Year 2020-2021. Add rows as required.

Data Template 2.5.1: List of Full-time Degree Programmes with duration, number of applications, actual admissions/enrollment, degree attainment/out-turn (within stipulated time)														
S.No.	Title of Degree Programme	Duration (Years)	No. of Applications Received			No. of Students Admitted/ Enrolled			No. of final year students			Out-turn		
			F	M	T	F	M	T	F	M	T	F	M	T

2.5.2 Ph.D. Degree Programme

Reporting Period: Academic Year 2020-2021. Add rows as required.

Data Template 2.5.2: Department-wise list of Ph.D. students pursuing Doctoral Programme with number of applications, actual registration, degree attainment/out-turn																
S.No.	Department	Number of Applications			Number Registered			Number Enrolled & Pursuing						Out-turn		
								Full-time			Part-time					
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

2.5.3 Early Career Researchers

Reporting Period: Academic Year 2020-2021. Add rows as required.

Data Template 2.5.3: Details of Post-docs, Research Associates/Assistants, Early Career Fellows/Faculty																	
S.No.	Dept	Name	Designation	Gender	Age	Highest Qual	Title of Fellowship	Sponsoring Agency	Name of Institute's Faculty Associate	Total Post PhD Experience before joining Institution	Name of Institution associated with before joining	If Associated Last Year (Y/N)	If Currently Associated (Y/N)	Joining Date	Tenure up to/ If left, Leaving Date	If Left, reason thereof	

Note:

Reasons for leaving: Absorbed in regular post within institution, Accepted regular post in another institution, Accepted Post-Doc in another institution, Personal Reasons, Reason not known

2.5.4 Academic and Research Staff

Reporting Period: Academic Year 2020-2021. Add rows as required.

Data Template 2.5.4 (A): Details of Academic and Research Staff																						
S.No.	Dept	Name	Designation	Highest Qual	Gender	Age (Y)	Experience (Months)	Total Research Grants (As PI/co-PI)	Research Guidance (No. of PhDs awarded)			Research Guidance (No. of PhDs ongoing)			If Associated Last Year (Y/N)	If Currently Associated (Y/N)	Joining Date	Association Type (Regular/ Ad hoc/ Contractual)	If left, Leaving Date	If Left, reason thereof		
									F	M	T	F	M	T								

Note:

Reasons for leaving: Absorbed in regular post within institution, Accepted regular post in another institution, No Workload requirement, Personal Reasons, Reason not known

Data Template 2.5.4 (B): Details of Sponsored Research Projects being undertaken by Academic and Research Staff as PI/Co-PI <i>Reporting Period: Last five financial years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). Include Project sanctioned (completed/ongoing)</i>										
S.No.	Department	Total Number of Funding Agencies	Total Number of Sponsored Projects Awarded	Total Number of Projects with Male only PI/Co-PI	Total Number of Projects including Male and Female PI/Co-PI	Total Number of Projects with only Female PI/Co-PI	Total Amount Sanctioned	Total Amount Sanctioned to Projects with only Male PI/Co-PI	Total Amount Sanctioned to Projects with Male and Female PI/Co-PI	Total amount sanctioned to only Female PI/Co-PIs

2.5.5 Technical and Professional Support Staff

Reporting Period: Academic Year 2020-2021. Add rows as required.

Data Template 2.5.5: Details of Technical and Professional Support Staff													
S.No	Department	Name	Designation	Highest Qual	Gender	Age (Years)	Experience (Months)	If Associated Last Year (Yes/No)	If Currently Associated (Yes/No)	Joining Date	Leaving Date	Association type (Regular/ Ad hoc/ Contractual)	If left, reasons for leaving

3. Gender Advancement, Career Progression and Leadership

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). As per nomenclature for entry level posts.
Add rows as required.

3.1 Starting the Career: Equal Opportunity

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). As per nomenclature for entry level posts.
Add rows as required.

3.1.1 Recruitment

Sample Group: New faculty in STEMM departments appointed over last five academic years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21)

Data Template 3.1.1: Recruitment at entry level: Assistant Professor /Scientist at entry level																									
S.No.	Adv Date	If Rolling Ad	Department Recruiting	Number of Posts Advertised*	Number of Applications Received*			Number of Candidates invited for Department Seminar/ Interaction* (as per norm)			Number of Candidates Shortlisted for Selection Interview*			Number of Candidates made offer after process of selection*			Number of candidates who joined*			No. of spousal applications received, if any	If any or both of Spousal candidates selected			Adv Details/ Upload	
					F	M	T	F	M	T	F	M	T	F	M	T	F	M	T		F	M	B		

*Note:

Explore intersectionality by categorizing posts if tagged as Unreserved (UR) or Reserved (SC/ST/OBC/EWS/PwD) in addition to looking at gender of applicants, shortlisted, interviewed and selected candidates.

Data Template 3.2.4 (C): Faculty on regular posts leaving the Institution											
S.No.	Department	Name	Post Designation	Grade	Level	Gender	Age (Years)	Total Experience (Years)	Date of Leaving	Reasons for leaving*	If Exit Interview held

*Note: Reasons for leaving: Absorbed in regular post within institution, Accepted regular post in another institution, No Workload requirement, Personal Reasons, Reason not known

3.3 Progression to Leadership

Reporting Period: Academic Year 2020-2021. Clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers. As per nomenclature used by the institution. Add rows as needed.

3.3.1 Gender Profile of Heads of Departments

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). As per nomenclature for post. Add rows as required.

Data Template 3.3.1 (A): Gender Profile of Heads of Departments in STEMM Departments										
S.No.	Department	Name of Head of Department	Designation	Grade	Level	Gender	If first such appointment	Period of Appointment		Process of Appointment (by rotation, seniority, nomination, merit criteria, expertise, other)
								From	To	

Data Template 3.3.1 (B): Gender Profile of Heads of Departments in Non-STEMM Departments										
S.No.	Department	Name of Head of Department	Designation	Grade	Level	Gender	If first such appointment	Period of Appointment		Process of Appointment (by rotation, seniority, nomination, merit criteria, expertise, other)
								From	To	

3.3.2 Representation on Senior Management and Decision-making Committees

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). As per nomenclature for post. Add rows as required.

Data Template 3.3.2: Representation on Senior Management and Decision-making Committees (from both STEMM and Non-STEMM Departments)														
S.No.	Title of decision-making committee statutory body	Total Number of Members			Details of Female Members									
					Name	Department	Designation	Years of Experience	Role	Gender	If first such appointment	Period of Appointment		Process of Appointment (by rotation, seniority, nomination, merit criteria, expertise, other)
		F	M	T								From	To	

3.3.3 Leadership Capacity Building

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). As per nomenclature for post. Add rows as required.

Data Template 3.3.3: Leadership Capacity Building (participation from both STEMM and Non-STEMM Domains)													
S.No.	Title of Programme	Name of organizing unit/agency	Sponsoring Agency	Period	Duration (Days)	Number of participants			Details of Female participants (Name, Department, Designation, Experience)				Process of participation *
									Name	Department	Designation	Experience (Y)	
						F	M	T					

*Note:

Institutional Nomination, Self-nomination, Application-based selection

5. Gender Climate and Organizational Culture

Reporting Period: Academic Year 2020-2021. As per nomenclature used by the institution. Add rows as needed.

5.1 Student Support and Curriculum Enrichment

Reporting Period: Academic Year 2020-2021. As per nomenclature used by the institution. Add rows as needed.

5.1.1 Orientation and Diversity Sensitization

Reporting Period: 2020-2021. As per nomenclature used by the institution. Add rows as required.

Data Template 5.1.1: Orientation Programmes for the new entrants at various levels													
S.No.	Title of Student Orientation Programme for fresh entrants	Organizing Unit	Nature of Event*	Level of students (UG/PG)	Duration From, To		Organizing Committee Members			Number of Participants			Upload Report
					From	To	F	M	T	F	M	T	

*Note

Course/Seminar/Panel Discussion/ Workshop/ Conference/ Field Activity/Other

5.1.2 Gender and Diversity Issues in Curriculum

Reporting Period: 2020-2021. As per nomenclature used by the institution. Add rows as required.

Data Template 5.1.2: Courses addressing cross-cutting issues relevant to gender, human values and professional ethics in the curriculum																		
S.No.	Title of Course	Organizing Unit	Nature of Course		Level of students (UG/PG)	Period		Duration (Days)	Applications Received			Students Enrolled			Student Out-turn (completing course)			Course Feedback Report
			Credit	Non-Credit		From	To		F	M	T	F	M	T	F	M	T	

5.1.3 Diversity and Student Advancement in Science

Reporting Period: 2020-2021. As per nomenclature used by the institution. Add rows as required.

Data Template 5.1.3: Special Programmes for Advanced Learners and Remedial/Bridge Courses for Slow Learners																		
S.No.	Title of Course	Organizing Unit	Nature of Course		Level of students (UG/PG)	Period		Duration (Days)	Applications Received			Students Enrolled			Student Out-turn (completing course)			Course Feedback Report
			Credit	Non-Credit		From	To		F	M	T	F	M	T	F	M	T	

5.2 Gender Responsiveness

Reporting Period: Academic Year 2020-2021. Clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers. As per nomenclature used by the institution. Add rows as needed.

5.2.1 Sensitization Programmes

Reporting Period: 2020-2021. As per nomenclature used by the institution. Add rows as required.

Data Template 5.2.1 (A): Programmes Organized by relevant societies, clubs, groups, units engaged in Gender Sensitization																	
S.No.	Programme Title	Organizing Unit/Agency	Nature of Event*	Format Online/ In-person	Target Audience/ Group	If open to other Institutions (Y/N)	Period From, To			Duration (Days)	Organizing Committee			Number of Participants			Event Feedback Report
							F	M	T		F	M	T	F	M	T	

*Note:

Nature of Event: Seminar/Panel Discussion/ Workshop/ Conference/ Field Activity/ Course/ Other

Data Template 5.2.1 (B): Gender Sensitization Programmes organized under GATI Pilot																
S.No.	Programme Title	Organizing Unit/Agency	Nature of Event*	Format Online/ In-person	Target Audience/ Group	If open to other Institutions (Y/N)	Period From, To		Duration (Days)	Organizing Committee			Number of Participants			Event Feedback Report
							From	To		F	M	T	F	M	T	

*Note:

Nature of Event: Seminar/Panel Discussion/ Workshop/ Conference/ Field Activity/ Course/ Other

5.3 Promoting Women in Science

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). Add rows as required.

5.3.1 Visibility and Role Models

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). Add rows as required.

Data Template 5.3.1: Gender Representation on Academic and Extramural Events																
S.No.	Programme Title	Organizing Unit/Agency	Nature of Event*	Format Online/ In-person	Target Audience/ Group	If open to other Institutions (Y/N)	Period		Organizing Committee	Gender profile of Chairperson/ Speaker/ Panellist			Number of Participants			Event Feedback Report
							From	To		F	M	T	F	M	T	

*Note:

Nature of Event: Seminar/Panel Discussion/ Workshop/ Conference/ Field Activity/ Short-duration Course/ Other activity

5.3.2 Awards and Recognition

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). Add rows as required.

Data Template 5.3.2 (A): Awards and Recognition received by female academic and research staff									
S.No.	Name	Department	Designation	Name of the Award	Name of the Central government agency/international agencies from where award has been received	If Award is set up by the Institution	Process of Selection	Year of receiving award	Is it Fellowship? (Yes/No)

Data Template 5.3.2 (B): Awards and Recognition received by female Ph.D. students, Post-docs, Research Associates and Early Career Researcher/Faculty									
S.No.	Name	Department	Designation (PDF/RA...)	Name of the Award	Name of the Central government agency/international agencies from where award has been received	If Award is set up by the Institution	Process of Selection	Year of receiving award	Is it Fellowship? (Yes/No)

Data Template 5.3.2 (C): Awards and Recognition received by Undergraduate and Postgraduate Students/Teams												
S.No.	Name of student/Team	Department	Gender	Members of Team			Name of the Award	Name of the Central government agency/international agencies from where award has been received	If Award is set up by the Institution	Process of Selection	Year of receiving award	Is it Fellowship? (Yes/No)
				F	M	T						

5.4 Promoting Science Outreach

Reporting Period: Academic Year 2020-2021. Clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers.

5.4.1 Science Outreach Events

Reporting Period: Last five Academic Years (2016-17, 2017-18, 2018-19, 2019-20, 2020-21). Add rows as required.

Data Template 5.4.1: Science Outreach Events															
S.No.	Programme Title	Organizing Unit	Nature of Event*	Sponsoring Agency	Target Population	Format of the Event Online /In-Person	Duration From, To		Organizing Committee			Number of Participants			Feedback Report of Event
							From	To	F	M	T	F	M	T	

*Note:

Nature of Event: Seminar/Panel Discussion/ Workshop/ Conference/ Field Activity/ Course/ Other

7. Institutional Strategy for Gender Advancement

7.1 Prioritized Short-Term SMART Action Plans

Add rows for Action Plans 2-5

Priority	Action Process Step	Details
1.	Title of Action Plan/Objective:	
	1.1 Reference to Specific and Relevant Action Plans included under each Sub-Criteria:	
	1.2 Rationale for action (underpinning evidence that prompted action):	
	1.3 Key milestones and expected output:	
	1.4 Timeline for implementation:	
	1.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	1.6 Resources allocated:	
	1.7 Metrics to monitor & measure success/outcome:	

7.2 Prioritized Long-Term SMART Action Plans

Add rows for Action Plans 2-5.

Priority	Action Process Step	Details
1.	Title of Action Plan/Objective:	
	1.1 Reference to Action Plans included under Self-Assessment Application Criteria:	
	1.2 Rationale for action (underpinning evidence that prompted action):	
	1.3 Key milestones and expected output:	
	1.4 Timeline for implementation:	
	1.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	1.6 Resources allocated:	
	1.7 Metrics to monitor & measure success/outcome:	

