Gender and Diversity Audit Report

Of

Pondicherry University

Gender Audit Committee

May 2024

Acknowledgement

The Gender and Diversity Audit Committee of Pondicherry University would like to express its sincere gratitude to all those who contributed to the successful completion of this comprehensive audit report. We extend our heartfelt appreciation to Prof. K. Tharanikkarasu, Vice-Chancellor (i/c) and Dr. Rajneesh Bhutani, Registrar (i/c) for their unwavering support and commitment to this step towards fostering a more inclusive and gender-responsive campus environment at Pondicherry University. We are deeply grateful to the Deans, Heads of Departments, and administrative staff for their cooperation and assistance in providing the necessary data and information required for the audit. We would also like to acknowledge the dedicated efforts of the Internal Quality Assurance Cell (IQAC) in compiling and providing the relevant data and records for the audit. A special thanks to all the faculty members, non-teaching staff, and students who actively participated in the surveys and interviews, sharing their valuable experiences, perceptions, and suggestions. Your inputs have been instrumental in shaping the findings and recommendations of this report.

Finally, we extend our gratitude to the Gender Audit Committee volunteers for their tireless efforts in conducting interviews, collecting data, and analyzing the findings. Your commitment and hard work have been crucial in bringing this audit to fruition. This report stands as a testament to the collective efforts and contributions of the entire Pondicherry University community. We hope that it serves as a catalyst for further progress towards achieving gender equality and inclusivity on campus in letter and spirit.

Dr. Chinchu C.   **Dr. C. Aruna**

Member Secretary   Chairperson

Gender Audit Committee

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Executive Summary

Overview of the Audit

Gender and diversity audits are crucial tools in higher education institutions to ensure inclusivity, equity, and quality assurance. With increasing enrolment ratios and diversity, such an exercise is even more important in India. This comprehensive audit at Pondicherry University was driven by the recognition of the increasing enrolment of women and non-binary individuals in higher education, coupled with the imperative to foster an inclusive and equitable campus environment. The audit was designed to assess the current state of gender and diversity mainstreaming within the university as part of the futuristic development plans aligned with the Sustainable Development Goals. The audit involved a participatory approach, engaging with key stakeholders including students, faculty, and staff through surveys and interviews. The audit was guided by globally accepted frameworks and models for gender audits, ensuring a comprehensive and structured approach. The audit aligned with global frameworks such as the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality), emphasizing Pondicherry University's commitment to aligning its practices with international benchmarks of educational excellence and gender equity.

Key findings from the audit underscored various challenges and opportunities across multiple dimensions. It revealed that while there has been commendable progress in certain areas such as gender balance among students, disparities persist, particularly in the representation of women among faculty and non-teaching staff. The audit also highlighted critical gaps in infrastructure, policies, and support mechanisms essential for promoting inclusivity and addressing the diverse needs of the university community.

Infrastructure satisfaction varies, with students expressing less contentment compared to faculty and staff. Academic practices generally support equal opportunities, though challenges like gender-specific facility improvements and inclusivity in extracurricular activities persist. Insights from sanitation workers and security personnel underscore additional hurdles, particularly regarding transportation and

facilities.

The needs identified include enhancing awareness and implementation of gender sensitization programmes, strengthening the existing support services such as grievance redressal mechanisms and healthcare facilities, and advancing policies that promote diversity and inclusivity in decision-making bodies.

The report reveals a comprehensive effort to assess and enhance inclusivity across various facets of the University's functioning. It highlights significant strides in gender equality and diversity inclusion, underscored by initiatives targeting disability, ethnicity, and other diverse backgrounds. However, awareness gaps among stakeholders, particularly students, indicate a need for better communication about these efforts.

Overall, this audit provides a foundational assessment and an important step towards fostering a more inclusive and gender-responsive campus environment at the University.

Key Findings

The audit identified several key findings:

- The university has established some best practices aligning with the ideals of gender and diversity inclusion.

- Female students make up 49% of the total student population, which is in line with national statistics (AISHE 2020-2021). However, female representation among faculty (32.2%) and non-teaching staff (23%) is below the national average. Notably, at the Assistant Professor level, females represent 39%, indicating a promising trend.

- Awareness about the Internal Committee (IC) was higher among faculty (86%) compared to non-teaching staff and students/research scholars. There is a gap in students' awareness about the procedures for approaching the IC, which needs to be addressed.

- The university has organized several gender sensitization and empowerment programs, including career awareness for underprivileged girls, awareness of the Prevention of Sexual Harassment (POSH) Act, and health and fitness initiatives. These efforts align with SDG 5 (Gender Equality).

- The university has established various grievance redressal mechanisms, including the Students Grievance Redressal Committee, Women's Cell, Sexual Harassment Prevention Committee etc. and a panel of mental health professionals aimed at creating a supportive and inclusive environment.

- Female respondents expressed dissatisfaction with lighting, security, healthcare, and transportation, with half of the female faculty noting a need for improved lighting facilities.

- The existence of a perceived "glass ceiling" for women's career progression, is recognized by both male and faculty expressing a need for representation of women in decision making bodies.

- There is a gender disparity in how comfortable respondents feel in balancing work or studies with their personal lives. More women than men reported discomfort in managing these areas, highlighting broader societal issues related to the division of labour.

- Findings also highlighted the challenges for persons with disabilities, indicating a pressing need for improved infrastructure and access, particularly in transportation facilities, which are increasingly demanded by female students, alongside the requirement for enhanced roads used by persons with disabilities.

- The majority of respondents reported no instances of violence (82.5%) or bullying (87.4%) based on gender. However, among those who reported instances of violence, most were female students, highlighting the need for targeted interventions.

- The university has launched several initiatives to improve inclusivity, such as the 'PU-Freedom Walls' for student expression, an e-vehicle prioritizing persons with disabilities and women, and free counselling services for students. These efforts signify progress towards creating a more inclusive campus environment.

- Several departments of the University actively support students belonging to transgender and queer communities through inclusive education initiatives, research, academic development, community engagement, and advocacy efforts.

- Women faculty members emphasized the need for additional discipline oriented training and

leadership training, along with increased gender sensitization programmes.

- Women sanitation workers, many of whom are single parents, face challenges balancing their needs with inadequate pay, lack of transportation facilities leading to long commutes, and insufficient sanitation facilities, including restrooms and rest areas.

- Women security personnel face similar challenges, including a lack of transportation for night shifts and no designated restrooms, which hinders menstrual health management.

Introduction

Background

Gender and diversity audits have become a crucial tool in higher education institutions to ensure inclusivity, equity, and quality assurance. The increasing enrollment of women and non-binary individuals in higher education, along with the growing recognition of intersectionality and social difference, underscores the need for such initiatives. These audits assess and check the institutionalization of gender equality and diversity in policies, programs, and practices, thereby fostering a more inclusive and gender-responsive campus environment.

Gender and diversity audits are also relevant to the Sustainable Development Goals (SDGs). Specifically, they align with SDG 4 (Quality Education), which emphasizes the importance of inclusive and equitable education and SDG 5 (Gender Equality) which aims to achieve gender equality and empower all women and girls. Conducting a gender and diversity audit will help ensure that an institution's policies and practices are aligned with these goals, promoting gender equality and inclusivity in quality education.

In the context of Pondicherry University, the need for a gender and diversity audit is particularly pressing. With a significant proportion of women stakeholders and a thriving diversity landscape, ensuring that the university's policies and practices are inclusive and responsive to their needs is essential. The gender and diversity audit is expected to help identify gaps and challenges in gender and diversity mainstreaming, providing actionable recommendations to promote gender equality and inclusivity in the University's journey towards excellence in the learning process and other core values.

About Pondicherry University

Pondicherry University is a premier central university located in the Union Territory of Puducherry, India. Established in 1985, the university has grown to become a leading institution of higher education with 50 academic departments/centres across 15 schools, known for its commitment to

academic excellence, research, and community engagement. The departments provide a total of 117 programmes, ranging from diplomas/certificates to PhD degrees. The University also has 116 affiliated institutions, including medical, allied health, engineering, law, education, and arts and science colleges offering a total of 253 academic programmes.

The university's mission involves deploying globally competent resources in terms of people, infrastructure, and partners through the development of trained human resources who will serve as agents of value-based societal transformation in various spheres of life enriched with technology-assisted education, research, training, and cultural integration. The University's vision is to serve as an enabler of societal transformation through state-of-the-art higher education and research that match global benchmarks by providing access, resources, and opportunities. The university aims to become an institution of global eminence, adapting to the ever-changing needs of society and industries. The university's core values include promoting excellence in the learning process, expanding the horizon of knowledge through creative research, maintaining high ethical standards in teaching, research, and administration, catering to diverse needs of multi-cultural and multi-linguist strata of society, and providing a good academic ambience in pursuit of excellence in education.

In recent times, Pondicherry University has made commendable strides in measures of quality of education and research and sustainability such as the Times Higher Education Impact Ranking, Indian Institutional Ranking Framework (IIRF), and the QS Sustainability Ranking, indicating palpable progress in achieving the mission and vision while preserving the core values.

Objectives of the Audit

The primary objective of the Gender and Diversity Audit at Pondicherry University was to assess the current state of gender and diversity mainstreaming to identify existing gaps and challenges and develop actionable recommendations to foster a more inclusive and gender-responsive campus environment. Being the first exercise in this direction, this audit will also serve as the baseline for further gender and diversity audits to be taken up.

Specifically, the audit aimed to:

1. Assess the current status of gender and diversity mainstreaming at Pondicherry University. This involves evaluating the university's policies, programs, and practices to understand how gender equality and diversity are institutionalized across different domains.

2. Identify the gaps and challenges in gender and diversity mainstreaming. The audit examines areas such as grievance redressal mechanisms, sensitization, infrastructure, accessibility, and composition of the academic staff, non-teaching staff, and student body to understand the status, disparities and barriers to inclusion.

3. Understand the key stakeholders' gender-related and diversity-informed experiences. This involves engaging with faculty, staff, and students through interviews and surveys to gain insights into their perceptions, needs, and expectations regarding gender and diversity.

4. Suggest strategies to address the gaps and challenges. Based on the findings of the audit, this report proposes actionable recommendations to enhance gender equality and inclusivity within the university, ensuring compliance with legal and ethical standards.

Scope and Limitations

The scope of this gender and diversity audit includes assessing the current status of gender and diversity mainstreaming across various components and stakeholders of the university. The audit covers the following key areas:

1. **Academic Staff, Non-teaching Staff, and Student Composition**: Analyzing the gender and diversity ratios among academic staff, non-teaching staff, and students, including their positions at various levels and division of academic roles and responsibilities.

2. **Infrastructure and Access**: Evaluating the physical infrastructure and access to facilities such as teaching blocks, classrooms, library facilities, toilets, canteen, common rooms, staff office rooms, seminar rooms, lighting on access roads, emergency helplines, hostels, and parity in hostel rules.

3. **Policy and Legislative Framework**: Assessing the existing policy and legislative framework, including compliance with standards of inclusion and representation.

4. **Programmes and Initiatives for Student Support and Faculty and Staff Needs**: Examining programmes for student support and faculty and staff needs, such as health and counselling facilities, day-care centres, grievance committees, student clubs, scholarships, fellowships, and capacity building workshops for women.

5. **Academic Practices**: Analyzing academic practices of pedagogy within the classroom and in terms of curriculum, syllabi, extra-curricular activities, and the existence of a Research and Ethics board for review of standards of gender and diversity in research processes.

6. **Perceptions and Experiences**: Understanding key stakeholders' gender-related and diversity-informed experiences through qualitative interviews, group discussions, and suggestions.

The audit methodology involves a participatory approach, involving all key stakeholders, including students, faculty, and staff. The audit uses a combination of quantitative and qualitative research methods, including surveys and interviews, and statistical and document-based analysis.

Limitations of the audit include:

1. **Stakeholder Engagement**: The audit's success depends on the participation and cooperation of key stakeholders, which may be limited due to various reasons.

2. **Methodological Challenges**: The audit faces challenges in capturing the complexities of gender and diversity issues, particularly in terms of intersectionality and social difference.

3. **Coverage:** The coverage of interviews and survey was mostly limited to the main campus of the University and not the remote campuses.

To address these limitations, the audit team has employed a participatory approach deriving insights from globally accepted frameworks and methodologies for gender audit, especially in the higher education sector. The audit report provides actionable recommendations to promote gender equality and

inclusivity at the University.

Methodology

Approach and Rationale

The Gender and Diversity Audit at Pondicherry University is designed to assess the current state of gender and diversity mainstreaming within the institution. The audit is based on a participatory approach, involving all key stakeholders, including students, faculty, and staff. This approach ensures that the audit is inclusive and representative of the diverse perspectives within the university.

The audit is guided by several globally accepted frameworks and models for gender audits, including the International Labour Organization (ILO) framework for participatory gender audits, the GAAC (Global Academic Assessment Consortium) manual, the UN Women gender audit guide, and common guidelines on diversity, equity and inclusion auditing. These frameworks provide a comprehensive and structured approach to assessing gender and diversity mainstreaming, ensuring that the audit is comprehensive and effective.

The ILO framework for participatory gender audits emphasizes the importance of a participatory approach, involving all stakeholders in the audit process. It also highlights the need to assess the institutionalization of gender equality in policies, programs, and practices, as well as the need to identify gaps and challenges in gender and diversity mainstreaming. The GAAC framework for gender audits emphasizes the importance of a comprehensive and inclusive approach to assessing gender and diversity mainstreaming. It highlights the need to assess the current state of gender and diversity mainstreaming, identify gaps and challenges, and develop actionable recommendations to foster a more inclusive and gender-responsive campus environment. The UN Women gender audit guide emphasizes the importance of a gender-sensitive and inclusive approach to assessing gender and diversity mainstreaming. It highlights the need to assess the current state of gender and diversity mainstreaming, identify gaps and challenges, and develop actionable recommendations to foster a more inclusive and gender-responsive campus environment.

The present gender audit has been designed by incorporating elements from all these major frameworks and models. It includes a comprehensive assessment of gender and diversity mainstreaming, involving all key stakeholders, and provides actionable recommendations to foster a more inclusive and gender-responsive campus environment.

Data Collection Methods

Primary Data Collection: This involved gathering data through semi-structured interviews and surveys. This method ensures that the data is collected directly from the stakeholders and provides a detailed understanding of their perspectives and experiences. Online survey forms were prepared separately for students/research scholars, teaching faculty, and non-teaching staff. The academic departments and offices were visited by the audit team volunteers for data collection.

Secondary Data Collection: This involved compiling existing information, and recording academic and professional achievements, policies, programs, schemes, and practices for staff and students. Compilation of data was done with the assistance of the Internal Quality Assurance Cell (IQAC) of the University.

Data Analysis and Interpretation

Data Analysis: The survey data were analysed using the Jamovi free software package employing primarily descriptive statistics. Visualisations were used to present major findings. Interview data were analysed by the volunteers who conducted the interviews. Prior training and orientation were provided to the volunteers to conduct and analyse the interviews.

Recommendations: A set of actionable recommendations to promote gender equality and inclusivity in the University has been developed based on the audit process.

Reporting: This comprehensive report presents the findings and recommendations of the gender audit for actions and serves as a baseline for future gender and diversity audits.

Gender Profile of the University

The gender and diversity profile of Pondicherry University provides an overview of the current state of gender and diversity mainstreaming within the institution. This profile includes an analysis of the gender and diversity ratios among students, faculty, and staff, as well as an assessment of the existing policy and legislative frameworks, infrastructure, and programs for gender and diversity inclusion

Student Demographics

The gender balance in student compoaition in the University including affiliated institutions is somewhat even, with female students making up 49% of the total student population. This figure is at par with the female enrolment ratio in higher education as per the All India Survey on Higher Education (AISHE) 2020-2021. Female students in the affiliated colleges (57%) outnumber male students. Though not included in the official statistics of the University, there were students who self-identified as belonging to other genders in the gender audit survey.

School	Department/ Centre	Total	Female	Female %
Subramania Bharathi School of Tamil Language & Literature		36	24	66.67
Management				
	Management Studies	319	124	38.87
	Commerce	171	75	43.86
	Economics	82	41	50.00
	Tourism Studies	111	33	29.73
	Banking Technology	152	73	48.03
	International Business	194	62	31.96
	Management - Karaikal	101	53	52.48
	Commerce - Karaikal	36	22	61.11
	Management - Port Blair	22	9	40.91

Ramanujam School of Mathematical Sciences				
	Statistics	106	46	43.40
	Mathematics	111	73	65.77
Physical, Chemical and Applied Sciences				
	Coastal Disaster Management	10	4	40.00
	Applied Psychology	75	64	85.33
	Earth Sciences	72	39	54.17
	Chemistry	106	62	58.49
	Physics	94	52	55.32
Life Science				
	Bioinformatics	77	44	57.14
	Microbiology	43	32	74.42
	Food Science and Technology	85	65	76.47
	Ocean Studies and Marine Biology	31	16	51.61
	Ecology and Environmental Sciences	68	46	67.65
	Biotechnology	30	13	43.33
	Biochemistry and Molecular Biology	75	49	65.33
Humanities				
	Physical Education and Sports	56	15	26.79
	Philosophy	14	6	42.86
	Sanskrit	3	2	66.67
	Hindi	18	14	77.78
	French	84	66	78.57
	English	146	107	73.29
Social Sciences and International Studies				

	Social Exclusion and Inclusive Policy	28	4	14.29
	UMISARC	19	8	42.11
	Women's Studies	17	12	70.59
	Social Work	75	40	53.33
	Politics and International Studies	116	44	37.93
	History	83	44	53.01
	Sociology	71	41	57.75
	Anthropology	39	20	51.28
Engineering and Technology				
	Computer Science	228	73	32.02
	Electronics Engineering	6	2	33.33
	Computer Science - Karaikal	51	30	58.82
	Pollution Control	15	4	26.67
Education		115	73	63.48
Performing Arts		21	3	14.29
Law		86	36	41.86
Media and Communication				
	Library and Information Science	38	13	34.21
	Electronic Media and Mass Commnunication	122	52	42.62
Madanjeet School of Green Energy Technologies				
	Green Energy Technology	15	2	13.33
	Nanoscience and Technology	13	3	23.08

Table 1: *Department-wise gender composition as per 2023-24 admission statistics*

Faculty and Staff Demographics

Of the total 419 faculty members of the University, 32.2% are females. This is lower than the national average as per the AISHE. However, at the level of Assistant Professors, the ratio of females is 39% which is a promising figure. Among non-teaching staff, the women composition is 23% which needs to be improved.

Students			Teaching Faculty									Non-Teaching		
			Professor			Associate Prof			Assistant Prof					
Total	Female	%	Total	Female	%	Total	Female	%	Total	Female	%	Total	Female	%
8675	4222	49	179	52	29	99	28	28	141	55	39	430	99	23

Table 2: *Key Gender Demographics*

Further analysis of the gender composition of faculty members provides some important insights. As per faculty details available on the University website, there are some differences between schools in terms of gender disparity in faculty composition. For instance, the School of Physical, Chemical, and Applied Sciences which is the largest school in terms of faculty strength, and the Madanjeet School of Green Energy Technologies have a female faculty proportion of around 16% - 18% and the School of Mathematical Studies has 29% female faculty. Among the Science Technology, Engineering and Math (STEM) fields, the School of Engineering and Technology has a female representation of 46% which is commendable. The School of Management has a 28% female faculty representation. The low proportion of female faculty in the sciences is also reflective of the Gender imbalance in STEM issue which is a globally debated topic in academia.

Smaller schools such as the School of Education and School of Law have high female faculty representation (60%). School of Humanities (39%), School of Performing Arts (40%), and School of Media and Communication (40%) also have higher female representation than the overall figure for the university. The Schools of Life Sciences, Social Sciences and International Studies, and Tamil Language and Literature have between 32% and 33% female faculty.

Analysis of non-teaching staff demographics revealed lower representation of women at the

higher levels, such as Deputy Registrar, Assistant Registrar, and Section Officer. In fact, no women were working at the level of Deputy Registrar. This is indicative of a glass ceiling at the higher levels of the administrative hierarchy, which needs to be addressed on priority basis.

Representation in Decision-Making Bodies

The Court of the University has 9 female members and the Executive Council has 5 female members, making up 26% and 30% of the bodies respectively. The academic council also has 9 (26%) female members. The Finance Committee, Planning Board, and Building Committee all have female representation. Among the Deans, 5 are females and among the Heads of departments/centres/schools, 12 are females. These two figures align with the female composition in total faculty strength as well.

Programmes and Initiatives

Individual departments and the University have organized programmes towards gender sensitization and empowerment of women. Multiple programmes are conducted in connection with International Women's Day and other important events. These initiatives are aligned with the Sustainable Development Goal (SDG) 5 of Gender Equality. Notable events conducted during the past couple of years include empowerment programmes such as career awareness for underprivileged girl students, awareness programmes including those on the Prevention of Sexual Harassment (POSH) Act, breast cancer awareness, fitness, cyber security, and sporting, arts, and other contests. Academic programmes such as writing workshops and film screenings have also been conducted.

Grievance redressal mechanisms and the on-campus day care centre are other examples of proactive measures on the part of the university to provide a more inclusive and gender-friendly environment.

Notable initiatives have been taken in recent times for better inclusivity of gender and diversity in the university's ecosystem. Some of these include:

- The 'PU-Freedom Walls' were made available on the wall of the Shopping Complex (behind Ponlait Milk Booth) for students to express their views/opinions on contemporary issues in the

form of posters/flyers in March 2024.

The Freedom Wall

- E-vehicle with a passenger capacity of 14 was launched on the University Campus, in March 2024 by prioritising persons with disabilities and women.

- A panel consisting of seven mental health professionals was constituted to provide free counselling services to all students in December 2023.

- The university constituted the Students Grievance Redressal Committee (SGRC) on 27 November 2023, with six members.

- Appointed a Liaison Officer & Grievance Redressal Officer to look after matters relating to Persons with Benchmark Disabilities (PwBD) which would help women with disabilities.

- Pondicherry University Non-Teaching Staff Grievance Redressal Committee was re-constituted in February 2024 with four members which includes grievance redressal of non-teaching women staff as well.

- A standing committee was constituted for the redressal of grievances for faculty members and Non-vacation academic staff of the university with nine members.

  On the research front, during the past two academic years, women faculty members from

different schools have secured research funding to the tune of more than Two Crore Eighty Lakhs rupees, signifying a commendable contribution to the research landscape. These projects range from cancer research and material sciences to livelihood, engagement of youth and cultural evolution.
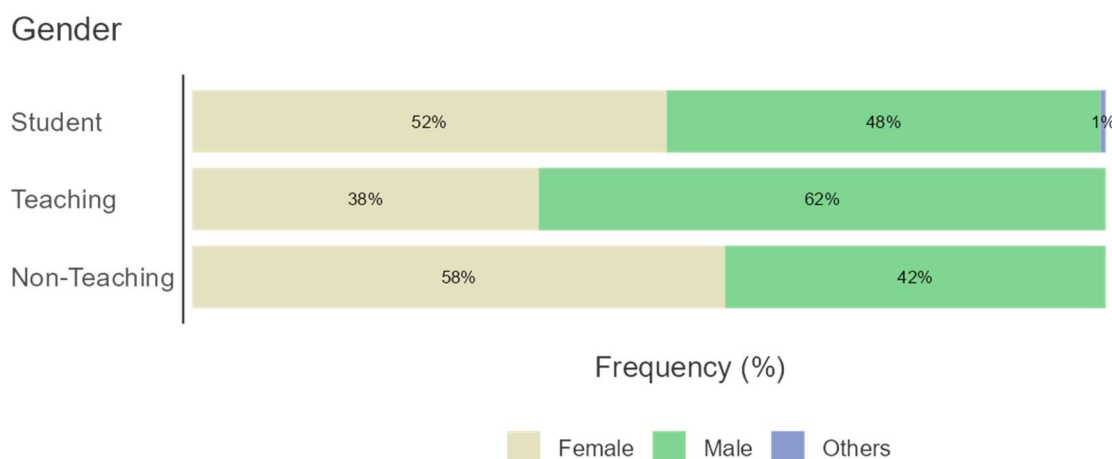

Tug of War conducted by Dept. of Physical Education (2022)

Initiatives, Stakeholder Perceptions and Experiences

Experiences, perceptions and awareness levels of stakeholders within the university comprising

students and research scholars, teachers and non-teaching staff were collected using an online survey and analyzed to derive actionable recommendations for the future.

The respondents belonged to the categories of students/research scholars, teaching staff, and non-teaching staff. While more female students and non-teaching staff responded to the survey, more male faculty than female members completed the survey. The gender composition of survey respondents is provided below.

Gender

Student	Female 52%	Male 48%	1%
Teaching	Female 38%	Male 62%	
Non-Teaching	Female 58%	Male 42%	

Frequency (%)

Female   Male   Others

Policies and Frameworks

Awareness About Women's Cell: Most teachers and non-teaching staff were aware of the university's Women's Cell, whereas only around half of the students were aware. This points to a need to improve the awareness levels of students and research scholars about the Women's Cell of the university. In the responses to descriptive questions in the survey, participants stressed the need to make the Women's Cell inclusive by including members from marginalized communities and transmen/transwomen. Sensitization programmes for men was also suggested by some.

In descriptive responses to the survey questions, the need to ensure diversity in the bodies such as the Women's Cell was stressed by some respondents. It was pointed out that representation of all marginalized groups, including linguistic and underprivileged caste groups would add more purpose to these bodies.
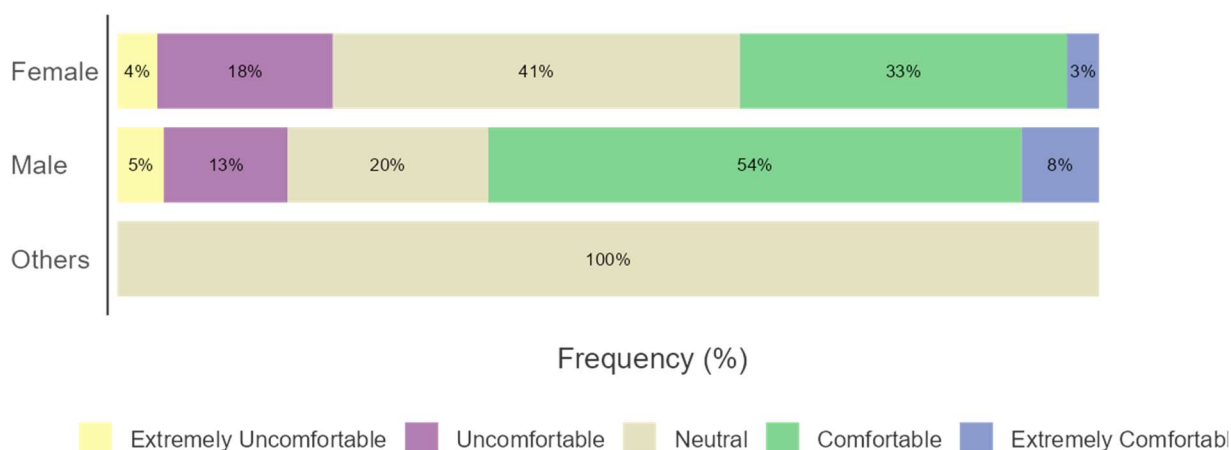
Awareness About Women's Cell
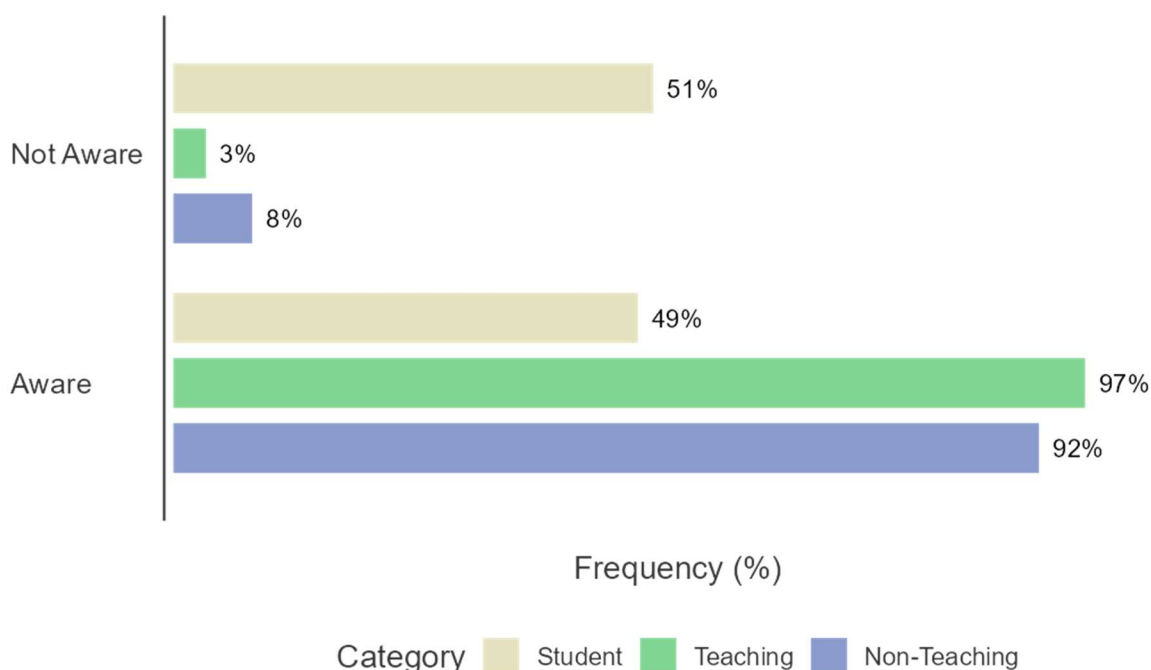
Awareness About ICC and Related Procedures: The majority of teachers (86%) and half of the non-teaching staff were aware of the university's Internal Complaints Committee (ICC). More than half of the students/research scholars (58%) said they were aware of the ICC. One-third of the students had some awareness about the procedures related to approaching the ICC. More than 75 % of teachers and less than half of non-teaching staff were aware of these procedures. More awareness programmes for students should be considered to make these grievance redressal and empowerment mechanisms more effective.

Procedure to approach ICC
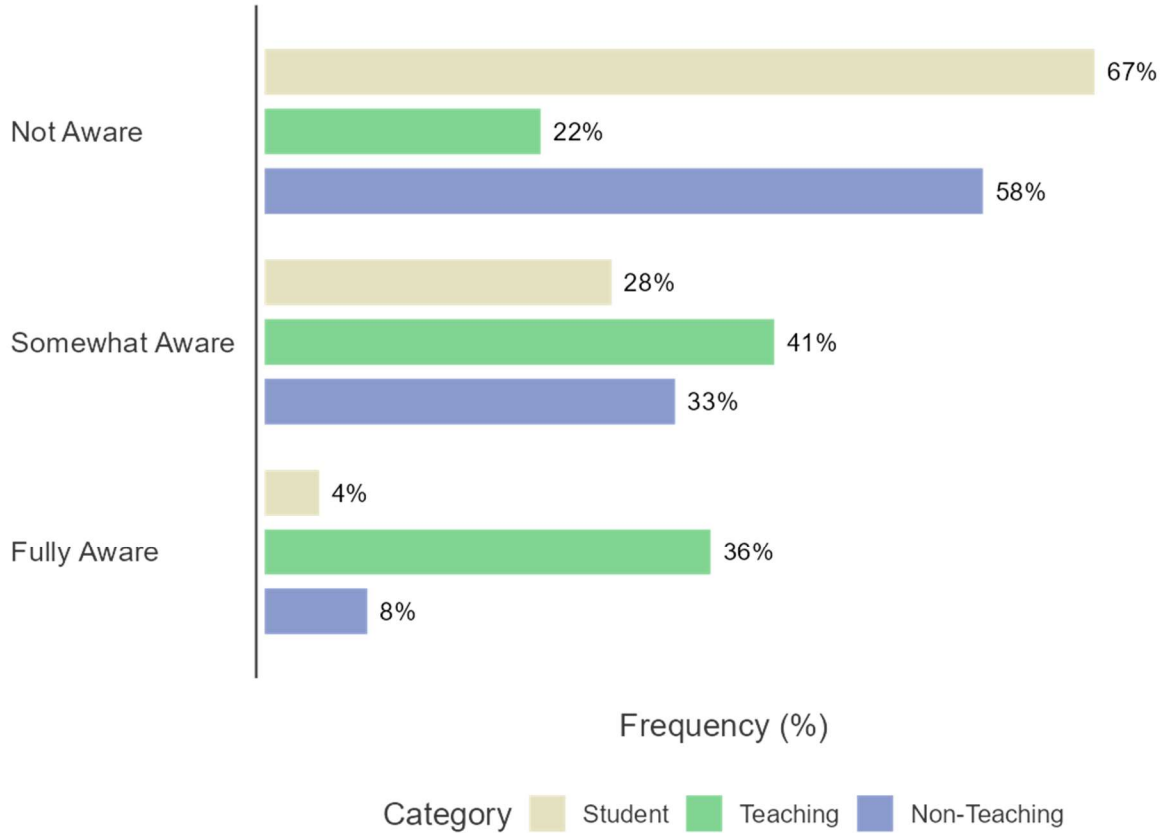
Ability to Balance Work/Studies and Personal Life: There was a marked gender difference in the proportions of how comfortable or uncomfortable the respondents felt with balancing their official or academic activities and personal lives. More women than men felt it uncomfortable to balance the two domains, and more men reported being comfortable doing the balancing. This difference could be construed as indicating the societal differences in how the division of labor is constructed in our society. Non-teaching staff reported the highest levels of comfort, followed by teachers and students respectively.

Balance

	Extremely Uncomfortable	Uncomfortable	Neutral	Comfortable	Extremely Comfortable
Female	4%	18%	41%	33%	3%
Male	5%	13%	20%	54%	8%
Others			100%		

Frequency (%)

Instances of Violence or Bullying: The majority of respondents reported no instances of violence (82.5%) or bullying (87.4%) based on their gender. Among the female respondents who reported that they had sometimes faced violence based on gender, most were students. This points to a need for interventions targeted at the prevention of any form of harassment based on gender.

Existence of Glass Ceiling: Teaching faculty were asked about their perceptions regarding the existence of the 'Glass Ceiling' which is defined as an invisible barrier to women's career progression and development. Glass ceiling effect has been documented in various workplace settings across the globe and has been recognised as a major concern in women's participation. The majority of female respondents (82%) and more than half of male respondents (53%) reported that there are invisible barriers to women's career progression. It is a positive sign that a significant portion of the respondents, including male faculty members, understand the concept of the glass ceiling, and this could act as a catalyst for lasting changes to address the glass ceiling.

Glass Ceiling
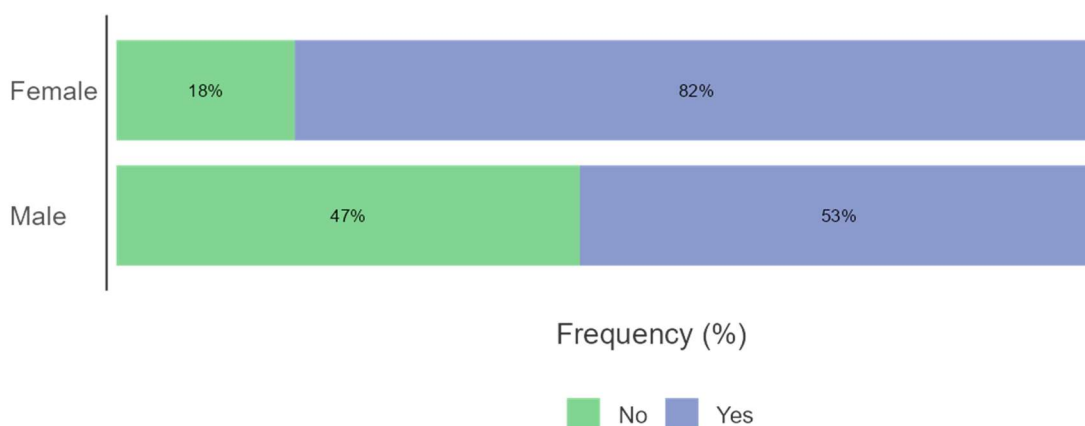
Programmes and Initiatives

Gender Sensitization Programmes: Gender sensitization programmes are proactive measures to fill knowledge gaps and promote positive behaviours and attitudes. Among the respondents, more teaching staff members than students and non-teaching staff were aware of gender sensitization programmes being conducted in the university. This awareness gap needs to be addressed in the gender sensitization policy efforts being planned.

In descriptive survey responses, multiple female faculty members raised the need for specific training programmes and capacity building initiatives for women. The specific need for research capacity building was also stressed, along with the demand for gender sensitization programmes.
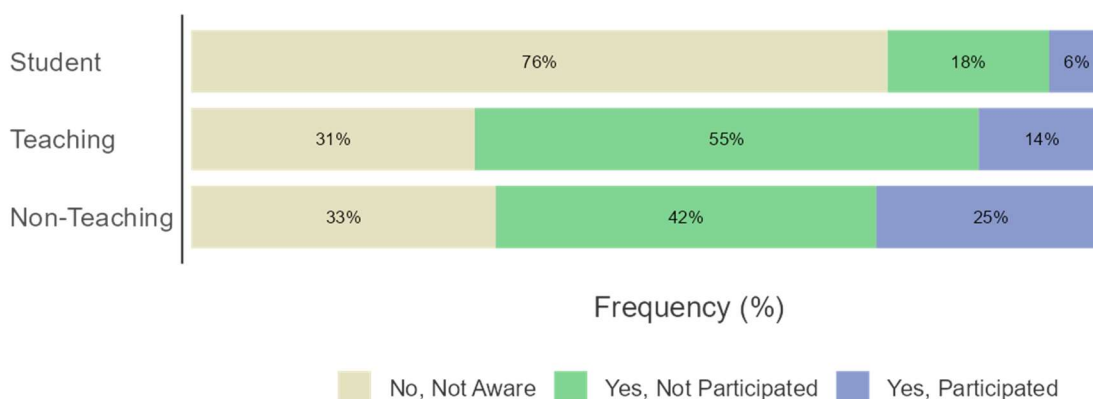
Diversity Inclusion Initiatives: Inclusion of persons belonging to diverse backgrounds and experiences, including disability, ethnicity, geography, caste, religion, marital and other partnership status, and maternal and/or other caring roles is an emerging area of policy intervention for higher education institutions. The university has taken several steps towards diversity inclusion. Only less than half (44%) of the respondents were aware of such initiatives, with students (40%) being the least aware. This also points to a need to build more awareness within the university community about the various initiatives being implemented.

In the interviews and the descriptive responses to survey questions, respondents provided specific insights on improving diversity inclusion within the university. Representation in all decision-making bodies was one. Improving transport facilities for persons with disabilities, and creating platforms for everyone to communicate their needs was also stressed. The need for cultural inclusion, including culinary choices from different parts of the country and cultural programmes, was also stressed.
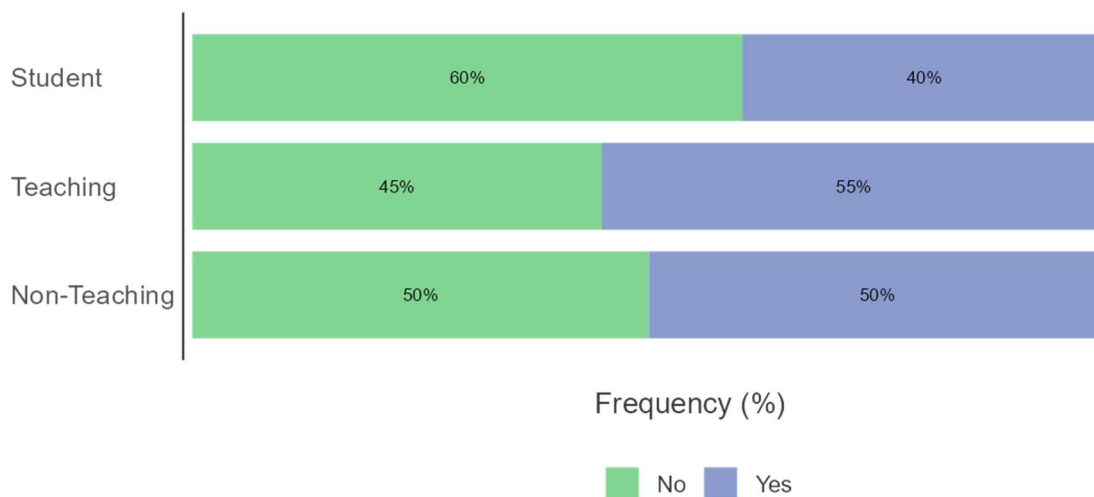

Programmes conducted by the Centre for Women's Studies for sanitation workers, teaching staff and students.

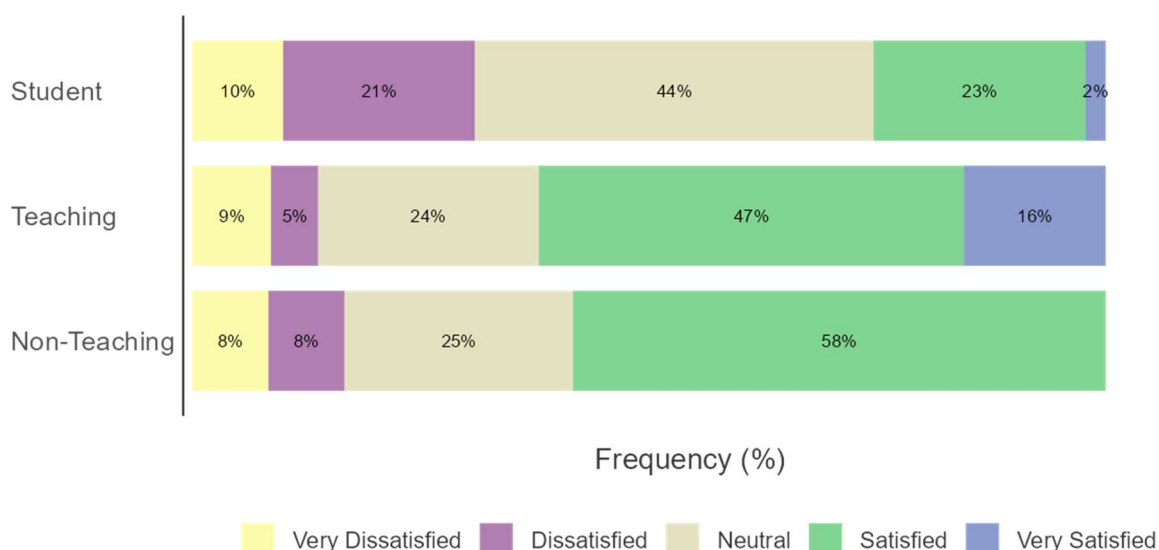Pride March conducted by students of the University in 2022.

Physical Infrastructure and Access

Overall Satisfaction with Facilities: The overall satisfaction level with the various infrastructure facilities available in the university was asked as a global measure. While the majority of teachers (63%)

and non-teaching staff (58%) expressed satisfaction with the facilities, only 25% of students said they were satisfied with the facilities. The largest group of students (44%) reported a neutral attitude towards the facilities available.

Survey responses on facilities included demands for open spaces for female faculty to interact with each other and network, and reducing the hurdles in academic and administrative matters. Flexibility in working hours for women with specific needs and constraints, such as single mothers, was also demanded. Students and research scholars demanded facilities including sanitary napkin vending machines and a proper supply of toiletries in hostels and departments. The lack of temporary accommodation facility was pointed out by many. Such facility could be used by visiting parents or students seeking admissions, given the difficulties in finding suitable accommodation near the campus, especially for the marginalized communities.
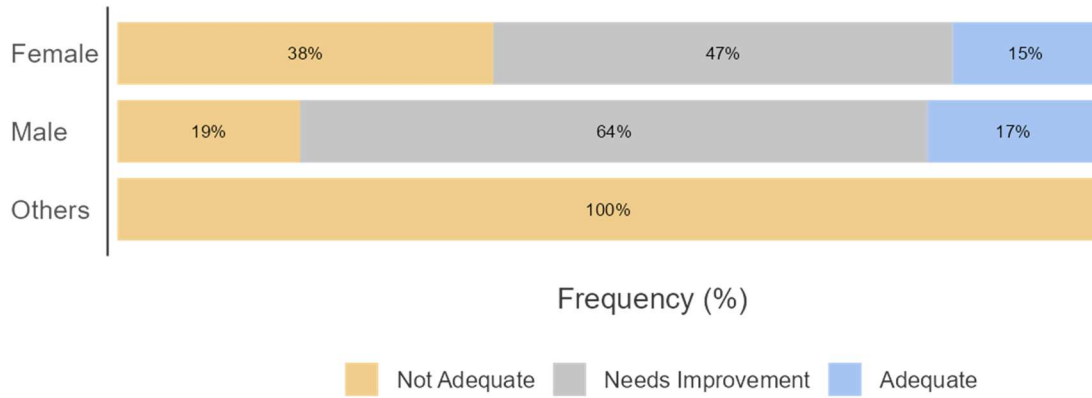
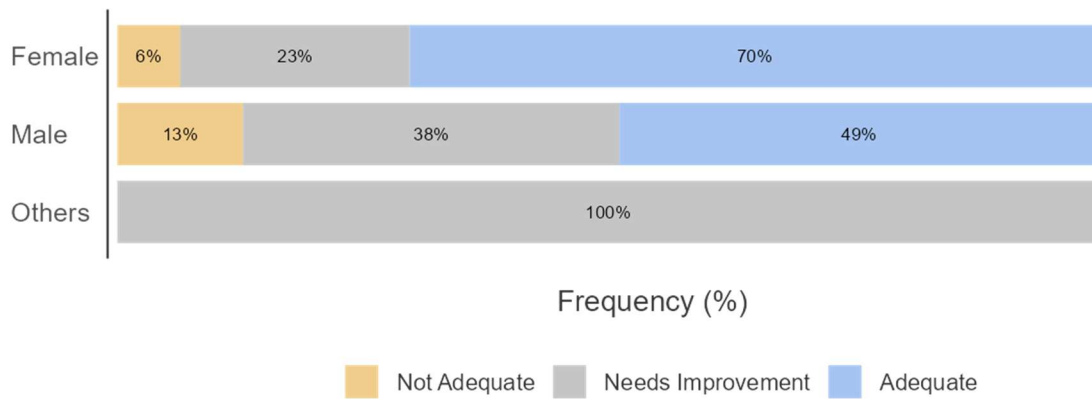*Overall Satisfaction with Infrastructure Facilities*

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Student	10%	21%	44%	23%	2%
Teaching	9%	5%	24%	47%	16%
Non-Teaching	8%	8%	25%	58%	

Frequency (%)

Student Perceptions on Lighting, Security, and Other Facilities: Satisfaction levels with different infrastructure facilities were asked separately. Female students reported the security as adequate more than male students. The majority of female students (93%) also felt that the transport facilities were not adequate or needed further improvement. More female students (85%) also reported the toilet facilities as

not adequate or needing further improvement. Lighting facilities were somewhat similarly rated by the students, with around 35% of both male and female students reporting it as adequate.
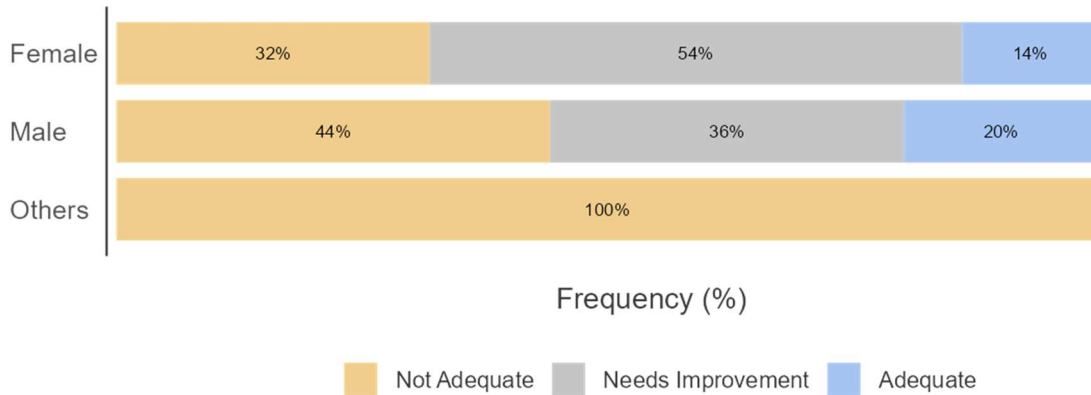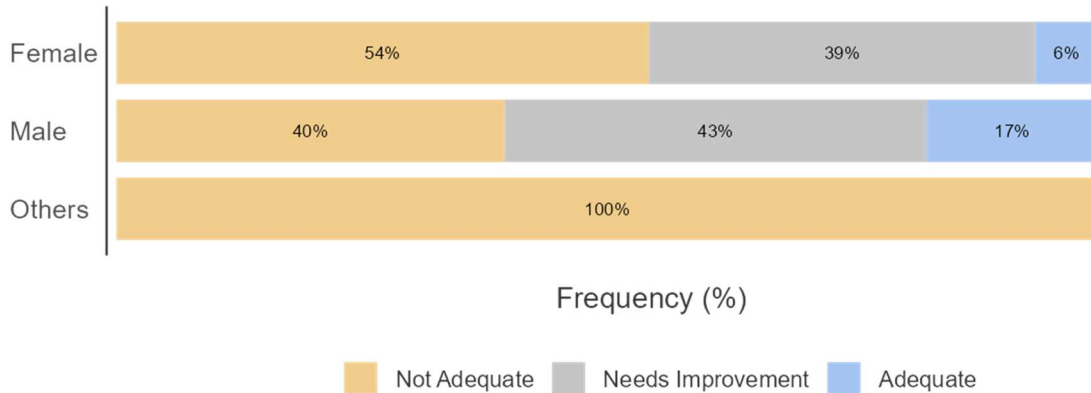
Toilets

Female	38% Not Adequate	47% Needs Improvement · 15% Adequate

Frequency (%)

Legend: Not Adequate · Needs Improvement · Adequate

Toilets data:
- Female: 38% Not Adequate, 47% Needs Improvement, 15% Adequate
- Male: 19% Not Adequate, 64% Needs Improvement, 17% Adequate
- Others: 100% Not Adequate

Security

Frequency (%)

Legend: Not Adequate · Needs Improvement · Adequate

Security data:
- Female: 6% Not Adequate, 23% Needs Improvement, 70% Adequate
- Male: 13% Not Adequate, 38% Needs Improvement, 49% Adequate
- Others: 100% Needs Improvement
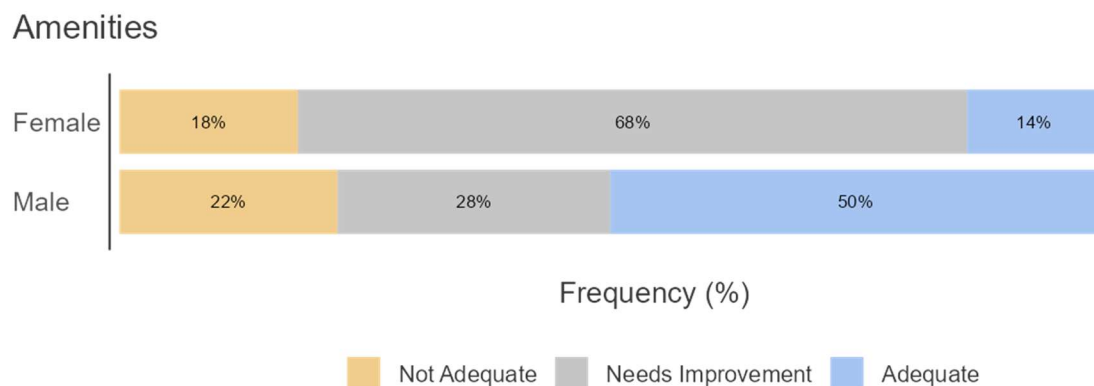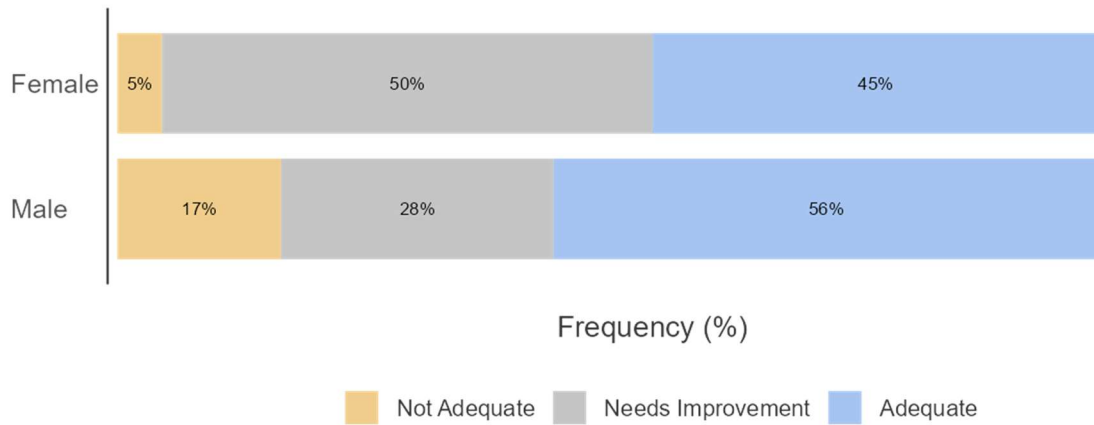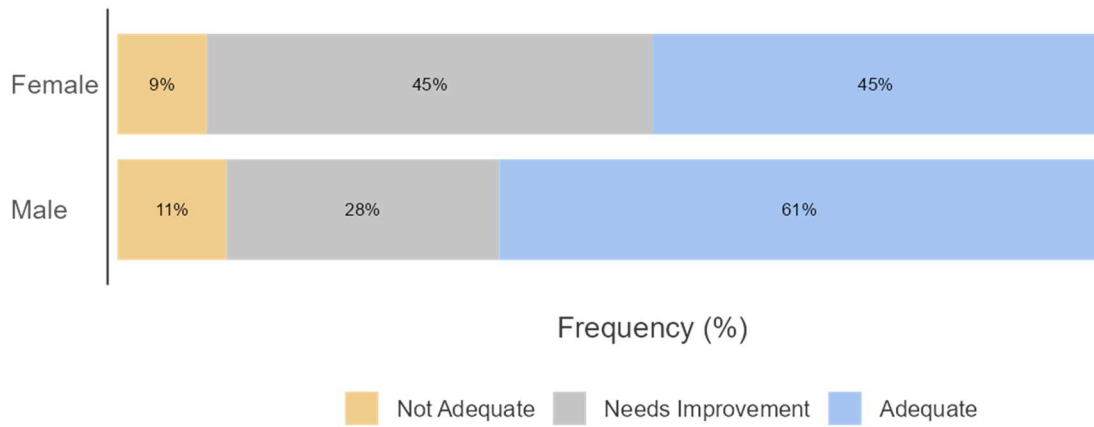
Healthcare

Transport

The reported demand for more transport facilities by female students could also be construed as a reflection of the gender disparity in own transport facilities such as two-wheelers. Students and research scholars also reported on the policing nature of the conduct of the security personnel. There may be a need for sensitizing the security personnel in communication and relationship management.

Staff Perceptions on Lighting, Security, and Other Facilities: The teaching staff were asked about their perceptions regarding the facilities including amenities, lighting, security, healthcare, and transportation in the university. Most female respondents (68%) felt that the amenities available for women were to be improved, while 50% of male respondents thought that the amenities were adequate.
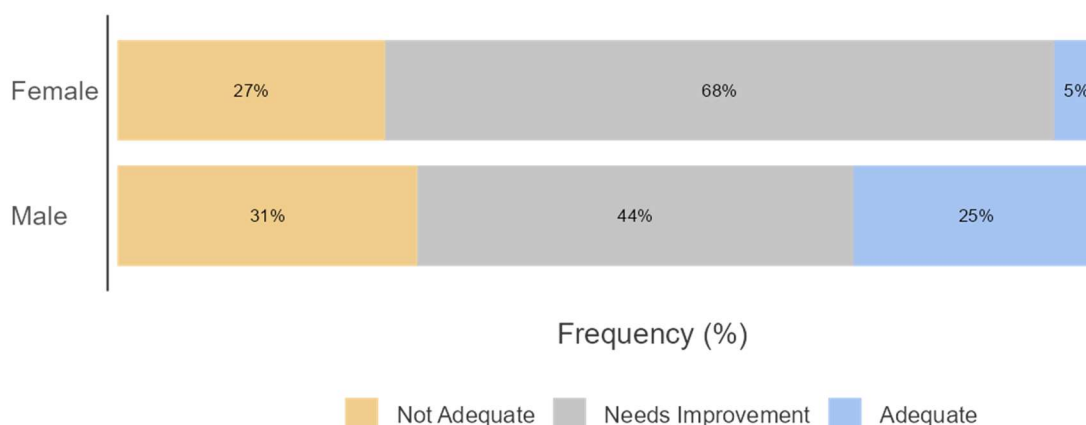
This reflects a gendered difference in perceptions and underlines the importance of including stakeholder perspectives in infrastructure planning. Half of the female respondents (50%) felt that the lighting facilities needed improvement and 45% reported that the lighting facilities were adequate, while 56% of male respondents said that there was adequate lighting in the university. More male respondents (61%) than females (45%) responded that the security arrangements in the university were adequate while 45% of female respondents said that the security arrangements needed to improve, compared to only 28% of males. The majority of female respondents (68%) felt that the healthcare facilities needed improvement compared to 44% of male respondents. A similar trend was seen with opinions on transport facilities too, with 64% female respondents compared to only 36% males reporting the transport facilities as needing improvement.

In the interviews and the descriptive survey responses, respondents pointed out specific lighting issues, such as in the Silver Jubilee Campus. Conducting more frequent medical camps was another demand. The issue of protectionism as exemplified by the registers which were mandatory for female hostel inmates only, was pointed out by students.
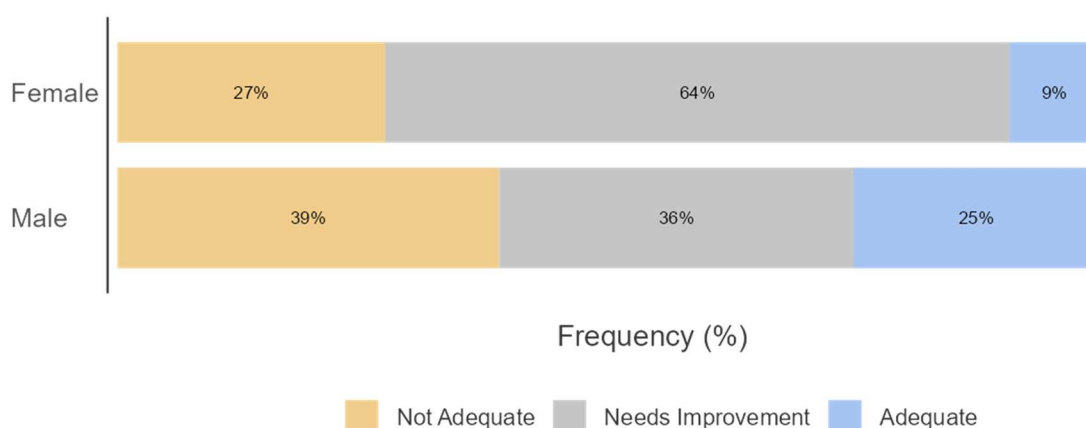
Amenities

	Not Adequate	Needs Improvement	Adequate
Female	18%	68%	14%
Male	22%	28%	50%

Frequency (%)

Are the Lighting Facilities Adequate

Frequency (%)

Not Adequate | Needs Improvement | Adequate

Security Arrangements

Frequency (%)

Not Adequate | Needs Improvement | Adequate

Healthcare Facilities


Transport Facilities

Provisions for Persons with Disabilities: Among students, almost a similar number of female (55%) and male (59%) respondents reported that the facilities available for persons with disabilities needed improvement. More female teachers (55%) felt that these facilities needed to be improved while 31% of their male counterparts felt the same way. Half of the male teachers felt that the facilities provided for persons with disabilities were adequate.

Survey and interview respondents also pointed out that the planning cell should be sensitised more towards the needs of persons with disabilities. The transport facilities, including roads to be used by persons with disabilities, were pointed out as needing improvement.

Facilities for Persons With Disabilities - Students
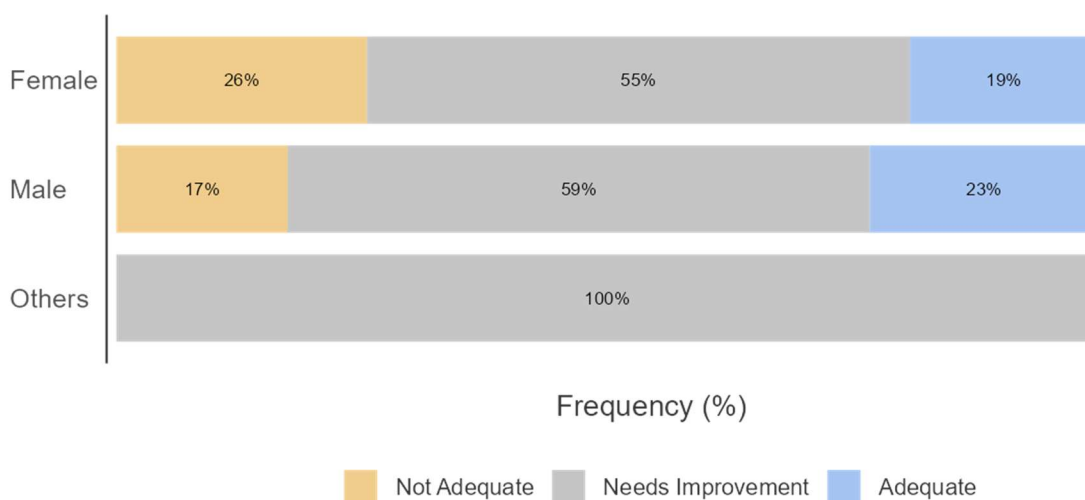
*Facilities for Persons With Disabilities - Teachers*
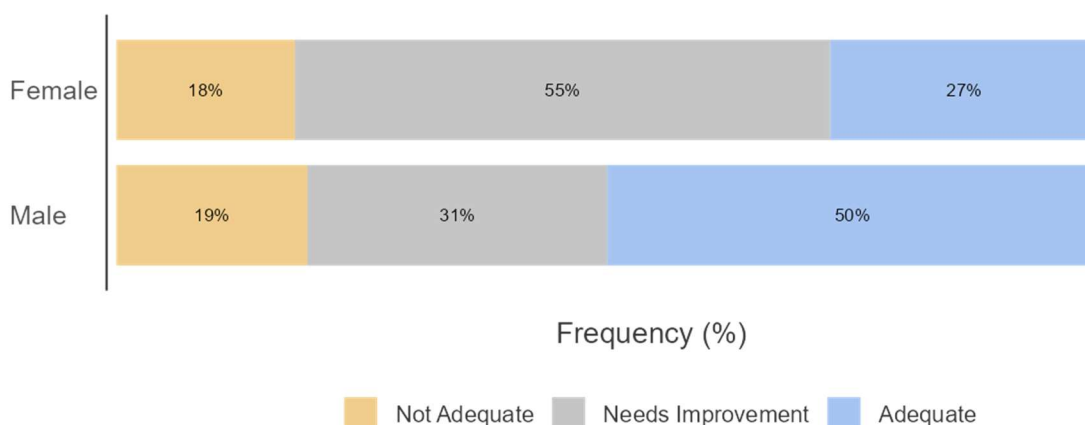
Academic Practices

Survey questions on academic practices were asked to students and research scholars and included questions on parity in timings, academic practices, and extracurricular activities. The majority of the respondents, 72% females and 70% males reported that there was no parity in timings. The overall score of perceptions on academic practices showed that in general, students agreed that the academic practices in the university were conducive to learning and personal growth, with no significant gender differences.

Free Expression of Ideas: The majority of students (63% females and 64% males) agreed or strongly

agreed with the statement that the university provided equal opportunity for persons belonging to all genders for free and fair expression of ideas. The respondent belonging to the other category disagreed with this statement.

*Equal Opportunities for Free and Fair Expression of Ideas*
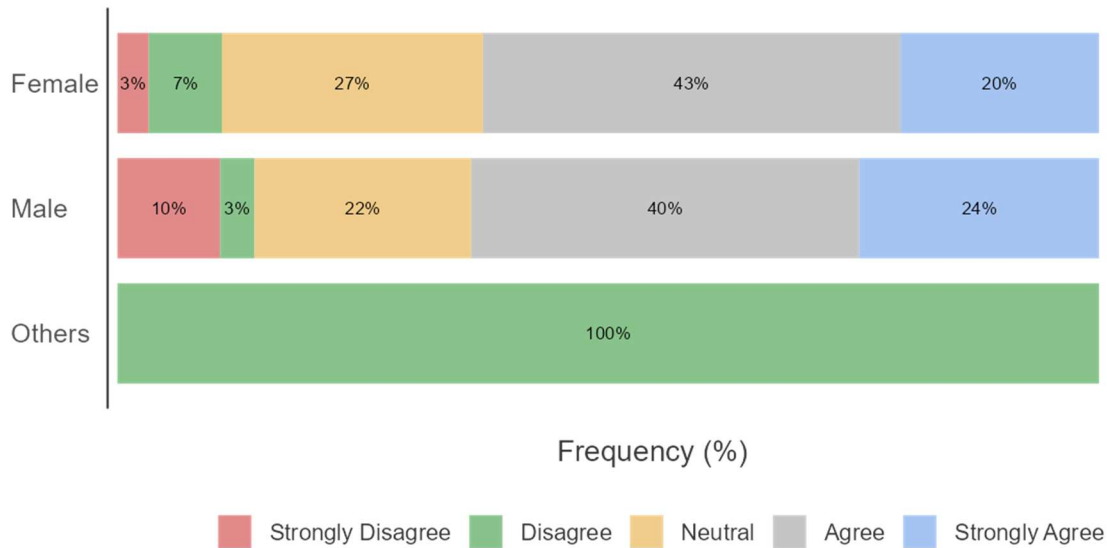
Comfortable Class Timings and Schedules: The majority of female students/research scholars (63%) reported that the class timings and schedules were comfortable for female students and research scholars, while 62% of male respondents also expressed the same opinion. Respondents from the other gender category disagreed strongly with this statement.

Comfortable Class Timings/Schedules for Female Students/Research Scholars
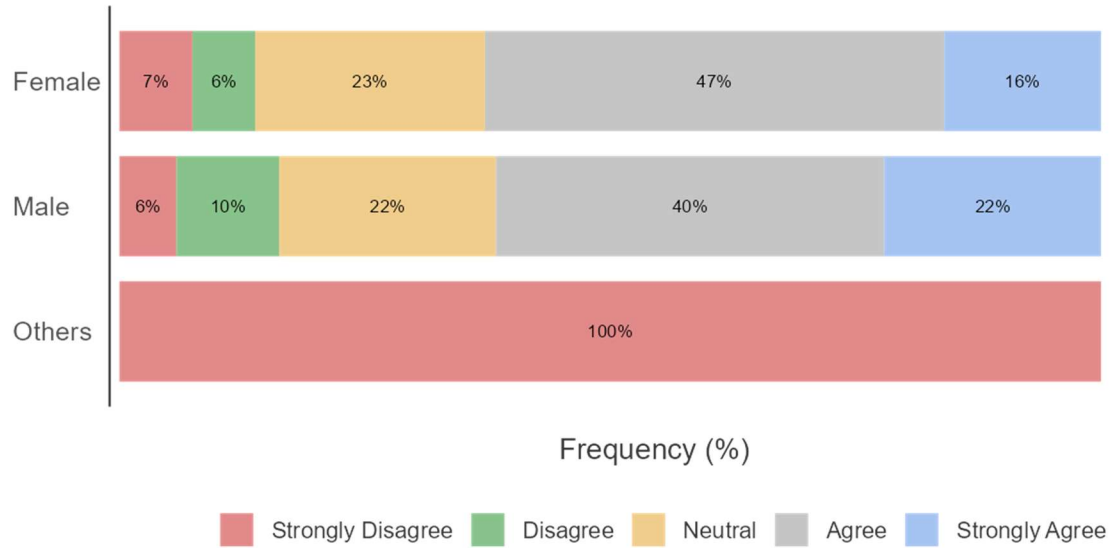
Equal Opportunity in Admissions: Students were asked about their opinions on whether the university provided equal opportunities for admission to students from all backgrounds. The majority of female (66%) and male (66%) students responded positively to this statement. The respondent belonging to the other category responded in neutral.

*Equal Opportunities in Admissions*
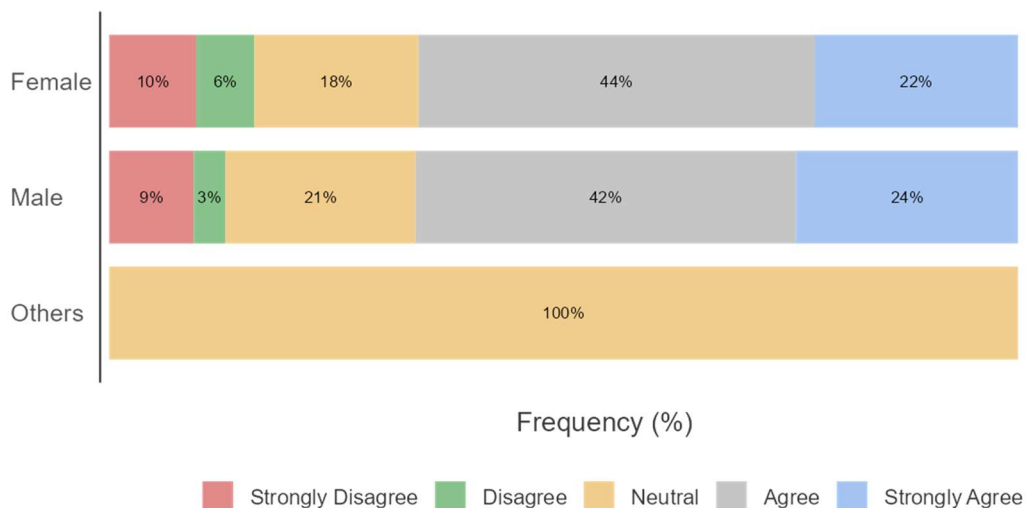
Extracurricular Activities

Student respondents of the survey were asked about their perceptions of the provision of

extracurricular activities in the university. Opportunities to participate in sporting activities, opportunities to work in clubs and forums, and inclusion of persons with disabilities and other marginalized groups in clubs and forums were included in this domain. Both male and female respondents reported satisfaction with the opportunities provided, without significant gender differences.

Equal Opportunities in Sports: The most common response to this item was neutral (45%) from female respondents, with 42% agreeing with it. More male respondents (53%) agreed that the university provides equal opportunities to all genders in sports. This response from the standpoint of female students needs to be considered while planning sports events and programmes.

Equal Opportunities in Sports to all Genders
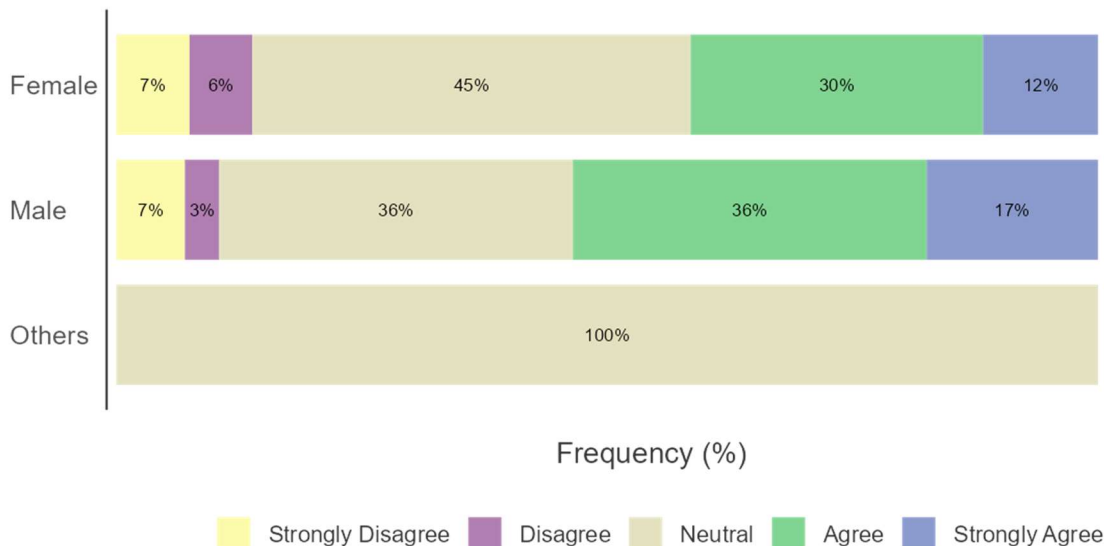
Gender Inclusive Participation in Clubs and Forums: Comparably similar affirmative responses were given by female (55%) and male (59%) respondents to this item. The respondent belonging to the other gender category responded with strong disagreement, which is to be noted. Structural issues, if any that could lead to the exclusion of students from marginalized groups from such public forums need to be prevented.

Equal Opportunities in Clubs and Forums to all Genders

Female	5%	9%	31%	39%	16%
Male	6%	5%	30%	35%	24%
Others	100%				

Frequency (%)

Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree
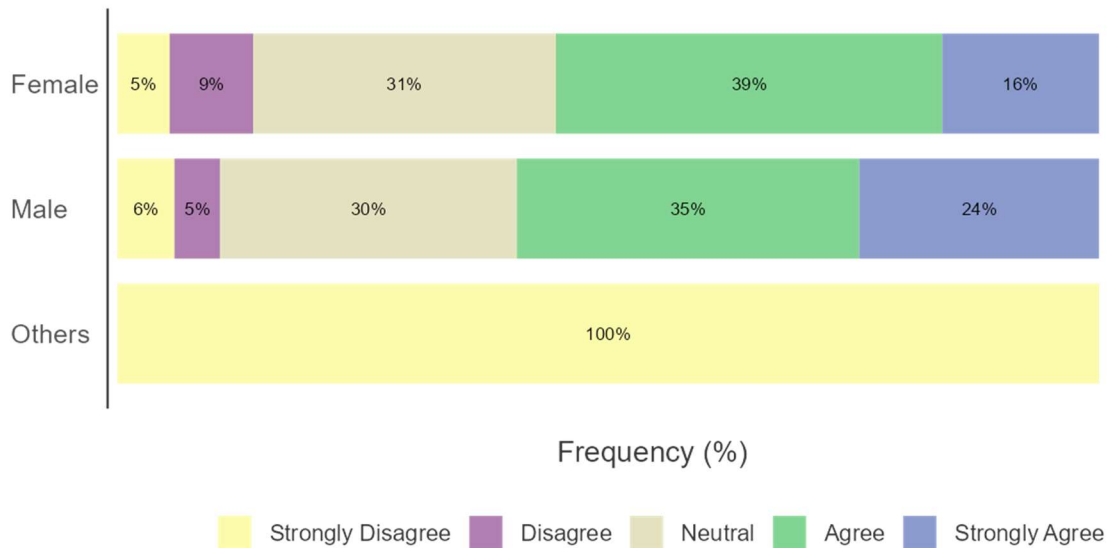
Opportunities in Clubs and Forums for Disabled and Marginalized Students: A smaller number of female students (41%) than male students (50%) thought that there were equal opportunities for students with disabilities and students from diverse backgrounds to participate in clubs and forums. Students belonging to other gender category also disagreed strongly with this item, pointing to a need to look into the matter while formulating policy.

Equal Opportunities in Clubs and Forums to disabled and marginalized students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Female	7%	16%	36%	28%	13%
Male	7%	9%	34%	31%	19%
Others	100%				

Frequency (%)
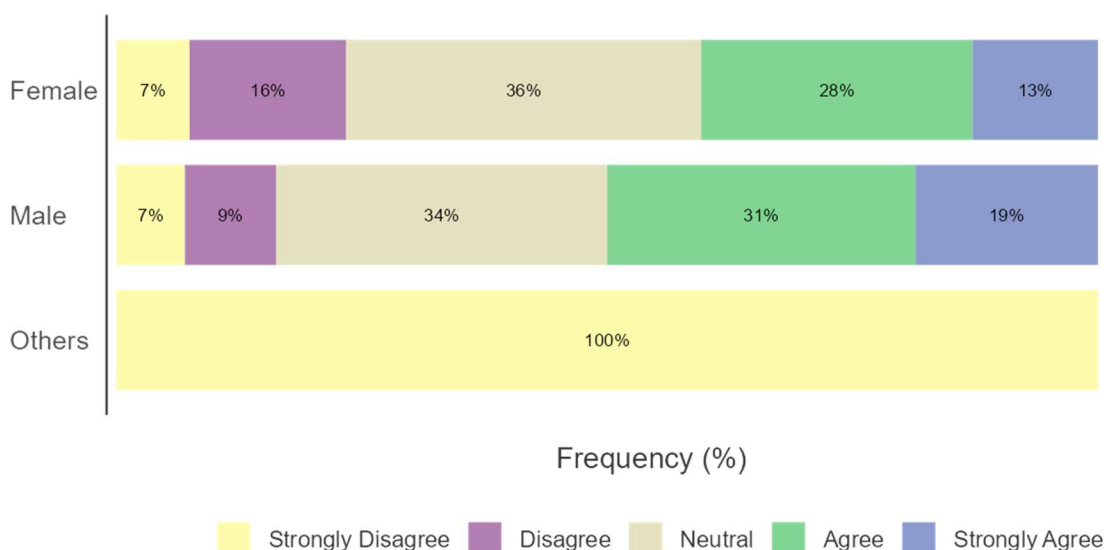
Experiences of Women Sanitation Workers and Security Personnel

Semi-structured interviews were conducted with women employed temporarily as housekeeping staff and security personnel to learn about their experiences at the university. Many of the women sanitation workers are single parents and often find it difficult to balance their needs with the pay that they receive. The lack of transportation facilities was also highlighted by them. Some women have to walk for more than eight kilometres for work. Sanitation facilities including restrooms or rest areas for sanitation workers are also deficient.

Women who work as security personnel also reported similar issues including lack of transportation, especially for those who have to work night shifts. Restrooms are also not designated for women security personnel. This also presents hurdles in menstrual health management for women.

Key Findings and Analysis

Key findings identified across various domains are as follows:

Policies and Frameworks

- Awareness about the University's Women's Cell was higher among faculty and staff compared to students, indicating a need to improve student outreach.

- Awareness about the Internal Complaints Committee (ICC) and related procedures was also uneven, with more teachers and non-teaching staff being aware compared to students.

Programmes and Initiatives

- Gender sensitization programs were more known among teaching staff than students and non-teaching staff, pointing to an awareness gap that needs to be addressed.

- Diversity inclusion initiatives were known to less than half of the respondents, with students being the least aware group. This could also indicate a need for more diversity inclusion initiatives.

- Women faculty members expressed the need for training and capacity-building programmes, especially related to research and development.

- More gender sensitization training programmes were also demanded.

Physical Infrastructure and Access

- Female respondents reported greater dissatisfaction with facilities like lighting, security, healthcare, and transportation compared to male respondents.

- Half of the female faculty felt that the lighting facilities needed improvement, while 45% reported the lighting as adequate.

- Persons with disabilities also faced challenges with the available infrastructure and access, as highlighted by the respondents.

- The transport facilities need to be improved due to increased demand from female students, and the roads used by persons with disabilities also require enhancement.

- As many female students reported insufficient toilet facilities, it is recommended to arrange for sanitary napkin vending machines, as well as other basic amenities like buckets and mugs.

Academic Practices and Extracurricular Activities

- The majority of respondents, both male and female, reported a lack of parity in academic timings and practices.

- Overall, students agreed that the academic practices were conducive to learning and personal growth, with no significant gender differences.

- A similar percentage of male and female students expressed satisfaction with the opportunities for free expression and participation with the students from other gender disagreeing.

- A respondent from the other gender category strongly disagreed that there were equal opportunities, indicating a need to address structural issues that may be excluding marginalized groups.

- A lower proportion of female students compared to male students felt there were equal opportunities for students with disabilities and from diverse backgrounds to participate in clubs and forums.

- Persons with disabilities reported a lack of provision of scribes for writing both internal and external exams, and difficulty in finding scribes.

Stakeholder Perceptions and Experiences

- The "glass ceiling" effect, or invisible barriers to women's career progression, was recognized by the majority of female faculty and over half of male faculty.

- Female respondents, especially students, reported greater difficulty in balancing work/studies and personal life compared to their male counterparts.

- Instances of gender-based violence and bullying were reported, primarily by female students.

Recommendations and Action Plan

Short-Term Recommendations

Enhancing Awareness and Training:

- Rename the Sexual harassment and prevention committee (SHPC) as Internal Committee (IC) as per the amendment to the relevant legislation. Ensure that the composition of the IC is updated periodically by including members as per the legal mandates. The committee should be functional with full strength and members who have exited for any reason should be immediately replaced. The committee should accept the complaints immediately and a speedy disposal of complaints should be ensured. The committee members should undergo regular trainings or workshops to update their knowledge. The Internal Committee (IC) has legal sanction and more powers.

- Implement training programmes on gender sensitization for all faculty, staff, and students, focusing on awareness of internal committees like the IC and procedures for approaching them.

- Enhance gender sensitization programs and diversity inclusion initiatives to reach all stakeholder groups every academic year as soon as the new session begins.

- Provide information about Women's Cell, IC etc. as posters or information boards at different locations.

- Awareness sessions on women's health issues and provision for frequent visits by medical professionals are needed.

Promoting Balance in Leadership:

- Set targets to increase female representation in decision-making bodies such as the University Executive Council and Academic Council, aiming for parity with male counterparts.

- Ensure diversity in the different bodies and forums related to women's issues and inclusion.

Infrastructure and Safety Improvements:

- Improve lighting facilities across campus, particularly in areas identified by female faculty and students as poorly lit.

- Provide emergency short-term accommodation facility for parents or students coming for admission or other requirements.

- Improve security, healthcare, and transportation facilities based on the feedback from respondents.

- Ensure availability and accessibility of toilet facilities for persons with disabilities.

- Conduct need assessment at regular intervals in hostels to effectively identify issues and make provisions accordingly.

- Consider community college and remote campuses as special cases for need assessment

Support for Work-Life Balance:

- Implement gender-responsive policies such as flexible work arrangements and improved childcare support to facilitate better work-life balance, particularly for women employees and students.

Inclusivity Initiatives:

- Ensure that there is diversity in the composition of various bodies and forums dedicated to addressing women's issues and promoting inclusion.

- Ensure representation of students from diverse backgrounds including those from marginalized castes in various forums.

Supporting Vulnerable Groups:

- Provide better working conditions and support mechanisms for sanitation workers and security personnel, including adequate pay, transportation facilities, and menstrual health management facilities.

Capacity Building for Faculty:

- Offer additional training opportunities, particularly in research and development, to enhance faculty members' capabilities and promote inclusive education and advocacy efforts.

Long-Term Recommendations

Institutionalizing Gender and Diversity Mainstreaming:

- Integrate gender perspective into all policies, programs, and activities of the university. Establish a Gender Equality Task Force or Committee to oversee and advocate for gender mainstreaming efforts across departments and administrative units.

- Gender budgeting should be practiced in all financial outlays and specific fund should be earmarked for activities related to Gender sensitization and equality.

- Integrate gender and diversity perspectives into curriculum, research, and extracurricular activities.

- Establish a dedicated Diversity and Inclusion Office to coordinate and monitor the implementation of inclusive policies and practices.

- Provide menstrual health management facilities, including sanitary napkin vending machines and incinerators in hostels to address the menstrual hygiene needs of female residents and promote a more gender-sensitive environment.

Comprehensive Data Collection and Analysis:

- Regularly collect and analyze disaggregated data on gender-related issues such as participation rates, experiences of violence, and access to resources. Use this data to inform evidence-based decision-making and policy formulation.

Strengthening Support Services:

- Expand and improve support services such as counselling, health care, and legal aid, ensuring they are sensitive to the diverse needs of students, faculty, and staff. Provide specialized support for survivors of gender-based violence.

- Arrange a provision of 'resource teacher' whom the students with disabilities can approach to address the issues they face.

- Strengthen the remedial class system for students with diverse needs.

- Initiate steps to create volunteer groups of students who are willing to act as scribes for students with disabilities, and provide orientation for the volunteers.

Leadership Development and Capacity Building

- Develop mentorship programs and leadership development opportunities to address the perceived "glass ceiling" for women's career progression.

- Conduct regular gender and diversity audits to track progress and identify emerging challenges.

Curriculum Integration and Research:

- Integrate gender and diversity perspectives into the curriculum across disciplines.

- Encourage and support research on gender-related topics, contributing to knowledge creation and informed policy-making.

Promoting a Respectful and Inclusive Culture:

- Develop and implement a comprehensive code of conduct that explicitly addresses gender-based discrimination, harassment, and violence.

- Conduct regular awareness campaigns and workshops to promote a culture of respect and inclusivity.

Enhancements in Physical Infrastructure:

- Allocate resources for ongoing improvements in campus infrastructure, including accessible facilities, gender-neutral restrooms, and safe spaces, ensuring inclusivity for all members of the university community. Prioritize persons with disabilities and marginalized community members.

- Initiate discussions on alternative teaching methods to be adopted to aid students with disabilities, especially those with vision impairment.

- Take steps to provide essential materials in braille script for students with visual disabilities in libraries.

- Provide ergonomically designed furniture for students with disabilities, designed according to their needs.

- Provide transportation to libraries on holidays with provisions for students with disabilities.

Proposed Action Plan

Policy Development and Implementation:

Objective: Develop and implement policies for flexible work arrangements, childcare support, and other gender and diversity-responsive initiatives.

Tasks: Conduct a comprehensive review of existing policies and identify gaps related to gender equality and work-life balance.

- Consult with stakeholders, including faculty, staff, and student representatives, to gather inputs on policy priorities and needs. Include remote campuses and the community college in all consultations. The Gender Audit Report could serve as a baseline document.

- Prepare a gender and diversity policy for the university in line with the relevant sustainable development goals.

- Ensure alignment with national and international gender equality standards.

Capacity Building and Training:

Objective: Provide training and capacity-building programs to promote awareness and implementation of gender-responsive policies.

Tasks: Develop training modules on gender sensitivity, work-life balance, and the importance of diversity in leadership.

- Conduct workshops and seminars for faculty, staff, and students to enhance understanding and support for gender equality initiatives.

- Include sessions on effective communication, conflict resolution, and managing workloads to support a balanced work-life environment.

- Evaluate the effectiveness of training programs through feedback surveys and continuous improvement mechanisms.

Support Services and Facilities:

Objective: Enhance support services and facilities to address the specific needs of women employees and students and students with diverse needs.

Tasks: Expand childcare facilities on campus, including daycare centers and after-school programs, to accommodate the needs of parents.

- Improve access to healthcare services, including reproductive health and wellness programs tailored to women's needs.

- Upgrade campus infrastructure to ensure safety, accessibility, and inclusivity for all genders, including gender-neutral restrooms and accessible pathways.

Monitoring and Evaluation:

Objective: Establish a monitoring and evaluation framework to track the progress and outcomes of gender and diversity-responsive policies.

Tasks:

- Develop key performance indicators (KPIs) related to gender equality, work-life balance, and the utilization of support services.

- Form a Gender and Diversity Task Force to oversee the implementation of the audit recommendations.

- Conduct periodic reviews and assessments to identify areas for improvement and adjust policies and initiatives accordingly.

- Publish annual reports or updates on progress towards gender equality goals, highlighting achievements and areas needing further attention.

- Integrate the gender and diversity agenda into the university's strategic planning and decision-making processes to ensure long-term sustainability and institutionalization of the recommended changes.

Conclusion

The gender and diversity audit at Pondicherry University has provided a comprehensive assessment of the current state of gender and diversity mainstreaming within the institution. The key findings of the audit reveal both progress and persistent challenges in fostering an inclusive campus environment. On the positive side, the audit found a relatively balanced gender ratio among the student population, with female students making up 49% of the total. However, the audit also identified significant gaps in awareness and access, particularly among students, regarding the university's gender-focused initiatives and grievance redressal mechanisms. This points to the need for more targeted outreach and awareness-building efforts.

The audit also highlighted gendered differences in perceptions of campus infrastructure and facilities, with female respondents reporting greater dissatisfaction with aspects like lighting, security, and transportation. Addressing these gendered needs is crucial for ensuring equitable access and safety for all students, faculty, and staff. The audit also uncovered the persistent challenge of the 'glass ceiling' for women's career progression, as recognized by both male and female faculty members. Developing mentorship programs and leadership development opportunities can help address this systemic barrier.

The comprehensive set of short-term and long-term recommendations outlined in this report provides a roadmap for Pondicherry University to enhance gender equality and inclusivity. By implementing these recommendations, the university can lead the way in promoting equity, diversity, and excellence in higher education, aligned with the Sustainable Development Goals. It is hoped that this gender and diversity audit will serve as a baseline for the university's ongoing efforts to foster a more inclusive and responsive campus environment. Periodic assessments and a sustained commitment to addressing the identified gaps will be crucial for the university to realize its vision of becoming an institution of global eminence, adapting to the ever-changing needs of society and industries while providing access, resources, and opportunities for value-based societal transformation through state-of-the-art higher education and research.

Appendix

Survey Questions - Students

Demographics:
- Please specify your gender identity.
- Please specify your age.
- Please specify your role (student/research scholar).

Challenges and Gaps:
- How comfortably are you able to manage your work/studies and personal life?
  - 1: Extremely uncomfortable
  - 2: Uncomfortable
  - 3: Neutral
  - 4: Comfortable
  - 5: Extremely comfortable
- To what extent have you faced any form of gender-based violence in the University?
  - 1: Never
  - 2: Rarely
  - 3: Sometimes
  - 4: Often
  - 5: Very Often
- To what extent have you faced bullying based on your gender in the University?
  - 1: Never
  - 2: Rarely
  - 3: Sometimes
  - 4: Often
  - 5: Very Often

Policies and Frameworks:

- Are you aware of the women's cell set-up in the University?
  - Yes   No
- Are you aware of the ICC (Internal Complaints Committee) in the University?
  - Yes   No
- How aware are you of the procedure to approach the ICC with grievances?
  Fully aware   Somewhat aware   Not aware
- Have you come across gender sensitization programmes conducted at the University?
  - Yes, and participated
  - Yes, but did not participate
  - No, not aware

Programs and Initiatives:

- Are you aware of any programmes or initiatives related to diversity at the University? (Diversity includes gender identity, disability, geography, ethnicity, caste, religion, marital and other partnership status, and maternal and/or other caring roles)

- o   Yes   No

- Are there any additional programs or initiatives you believe should be implemented to promote gender equality and make our University a more inclusive space for everyone?

Infrastructure and Access:

- Overall, how satisfied are you with the facilities available in the University?
    - o   Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied
- Are the amenities available for women in the University adequate? (Amenities include restrooms, sanitation etc)
    - o   Adequate | Needs Improvement | Not Adequate
- How adequate are the lighting facilities available in the University?
    - o   Adequate | Needs Improvement | Not Adequate
- Are adequate facilities available inside the toilets keeping in mind the needs of the female students? (Adequate disposal bins are available in the toilet)
    - o   Adequate | Needs Improvement | Not Adequate
- How would you rate the accessibility of university facilities for students with disability?
    - o   Adequate | Needs Improvement | Not Adequate
- Are adequate security arrangements have been made in the campus and common areas during the day and night?
    - o   Adequate | Needs Improvement | Not Adequate
- Are Healthcare Facilities available in the university adequate?
    - o   Adequate | Needs Improvement | Not Adequate
- Are Transport options available in the university adequate?
    - o   Adequate | Needs Improvement | Not Adequate
- Is there gender parity in timings when compared to other places?
    - o   Yes   No

Academic Practices:
- Are there equal opportunities for persons of all genders for free and fair expression of ideas?
    - o   Strongly disagree | Disagree | Neutral | Agree | Strongly agree
- Are class timings and other schedules comfortable for female students and research scholars?
    - o   Strongly disagree | Disagree | Neutral | Agree | Strongly agree
- The university provides equal opportunities for admission to students from all backgrounds
    - o   Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Extra Curricular Activities :
- The university offers equal opportunities to all genders in sports
    - ○   Strongly disagree | Disagree | Neutral | Agree | Strongly agree
- There is equal opportunity for all genders to work with various clubs and forums
    - ○   Strongly disagree | Disagree | Neutral | Agree | Strongly agree
- There is equal opportunity for people with disabilities and from different backgrounds to work with various clubs and forums

- ○ Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Perceptions and Requirements:

- What recommendations do you have for improving gender and diversity inclusion in the University? (Diversity includes gender identity, disability, ethnicity, geography, caste, religion, marital and other partnership status, and maternal and/or other caring roles)

- What measures do you suggest to make the University a safer and better place for female students and research scholars?

Interview/Focus Group Prompts

- Experiences within the University
- Perceptions regarding the acceptance of diversity and special provisions
- Ways to improve the diversity and gender landscape of the university

Survey Questions - Faculty

Demographics:
- Please specify your gender identity.
- Please specify your age.

Challenges and Gaps:
- How comfortably are you able to manage your teaching/research and personal life?
  - 1: Extremely uncomfortable
  - 2: Uncomfortable
  - 3: Neutral
  - 4: Comfortable
  - 5: Extremely comfortable
- To what extent have you faced any form of gender-based violence in the University?
  - 1: Never
  - 2: Rarely
  - 3: Sometimes
  - 4: Often
  - 5: Very Often
- To what extent have you faced bullying based on your gender?
  - 1: Never
  - 2: Rarely
  - 3: Sometimes
  - 4: Often
  - 5: Very Often

Policies and Frameworks:

- Are you aware of the women's cell set-up in the University?
  - Yes   No
- Are you aware of the ICC (Internal Complaints Committee) in the University?
  - Yes   No
- How aware are you of the procedure to approach the ICC with grievances?
    Fully aware   Somewhat aware   Not aware
- Have you come across gender sensitization programmes conducted at the University?
  - Yes, and participated
  - Yes, but did not participate
  - No, not aware

Programs and Initiatives:

- Are you aware of any programmes or initiatives related to diversity at the University? (Diversity includes gender identity, disability, ethnicity, geography, caste, religion, marital and other partnership status, and maternal and/or other caring roles)
  - Yes   No

- Do you think there are 'invisible barriers' for women in their career progression? (These'invisible barriers' usually include unconscious biases, societal norms, discriminatory practices, lack of representation, and inadequate policies or support systems)
    o Yes   No
- Are there any additional programs or initiatives you believe should be implemented to promote gender equality and inclusivity at the University?
    o Open ended question

Infrastructure and Access:

- Overall, how satisfied are you with the facilities (library, reading room, cafeteria, etc.) available in the University?
    o Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied
- Are the amenities available for women in the University adequate? (Amenities include restrooms, sanitation etc)
    o Adequate | Needs Improvement | Not Adequate
- How adequate are the lighting facilities available in the University?
    o Adequate | Needs Improvement | Not Adequate
- How would you rate the accessibility of university facilities for persons with disability?
    o Adequate | Needs Improvement | Not Adequate
- How would you rate the adequacy of security arrangements made in the campus and common areas during day and night?
    • Adequate | Needs Improvement | Not Adequate
- Are Healthcare Facilities available in the university adequate?
    o Adequate | Needs Improvement | Not Adequate
- Are Transport options available in the university adequate?
    o Adequate | Needs Improvement | Not Adequate

Perceptions and Requirements:

- What recommendations do you have for improving gender and diversity inclusion in the University? (Diversity includes gender identity, disability, ethnicity, geography, caste, religion, marital and other partnership status, and maternal and/or other caring roles)

- What measures do you suggest to make the University a safer and better place for female students and research scholars?

Interview/Focus Group Prompts

- Experiences related to harassment or discrimination

- Perceptions regarding the acceptance of diversity and special provisions

- Ways to improve the diversity and gender landscape of the university

Survey Questions - Non Teaching

Demographics:
- Please specify your gender identity.
- Please specify your age.

Challenges and Gaps:
- How comfortably are you able to manage your work and personal life?
    - 1: Extremely uncomfortable
    - 2: Uncomfortable
    - 3: Neutral
    - 4: Comfortable
    - 5: Extremely comfortable
- To what extent have you faced any form of gender-based violence in the University?
    - 1: Never
    - 2: Rarely
    - 3: Sometimes
    - 4: Often
    - 5: Very Often

Policies and Frameworks:

- Are you aware of the women's cell set-up in the University?
    - Yes   No
- Are you aware of the ICC (Internal Complaints Committee) in the University?
    - Yes   No
- How aware are you of the procedure to approach the ICC with grievances?
    - Fully aware   Somewhat aware   Not aware
- Have you come across gender sensitization programmes conducted at the University?
    - Yes, and participated
    - Yes, but did not participate
    - No, not aware

Programs and Initiatives:
- Are you aware of any programmes or initiatives related to diversity at the University? (Diversity includes gender identity, disability, geography, ethnicity, caste, religion, marital and other partnership status, and maternal and/or other caring roles)
    - Yes   No

- Are there any additional programs or initiatives you believe should be implemented to promote gender equality and inclusivity at the University?

Infrastructure and Access:

- Overall, how satisfied are you with the facilities available in the University?
    - Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied

- Are the amenities available for women in the University adequate? (Amenities include rest rooms, sanitation etc)
    - Adequate | Needs Improvement | Not Adequate
- How adequate are the lighting facilities available in the University?
    - Adequate | Needs Improvement | Not Adequate
- How would you rate the accessibility of university facilities for persons with disability?
    - Adequate | Needs Improvement | Not Adequate
- Are Transport options available in the university adequate?
    - Adequate | Needs Improvement | Not Adequate

Perceptions and Requirements:

- What recommendations do you have for improving gender and diversity inclusion in the University?
- What measures do you suggest to make the University a safer and better place for female students and research scholars?

Interview/Focus Group Prompts

- Experiences within the University

- Ways to improve the diversity and gender landscape of the university