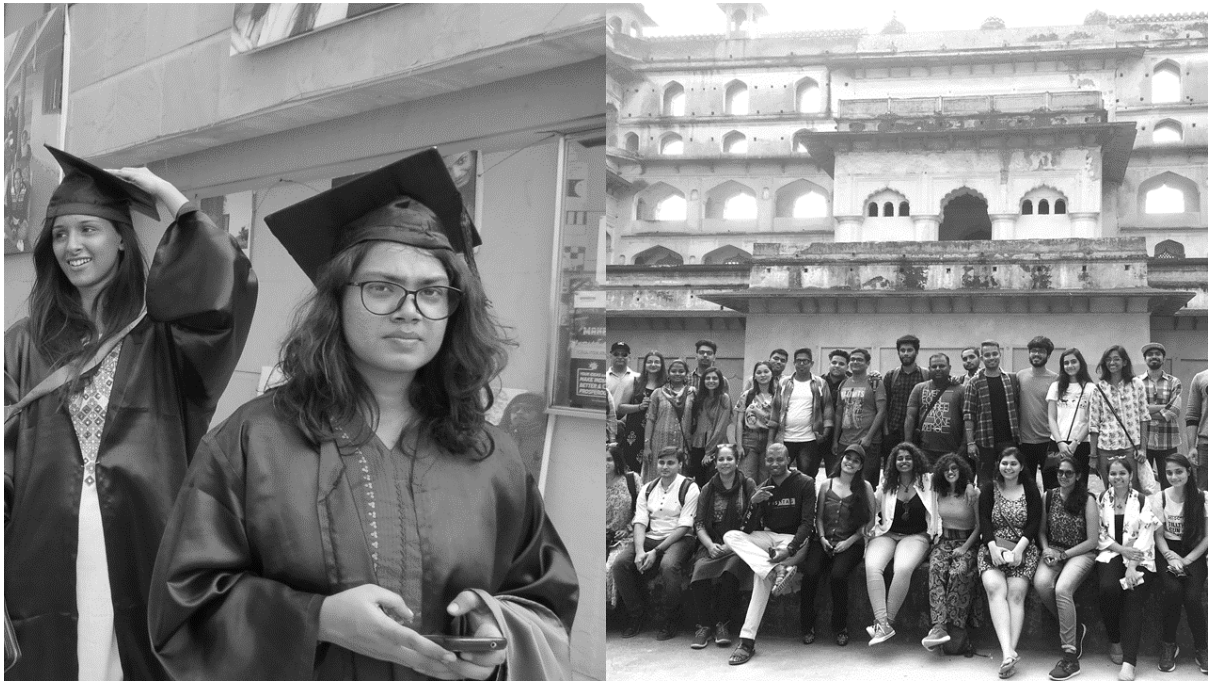




(Deemed to be University)



GENDER AUDIT REPORT

JUNE 2020

Prepared By:
Dr. Fawzia Tarannum, Assistant Professor

Development can only have a beneficial outcome for women when the working culture, structure, systems and procedures, and underlying values of the institutions which shape women's lives themselves reflect a concern for gender equality.

-Fenella Porter, Ines Smyth and Caroline Sweetman

Table of Contents

Acronyms	4
1. Introduction	5
2. Gender Auditing	5
3. Objective of Gender Audit	7
4. Methodology	7
5. Findings	8
5.1 <i>Gender-related courses/topics introduced in the curriculum in the various subjects taught.</i>	8
5.2 <i>Teaching, Learning and Evaluation</i>	8
5.2.1 Gender segregated data on students, faculty, and administration.....	8
5.2.2 Participation of women faculty in seminars/ conferences/ workshops/ faculty development programmes/ receiving awards/representation in various committees.	11
5.3 <i>Research, Consultancy and Extension</i>	12
5.3.1 Percentage of women faculty actively involved in research/ guiding research students/operating projects/ publishing and extension activities.	12
5.3.2 Specific research topics and extension activities related to gender and equity.....	13
5.4 <i>Infrastructure and Learning Resource</i>	14
5.4.1 Availability of hostel/common room/ toilet/ sports facilities for women.....	14
5.5 Student Support and Progression	14
5.5.2 Availability of women counsellors and sexual harassment cell.....	15
5.6 <i>Organization and Management</i>	16
5.6.1 Number of women in all selection /promotion committees/ academic/ administrative bodies of the institution.....	16
5.6.2 Details on maternity leave, crèche for children.....	17
6 Responses to other gender-based questions	19

Acronyms

AICTE – All India Council for Technical Education

TERI SAS – TERI School of Advanced Studies

TERI – The Energy and Resources Institute

UGC – University Grants Commission

NAAC – National Assessment and Accreditation Council

M.Sc. – Master of Science

M.Tech. – Master of Technology

MBA – Master of Business Administration

M.A. – Master of Arts

Ph.D. – Doctor of Philosophy

ESRM – Environmental Studies and resource Management

CSP – Climate Science and Policy

Geo – Geoinformatics

Eco – Economics

PBT – Plant Biotechnology

WSG – Water Science and Governance

REEM – Renewable Energy Engineering and Management

UDM – Urban Development Management

WREM – Water Resource engineering and Management

SDP – Sustainable Development Practice

PPSD – Public Policy and Sustainable Development

1. Introduction

Gender defines the socially constructed identities, roles and responsibilities of different gender types and the relationship between them. It refers to the socially defined norms of how men, women and other gender types should behave, and relate to each other and consequently govern their representation in various organisations and positions. These ideas and practices are sanctioned and reinforced by a host of cultural, political, and economic institutions including the household, legal and governance structures, markets, and religion.

TERI School of Advanced Studies is an equal opportunity institution where all gender types are given equal chance to take admission, work, and progress. The institute has a policy on equality, diversity, and inclusion to ensure that there is no discrimination of any kind between students from different caste, class, religion, and gender types. The institute has an Internal Complaints Committee and a policy document to inquire into the complaint of Sexual Harassment. It is in accordance with the University Grants Commission (Prevention, prohibition, and redressal of sexual harassment of woman employees and students in higher educational institutions) Regulations 2015 and Chapter XIII of Compendium of policies, rules, and guidelines. There is also an Anti-ragging Policy wherein any act of physical or mental abuse (including bullying and exclusion) targeted at another student (fresher or otherwise) on the ground of colour, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence or economic background is punishable. These policies are based on the Honourable Supreme Court of India's ruling and UGC regulations on curbing the menace of ragging in higher education institutions, 2009. The University also follows a 'Students Honour Code' wherein any Sexual Misconduct, Sexual Assault and Sexual Harassment shall invite disciplinary actions under the relevant law and UGC/AICTE/TERI SAS Policy & guidelines for the prevention, prohibition and punishment of Sexual Harassment of Women.

2. Gender Auditing

Gender auditing is a process of assessing policies, practices and procedures in an organization that specially addresses the issues related to women. It aims to identify developmental dimensions of providing opportunities for women in the organization for their growth and aspects hindering women's advancements in the organization.

The National Assessment and Accreditation Council (NAAC), uses various metrics consisting of administrative, infrastructural, financial, and human resources indicators to accredit educational institutions in India. Given the gender gap prevalent in the country, the NAAC committee has also started to lay emphasis on the gender sensitive indicators and sex disaggregated data while granting the accreditation. NAAC has identified seven major areas for the assessment of gender sensitivity in institution. These are delineated below:

- i. Women-related courses/topics introduced in the curriculum in the various subjects taught.**
- ii. Teaching, Learning and Evaluation**
 - a. Gender segregated data on students and faculty in various departments at UG/PG level.
 - b. Participation of women faculty in seminars/ conferences/ workshops/ faculty development programmes/ receiving awards/representation in various committees.
- iii. Research, Consultancy and Extension**
 - a. Percentage of women faculty actively involved in research/ guiding research students/operating projects/ publishing and extension activities.
 - b. What are the specific research topics and extension activities related to women?
- iv. Infrastructure and Learning Resource**
 - a. Availability of hostel/common room/ toilet/ sports facilities for women.
 - b. Books and journals on women in the library.
- v. Student Support and Progression**
 - a. Sex disaggregated data on number of women students getting scholarships/ financial support and the students getting placement.
 - b. Availability of women counsellors, sexual harassment cell, lady doctor.
- vi. Organization and Management**
 - a. Number of women in all selection /promotion committees/ academic/ administrative bodies of the institution.
 - b. Details on maternity leave, crèche for children.
- vii. Healthy Practices**
 - a. Number of gender sensitization programmes conducted.
 - b. Number of women- related themes and topics taken up for discussion and debates.

3. Objective of Gender Audit

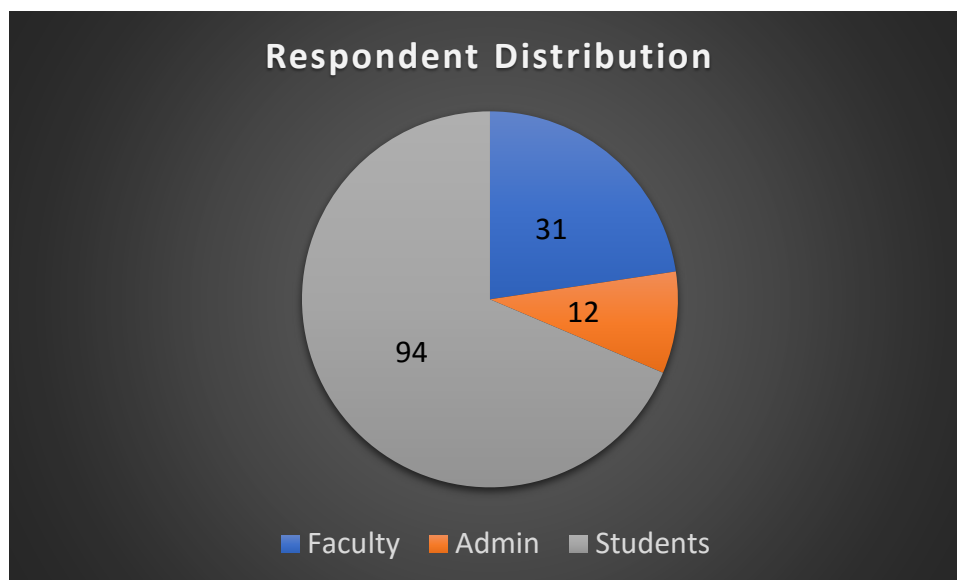
The objective behind conducting gender audit is to reflect on the gender equity within the organisation and develop a baseline for collective discussion and analysis. The audit shall enable TERI SAS to identify the impact of gender relations on their working culture, processes, programs, and organizational performance. The audit shall help TERISAS in uncovering the disparities and reinforcing the equalizing patterns, making the institute more gender responsive.

The Gender Audit shall provide the institute with an approach to assess their compliance with gender equality and social inclusion and enable it to develop an action plan process for moving forward.

4. Methodology

The data on students, faculty members and the administrative staff was collected from the database available in the administrative department. A review of courses taught in various programs was carried out to understand the integration of gender in the curriculum.

A questionnaire survey was administered to faculty members, students, and staff of TERI SAS to get their views on different aspects of gender sensitivity in the institute. We received a total of 137 responses. The respondent distribution is shown in the chart below:



5. Findings

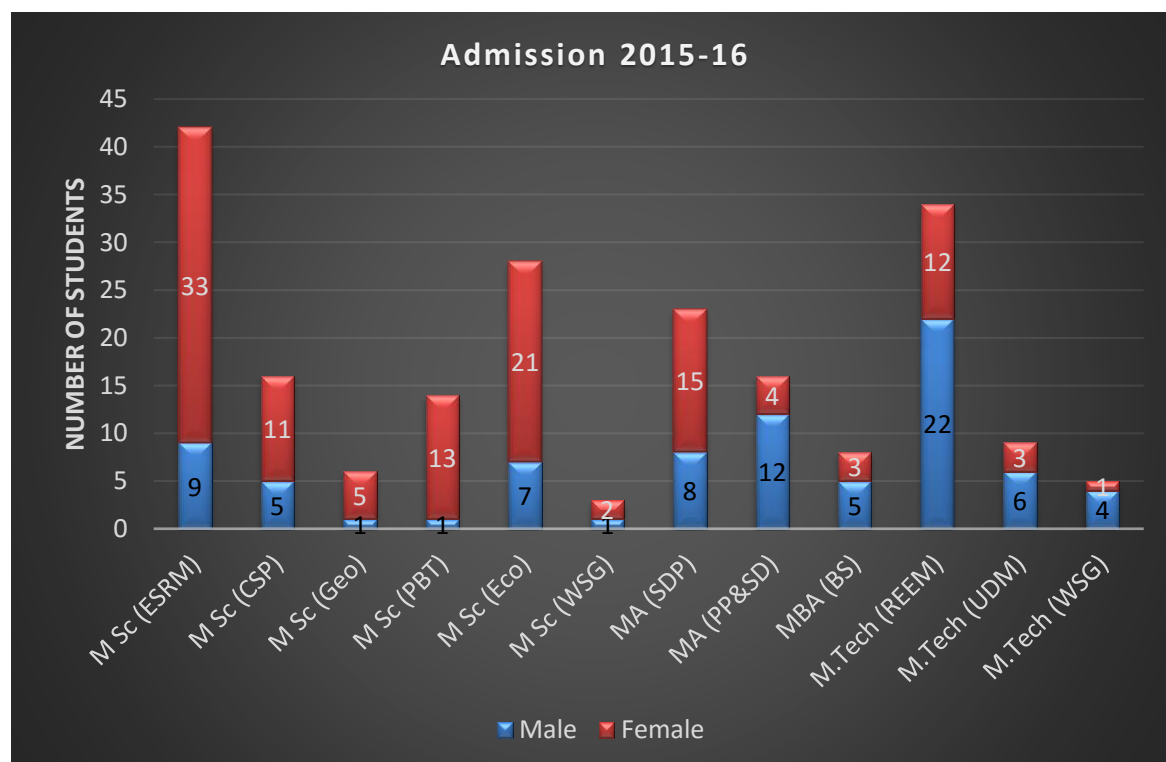
5.1 Gender-related courses/topics introduced in the curriculum in the various subjects taught.

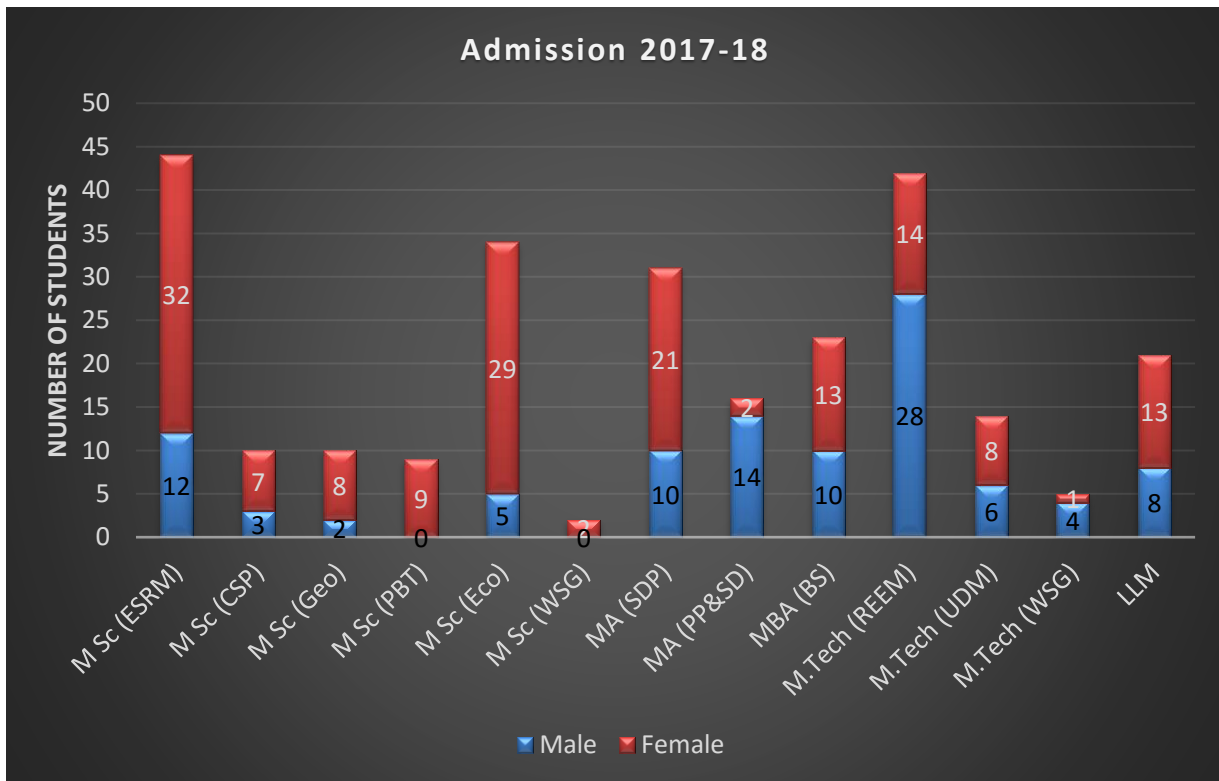
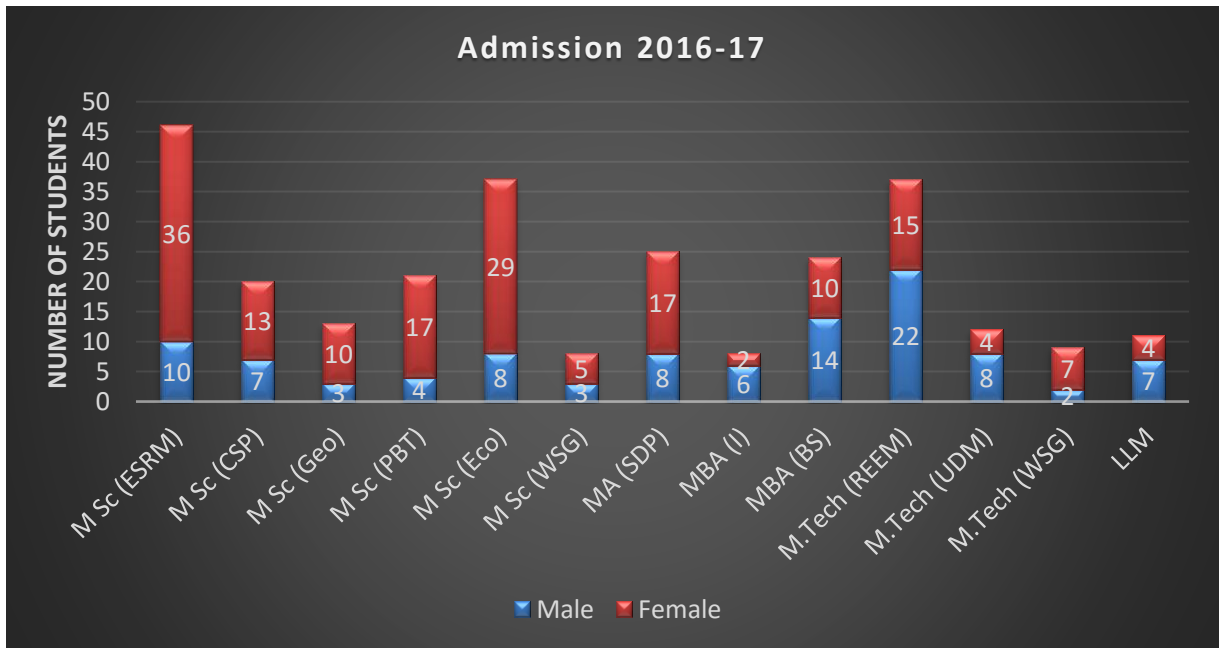
The programs offered by the TERI School of Advanced Studies are interdisciplinary in nature and comprise of courses related to social, economic, legal, governance and technical aspects of environment and sustainability with an overarching dimension of social inclusion. There is a full course on Gender, Equity and Water Management offered by the Coca-Cola Department of Regional Water Studies. This course is compulsory for the M.Sc. Water Science and Governance and M.Tech. Water Resources Engineering and Management students and is offered as elective course for MA Sustainable Development Practice students. Besides this there are topics on gender and gender relations that are covered under courses like Introduction to Sustainable Development, Cultural and Political Ecology, Perspectives on Development, Integrated Approaches to Sustainable Development Practice, City and Regional Planning and Management, among others.

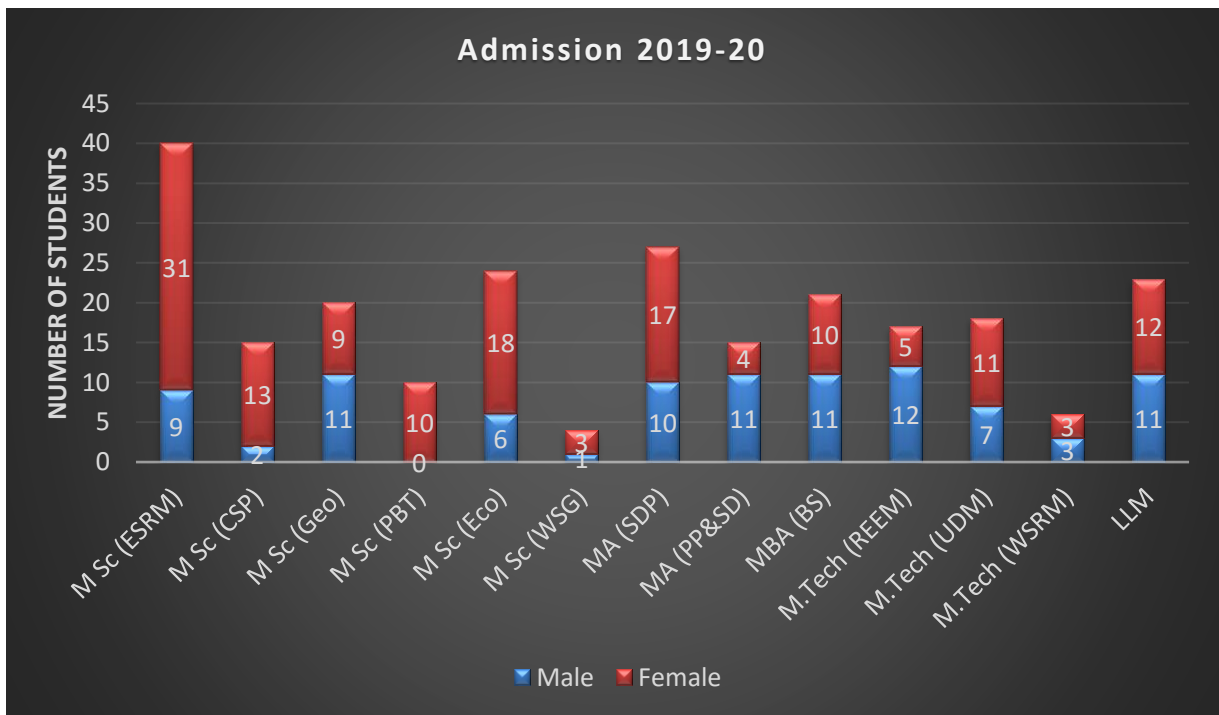
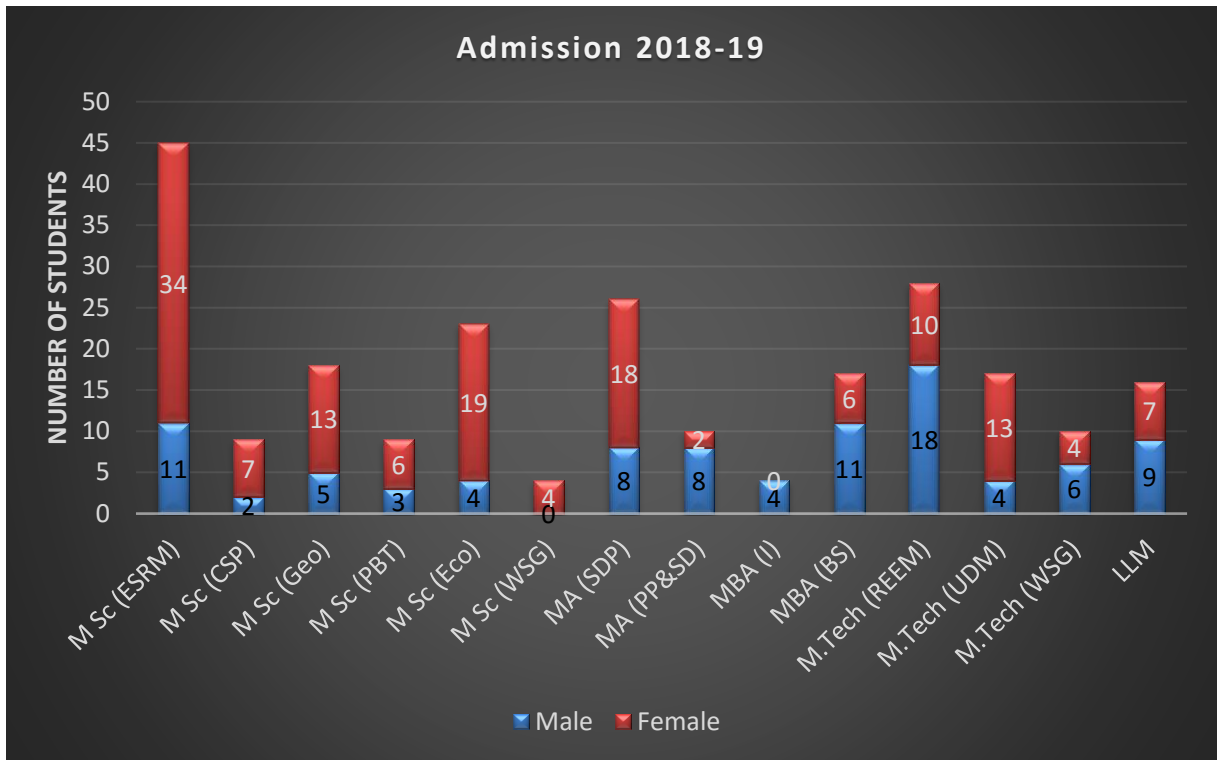
5.2 Teaching, Learning and Evaluation

5.2.1 Gender segregated data on students, faculty, and administration

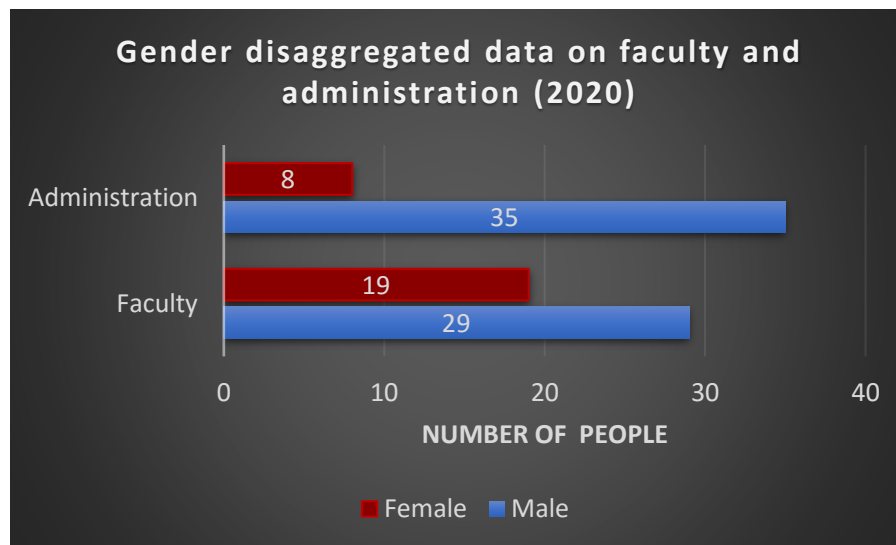
Gender disaggregated student admissions across different departments





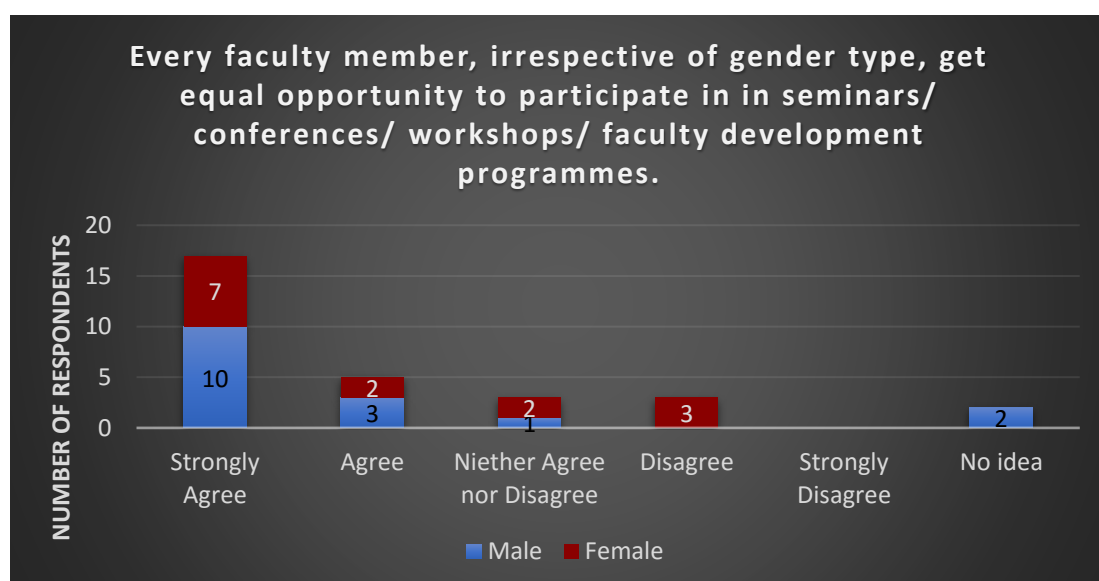


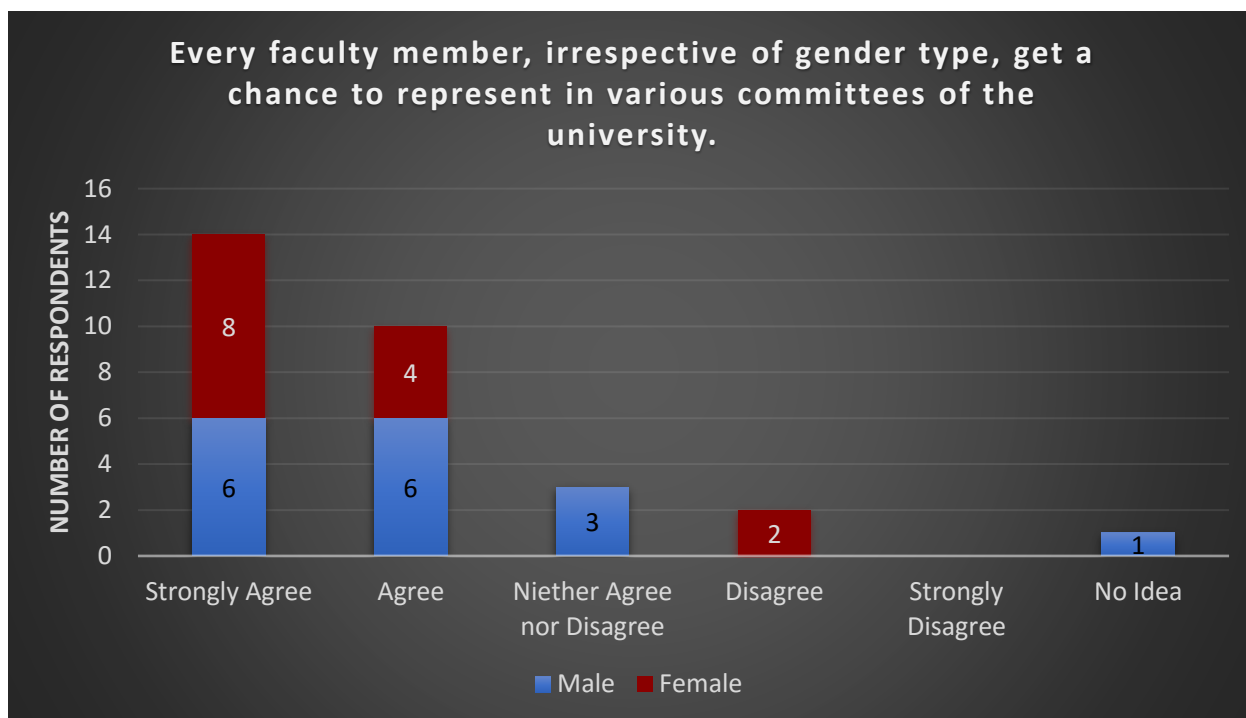
Gender disaggregated data on faculty and administration



5.2.2 Participation of women faculty in seminars/ conferences/ workshops/ faculty development programmes/ receiving awards/representation in various committees.

TERI SAS is an equal opportunity institution and faculty members of all gender types have equal chance to organise as well as participate in seminars, conferences, and faculty development programs. The university also has the provision for supporting travel, boarding, and lodging requirements in case a faculty member is selected to present in a conference. The University has not instituted any rolling awards for faculty members. However, it provides equal chance to nominate female/male faculty members for the awards as and when they are announced. The University has 11 committees. Both female/male faculty members are members of this committee and they get equal opportunity to hold the post of Convenor of the committees. The findings of the questionnaire survey are as follows:

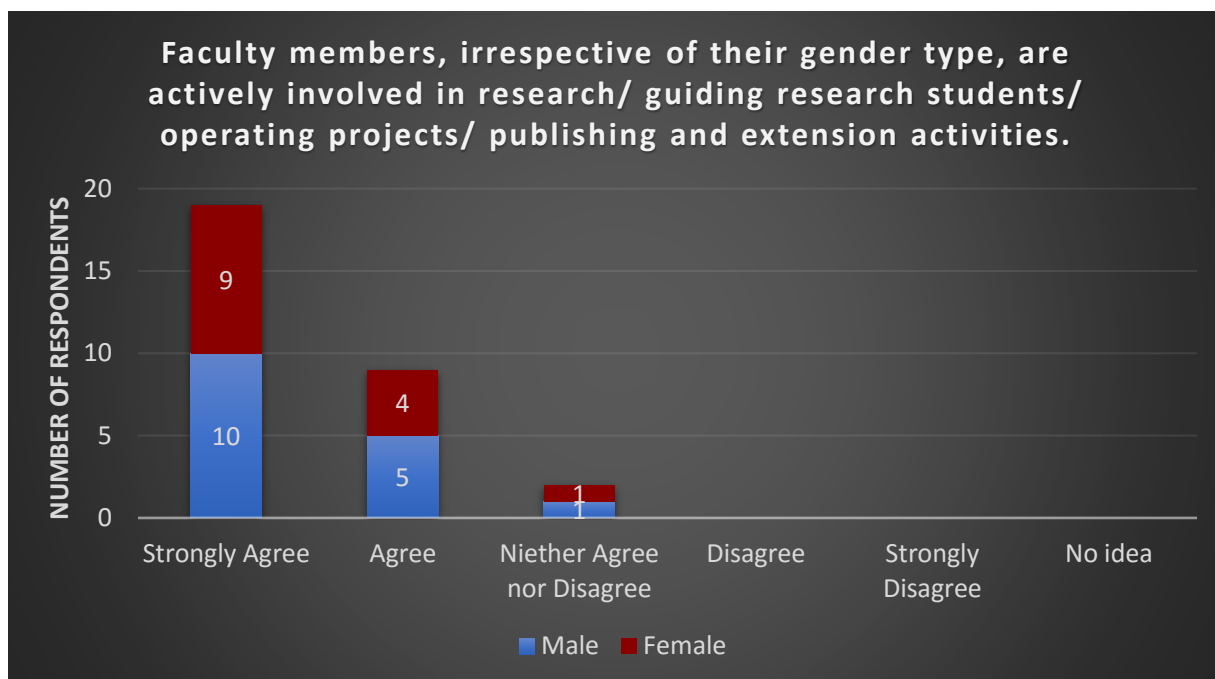




5.3 Research, Consultancy and Extension

5.3.1 Percentage of women faculty actively involved in research/ guiding research students/operating projects/ publishing and extension activities.

The University provides equal chance to all faculty members to undertake academic research, submit project proposals and implement projects. Research supervision is required for both Postgraduate as well as PhD students. Every faculty in the department is allocated masters research supervision task depending on their area of expertise and the number of students in their respective department. No discrimination is made based on gender while allocating supervisors. Likewise, faculty members, depending on their designation, are permitted to induct PhD students under their supervision. The maximum number of students that a faculty member can supervise is governed by the UGC guidelines. The faculty members are at liberty to publish independently or along with their colleagues/students/collaborators. Extension activities can be undertaken by any faculty member provided it falls within the scope of rules and regulations laid down by the university. The findings of the questionnaire survey are shown in the chart below.



5.3.2 Specific research topics and extension activities related to gender and equity

The Department of Regional Water Studies with the support of International Centre of Excellence in Water Resource Management (ICEWaRM), Australia has developed a detailed training material for a two-day Management Development Program on “Gender Equity and Water Management”. This program was first offered to the officials from the Ministry of Water Resources, River Development and Ganga rejuvenation in November 2016. The programme develops a good conceptual and theoretical understanding of gender, rights and equity issues among participants while providing them with exposure to the practical challenges in making the water sector more gender balanced and gender sensitive. The programme also aims to build capacities of participants with respect to gender equity by suggesting practical strategies to enable them to work for sustainable and gender sensitive management of water resources. The overall objective is to make the participants better informed and motivated to make changes within their overall sphere of influence as well as to emerge as stronger advocates for gender equity at a personal level. Thereafter, four such programmes were also conducted in Guwahati, Hyderabad, Gurugram and Jaipur for Practitioners and Policy makers between 2018- 2019.

In addition, there has been research work and publication on ‘A Cross-National Study of the Gender Gap in Health among Older Adults in India and China: Similarities and Disparities’, ‘Gender difference in cognitive health among older Indian adults: A cross-sectional multilevel analysis’ and ‘Assessing gender responsiveness of forest policies in India’ were carried out by the Department of Policy Studies in 2018. The TERISAS also collaborated with TERI in the

HiAWARE project in 2018-19 wherein a study was carried out on ‘Livelihoods, gender and climate change in the Eastern Himalayas.’ There was also a research publication titled ‘A two-step approach to integrating gender justice into mitigation policy: examples from India’ by the Department of Energy and Environment.

A sensitization programme on Workplace Harassment was conducted for the students, staff, and teachers at the TERI School of Advanced Studies on 01 May 2019. A talk on Prevention of Sexual Harassment is delivered during the students’ orientation program every year. Aligning with the global theme for International Women’s Day, TERI School of Advanced Studies (TERI SAS), observed the International Women’s Day on 06 Mar 2020, to reiterate its commitment for equal opportunities and rights for women. The day was observed with the theme- “Sajhedari Mein Khushhali”-celebrating and championing the need of a comprehensive and equal partnership between the genders to ensure a sense of equal entitlement which leads to collective empowerment. The faculty members, non-teaching staff and the housekeeping staff participated in activity driven sensitization program.

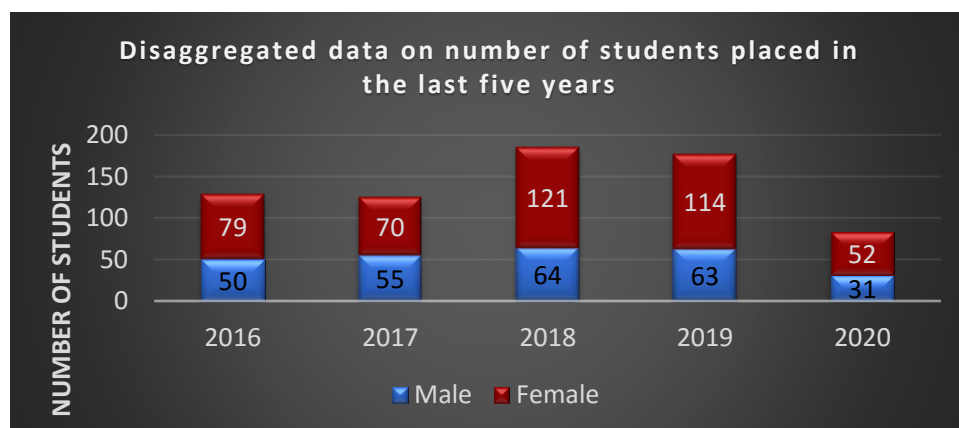
5.4 Infrastructure and Learning Resource

5.4.1 Availability of hostel/common room/ toilet/ sports facilities for women.

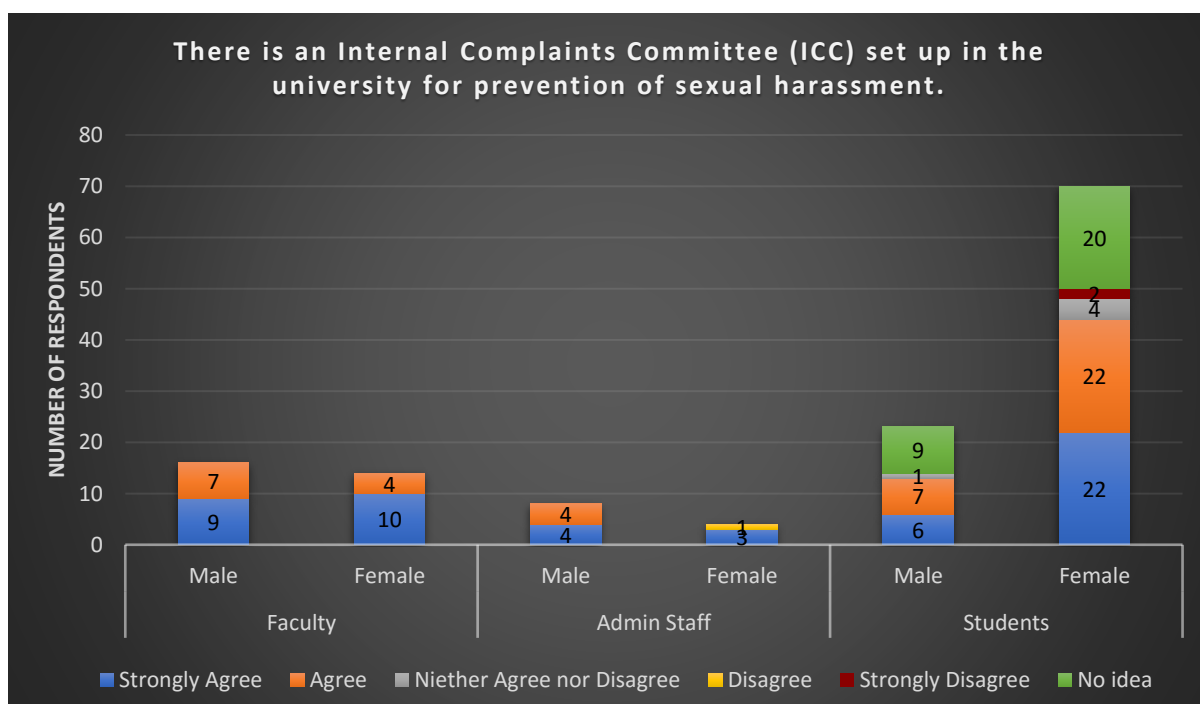
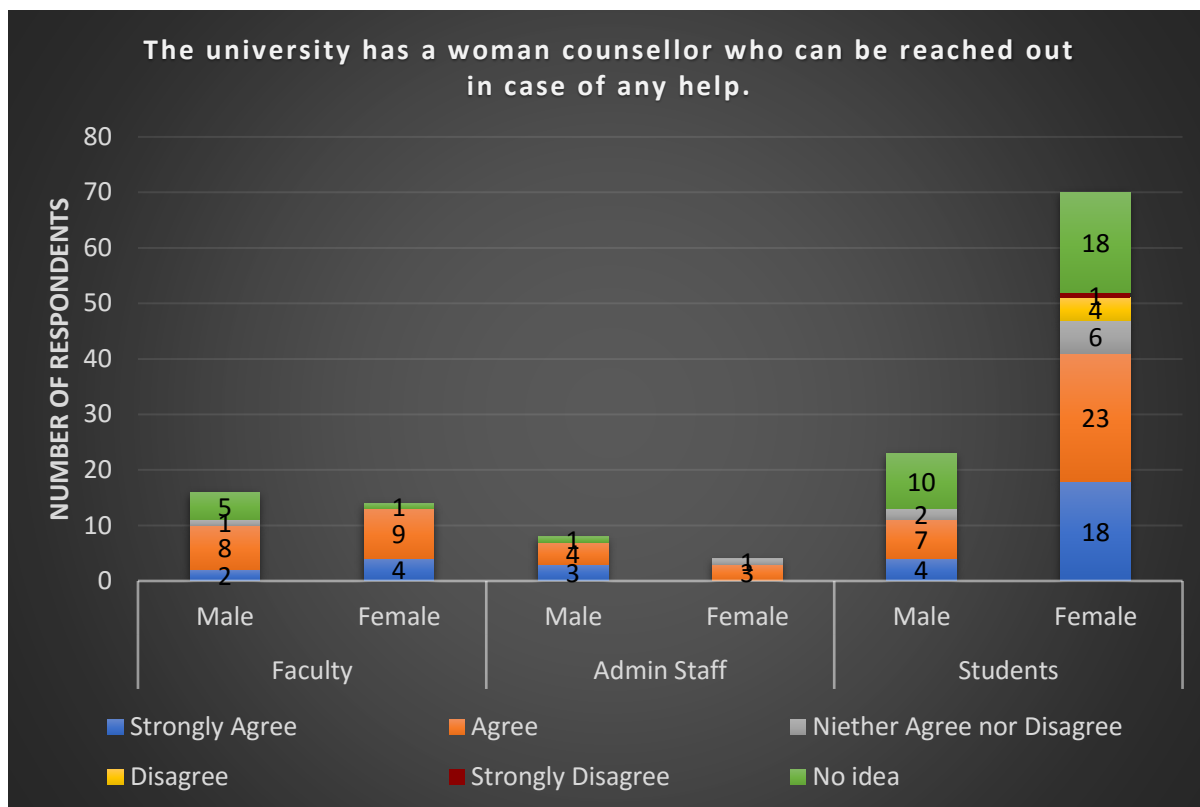
The University has hostel facility for girls which can accommodate 48 students. The rest of the outstation students are helped in getting paying guest accommodation in the neighbourhood. Separate toilet facilities are there for female and male students and faculty members on each floor of the academic block. There is common sports area and a common room facility which can be availed by all the students irrespective of the gender.

5.5 Student Support and Progression

5.5.1 Sex disaggregated data on number of students getting placement.



5.5.2 Availability of women counsellors and sexual harassment cell



5.6 Organization and Management

5.6.1 Number of women in all selection /promotion committees/ academic/ administrative bodies of the institution.

The selection/promotion committee is formed on case to case basis. The composition of the selection/promotion is as follows:

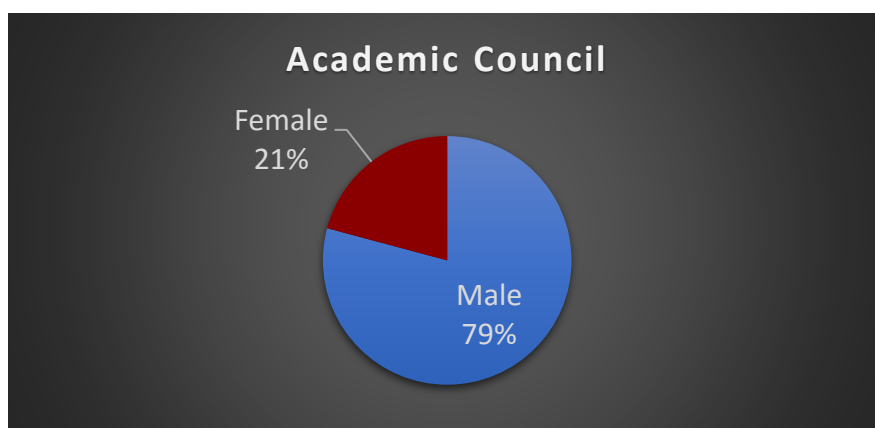
- Vice Chancellor
- One professor to be nominated by the Chancellor from the list of experts
- Three subject experts nominated by the Vice Chancellor
- Dean of Faculty
- Head of the Department

The minimum quorum for this committee is at least 4 members

Number of males and females in academic bodies of the institution.

Academic Council: Male: 19

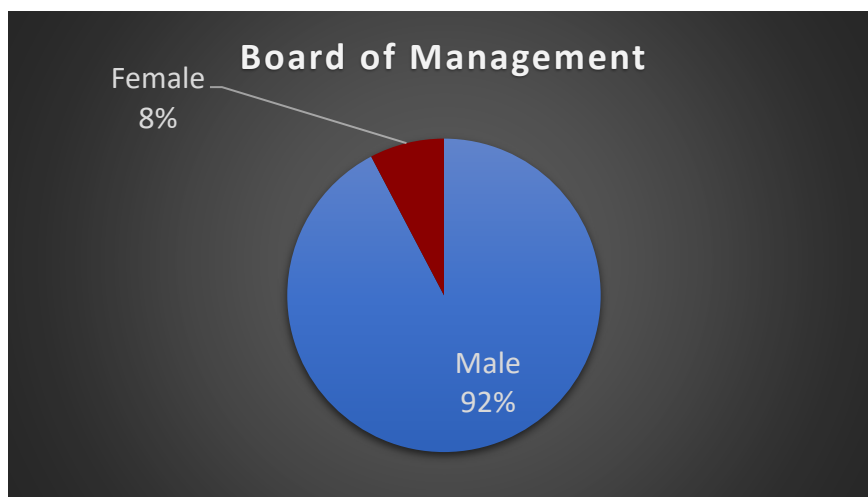
Female: 5



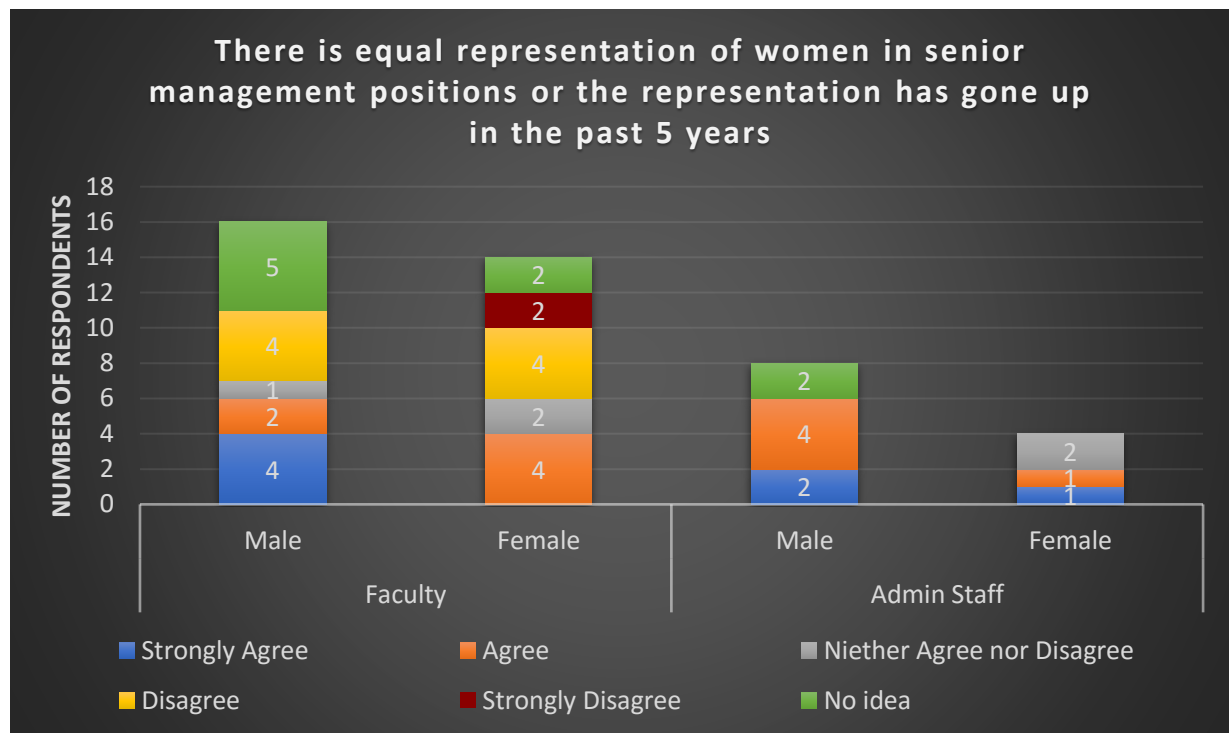
Number of males and females in administrative bodies of the institution.

Board of Management: Male: 12

Female: 1



Representation of women in senior management position



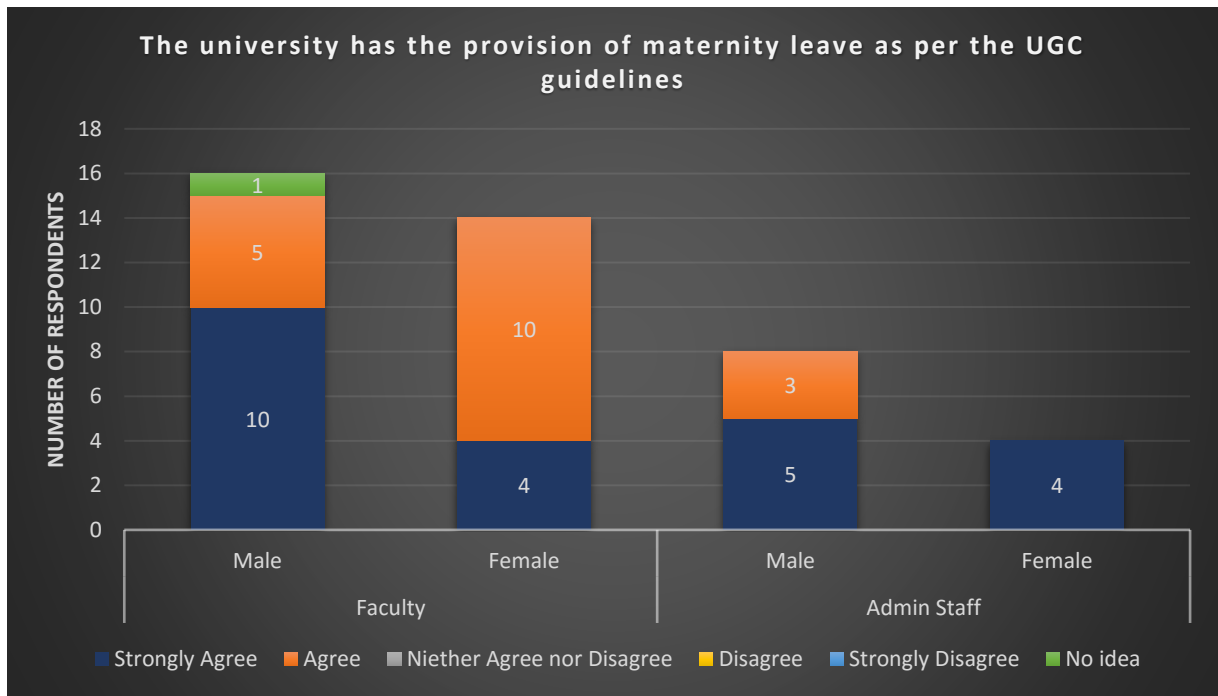
5.6.2 Details on maternity leave, crèche for children.

Married female regular employees of TERI SAS are eligible to Maternity Leave with full pay for a maximum period of 182 days (including weekends). Maternity leave is admissible only when the female employee has actually worked for a period of not less than eighty days in the twelve months immediately preceding the date of her expected delivery (Holidays declared under any law shall be taken into account). Such employees can avail another 90 days of half day leave (including weekends) at half pay if they so wish. If extension of the leave is required, leave will be granted accordingly and counted against Earn Leave.

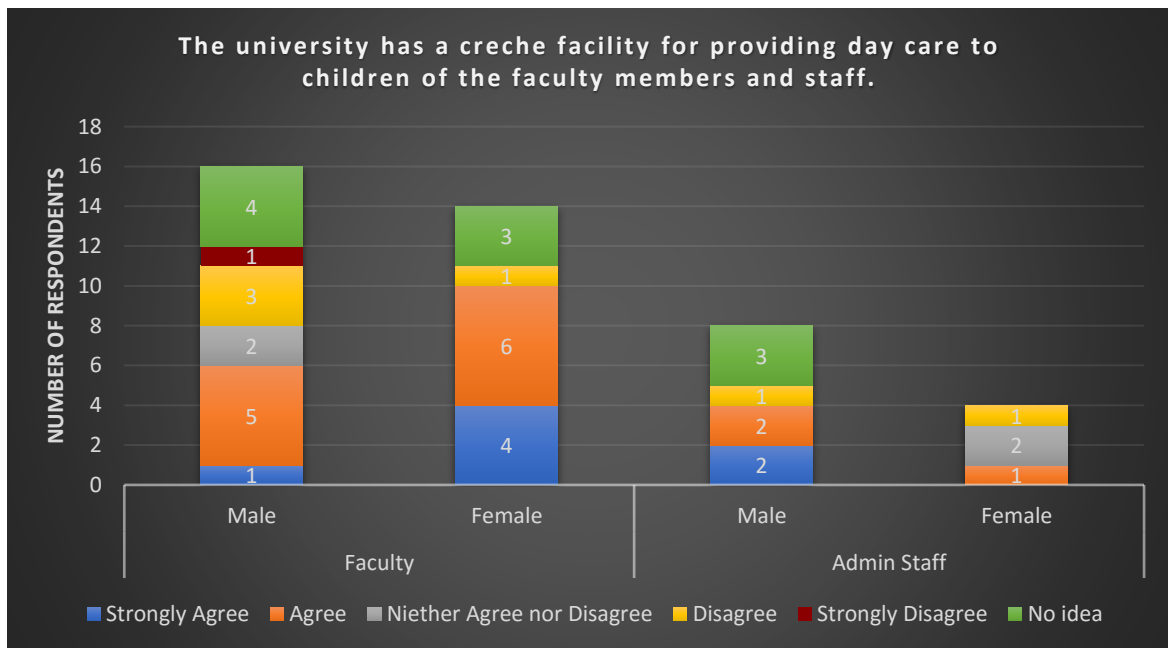
If there is no such leave due, extraordinary leave without pay can be granted by the Vice Chancellor or anyone authorized by him/her.

Maternity leave can be availed of for up to two children of an employee.

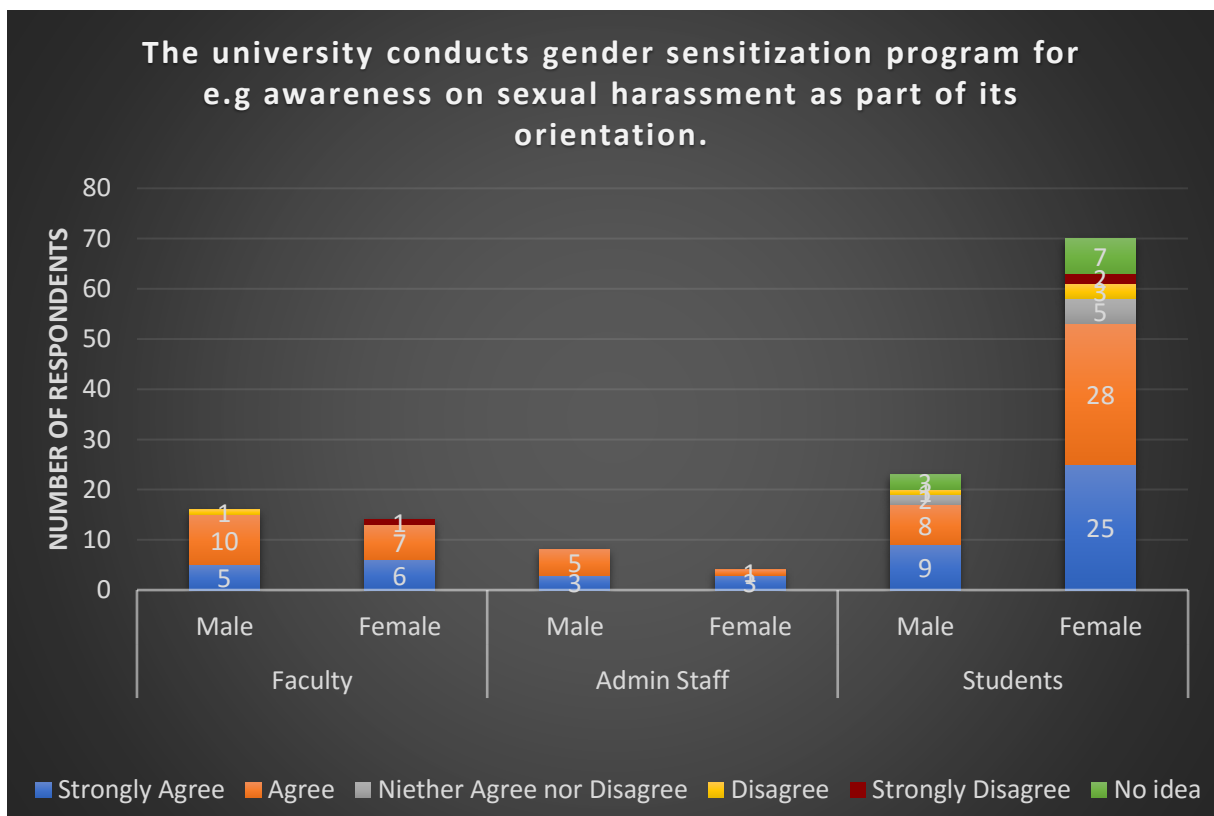
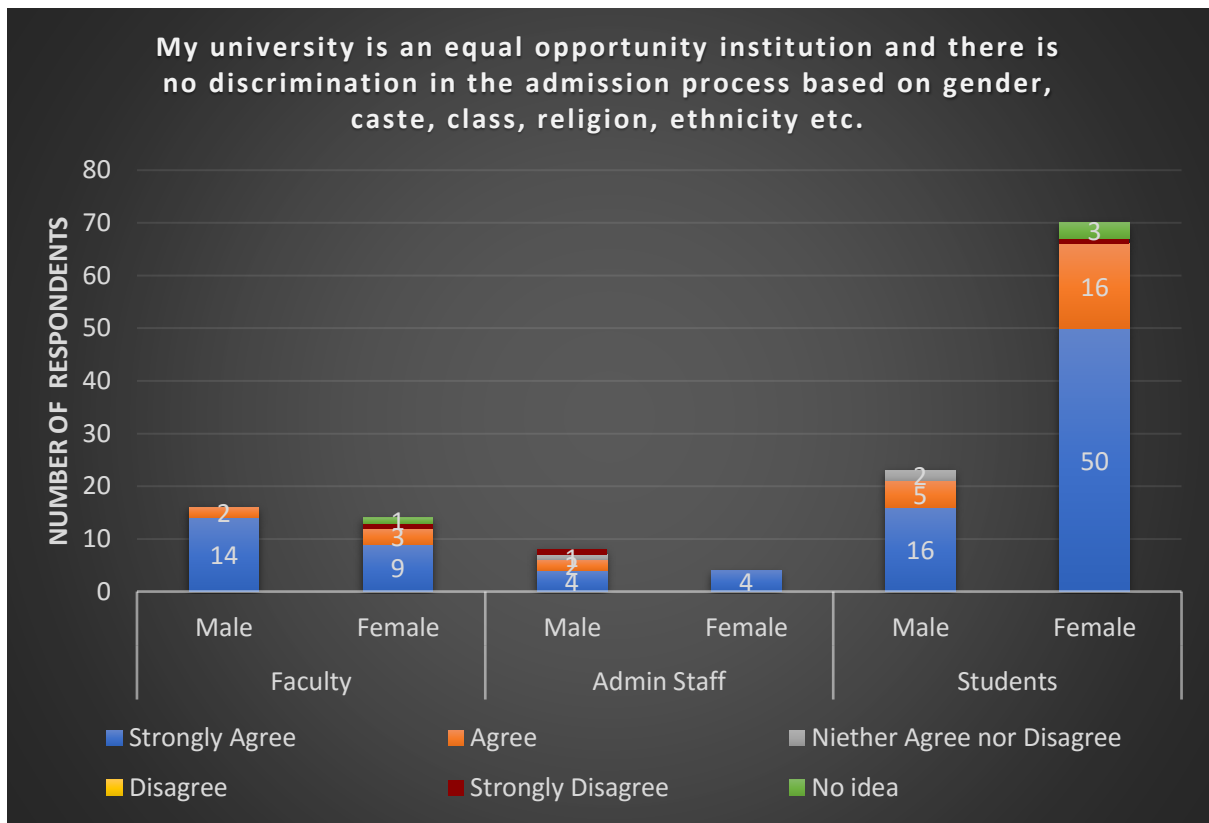
Paternity leave of 15 days is admissible to new fathers which can be availed at any time, and either as single days or a full block, till his child attains an age of one year. Paternity leave can be availed for up to two children. The response to the survey is as follows:

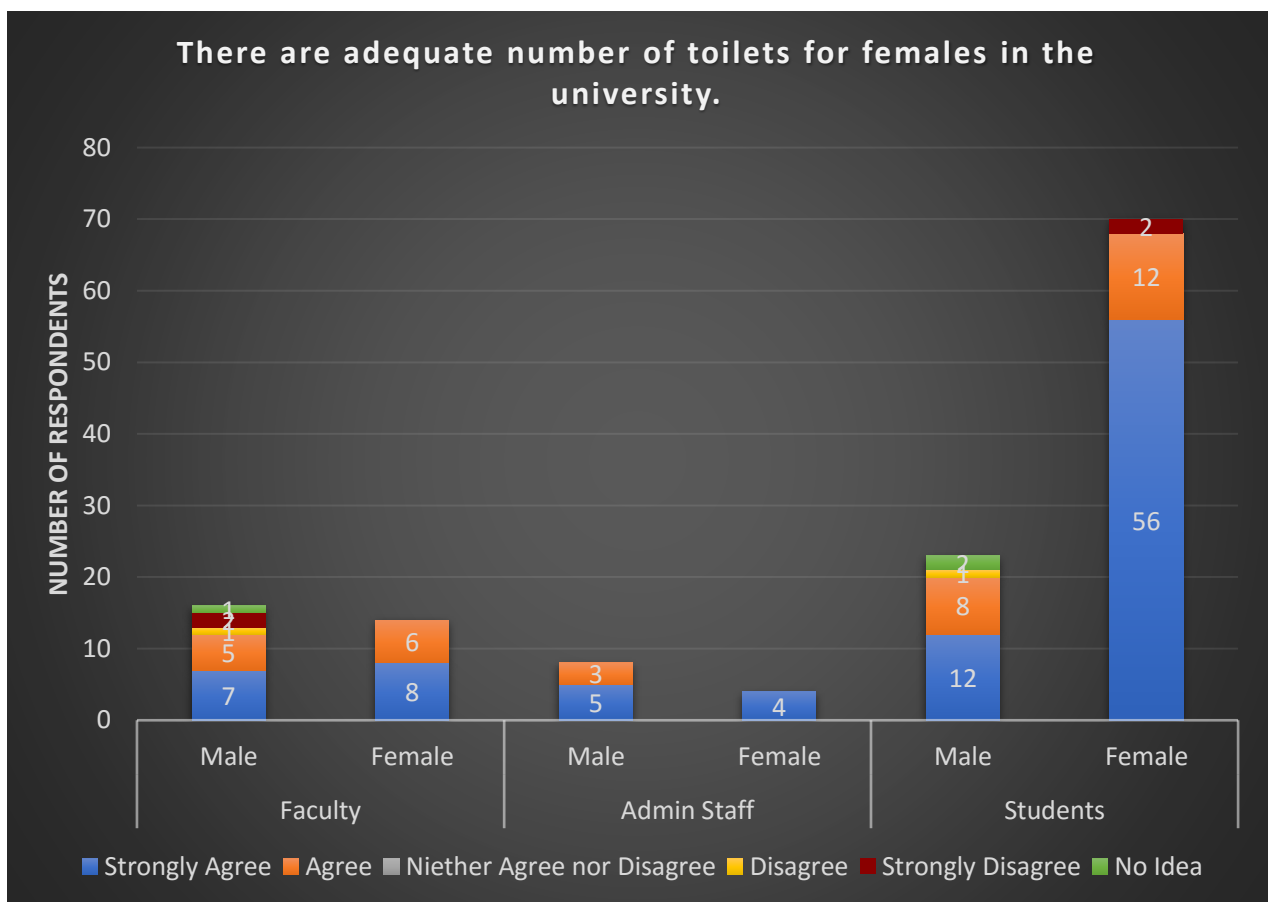
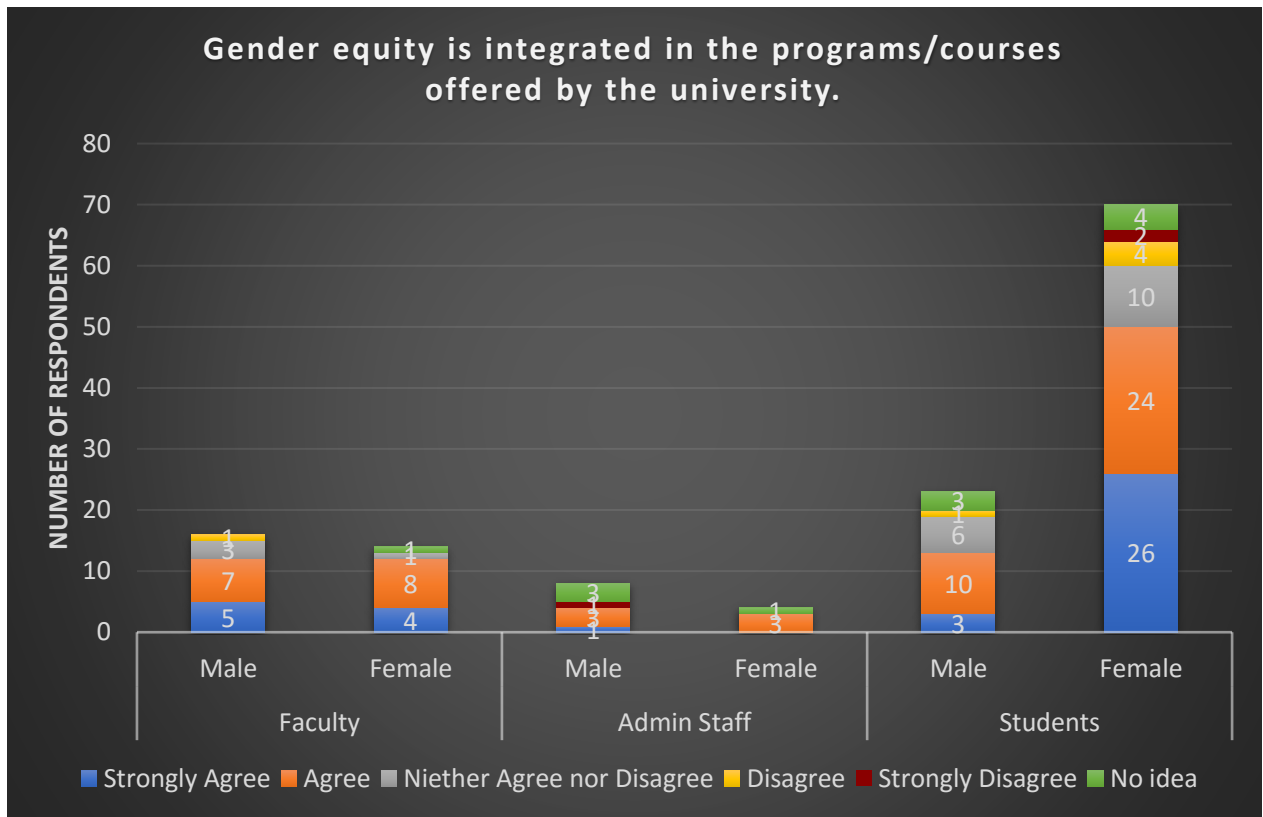


The University has a dedicated room in the girls' hostel which can be used as creche. Faculty members can bring their children along with their nannies and use the room for day care of their infants.

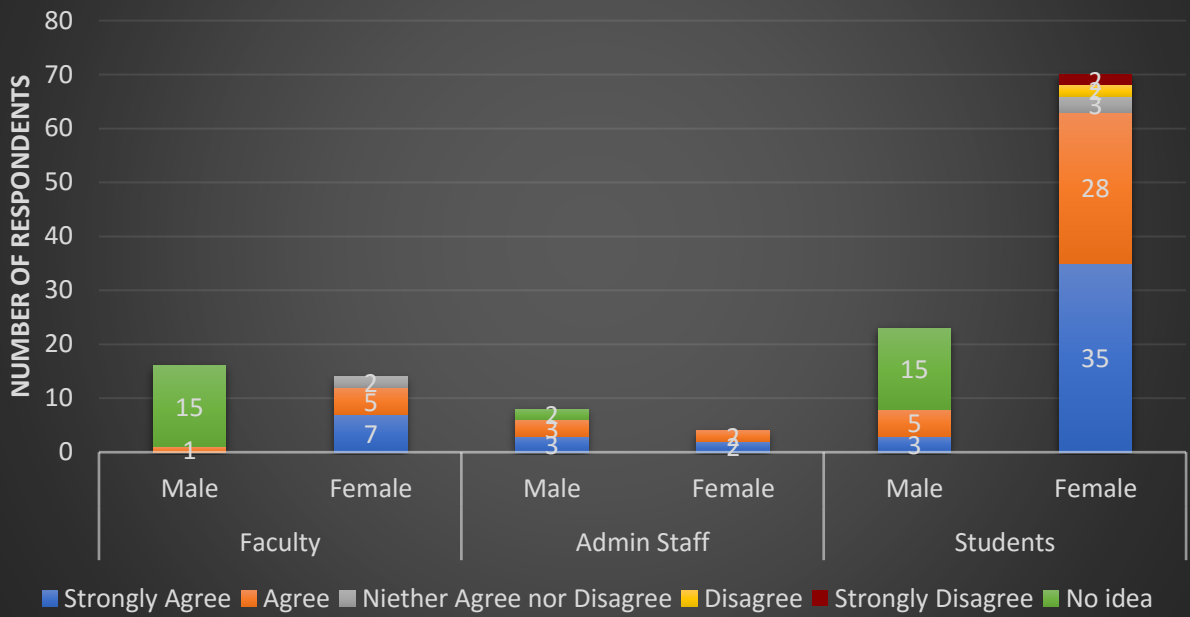


6 Responses to other gender-based questions

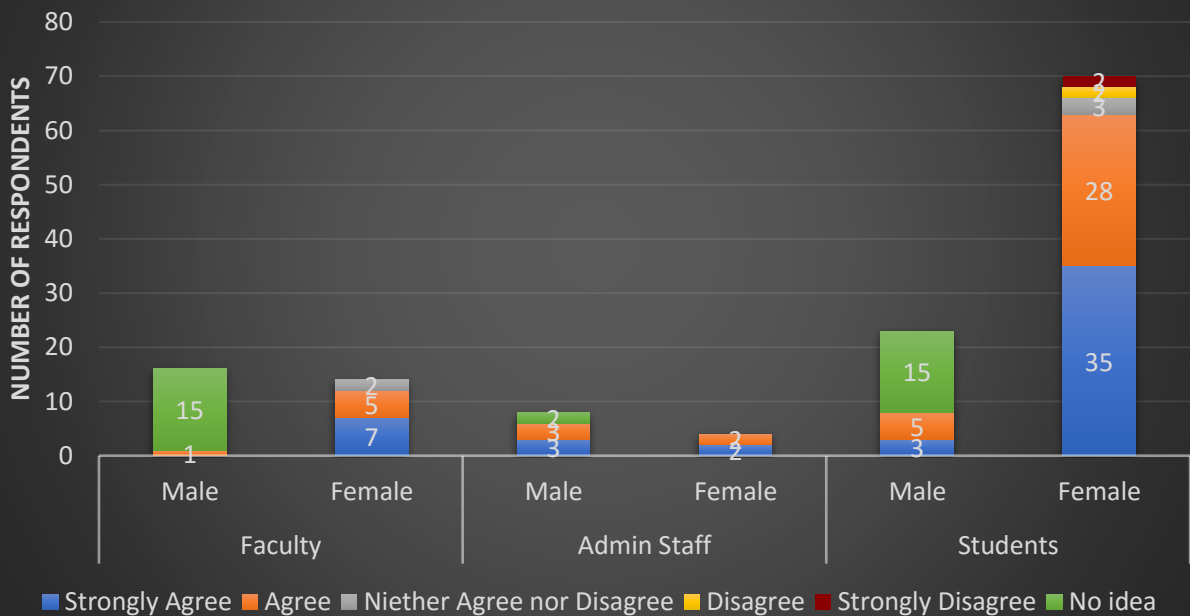




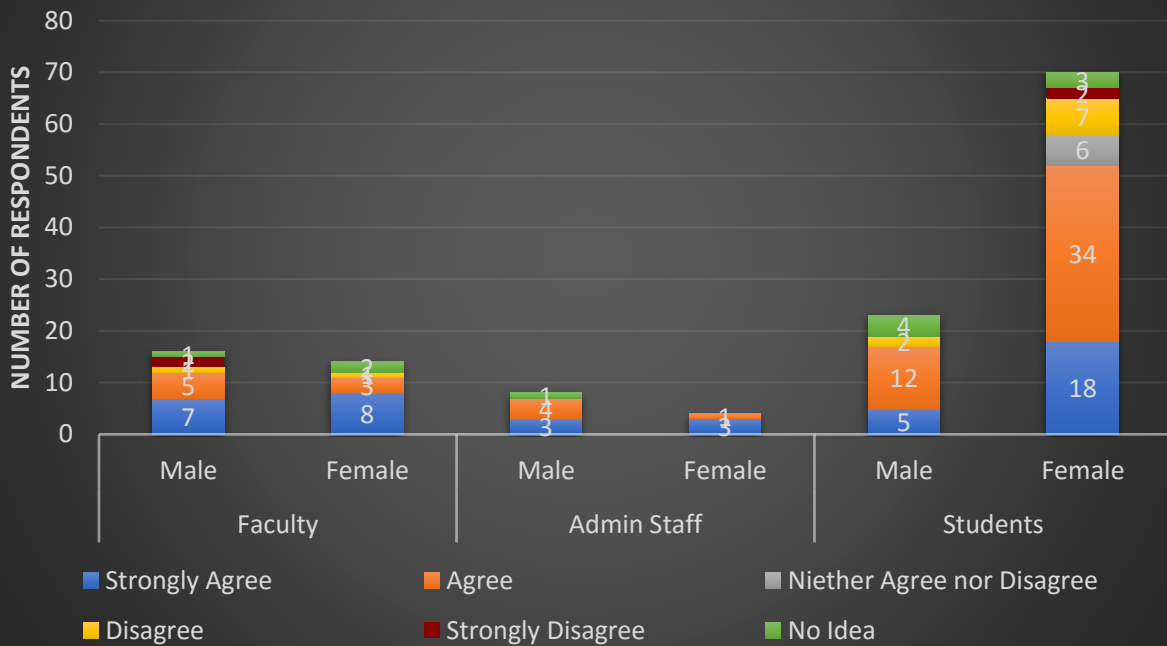
There are adequate facilities, like disposal bins, sanitary napkin dispensers etc, available inside the toilet, keeping into consideration the specific needs of female students.



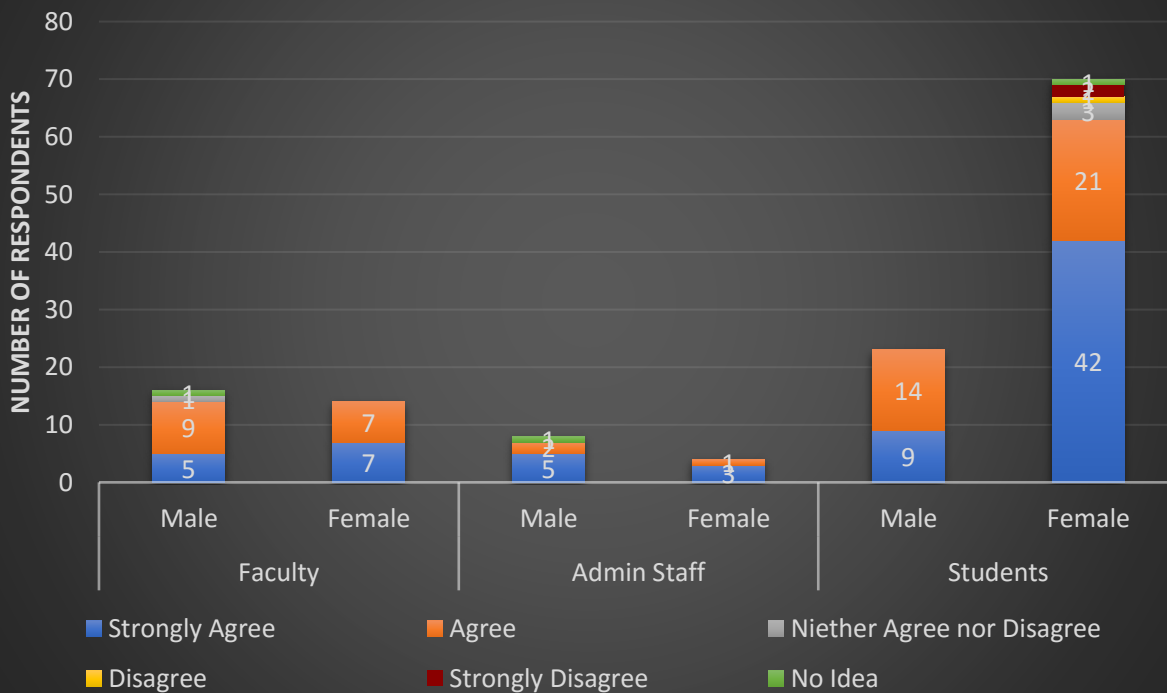
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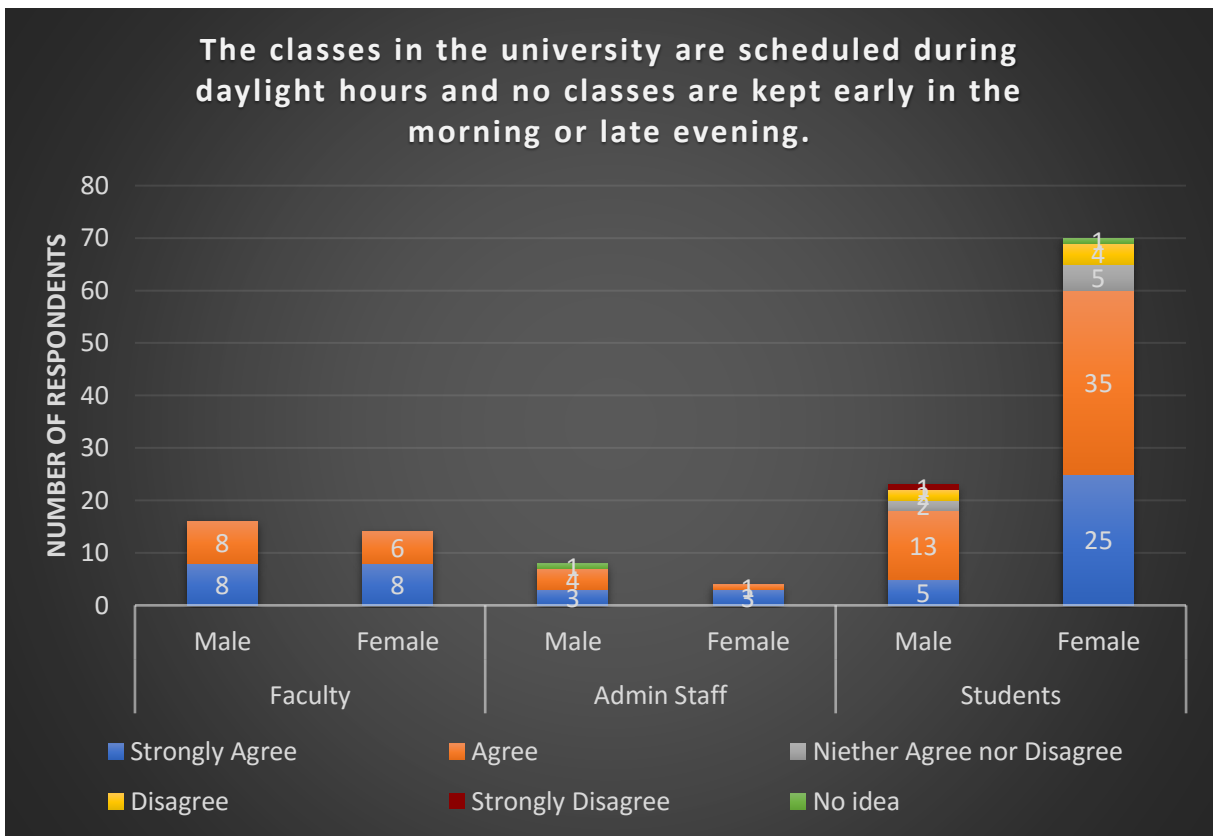
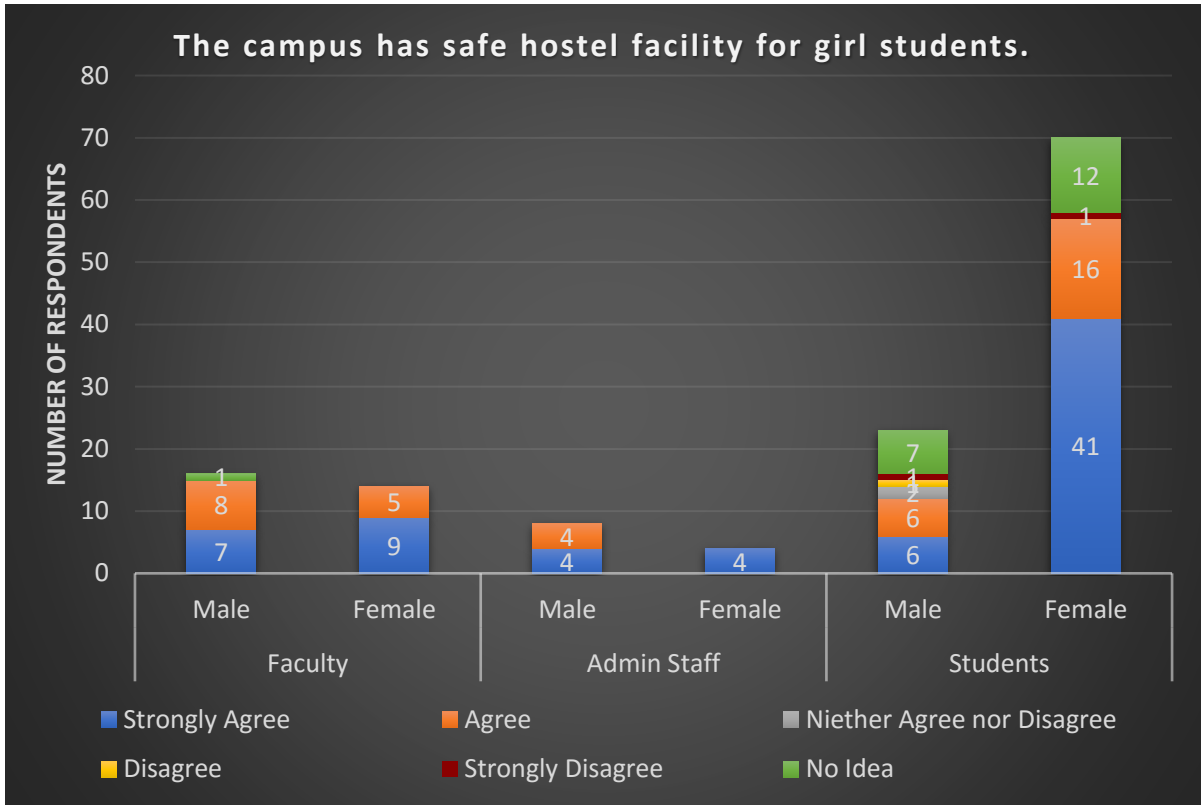


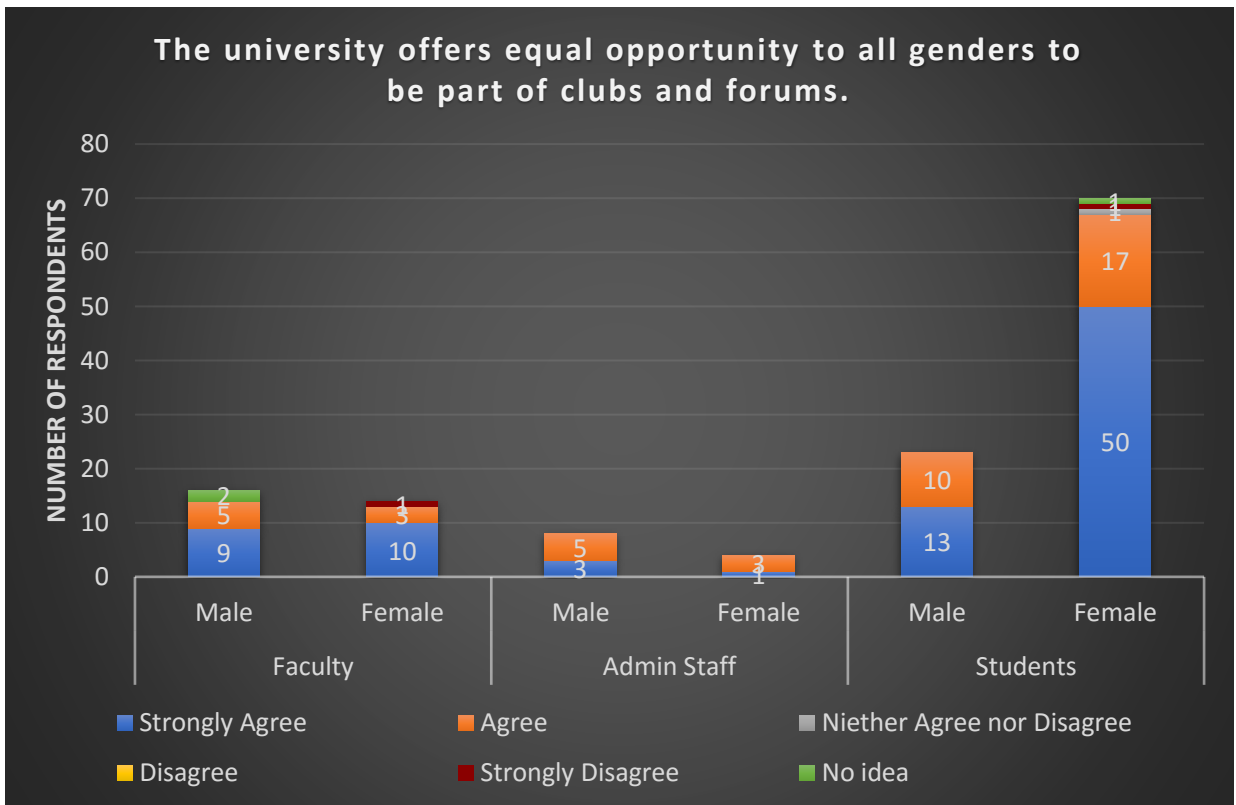
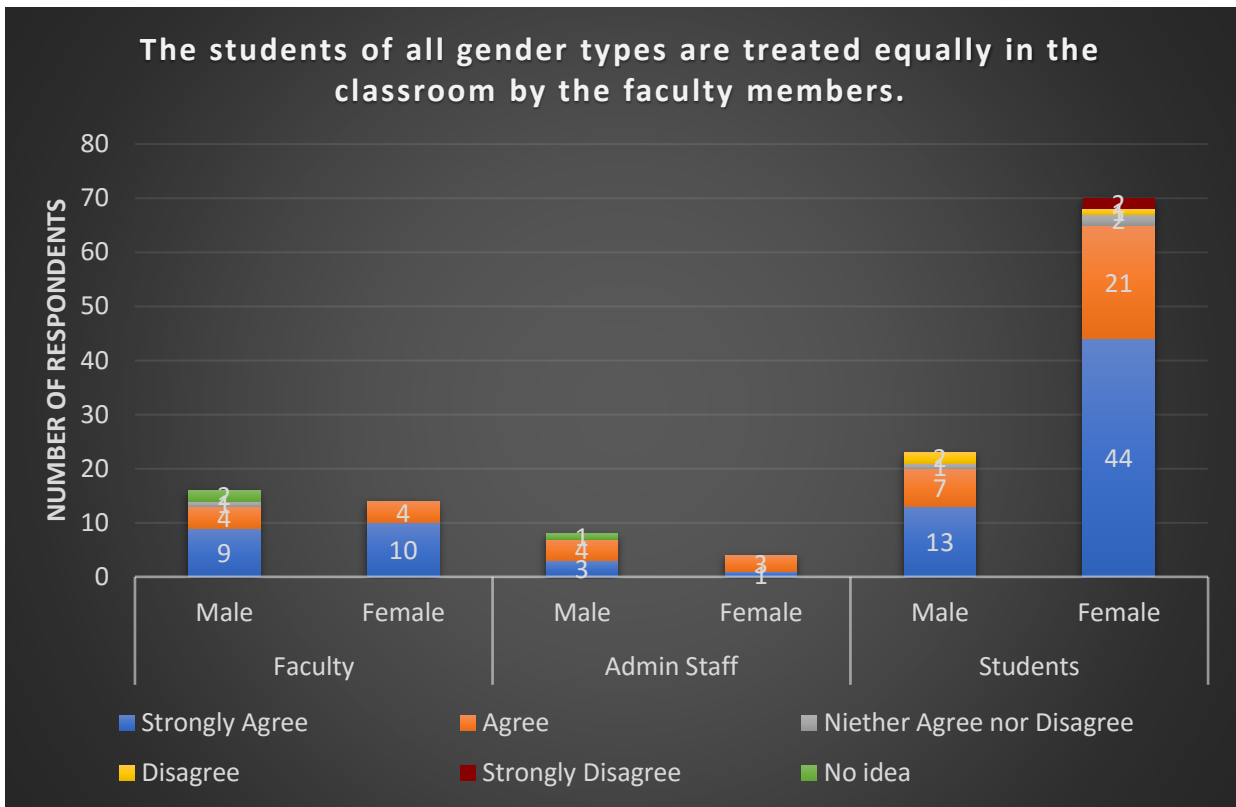
There is adequate lighting available inside the campus during night, including but not limited to, adequate light in corridor, classrooms, common areas, toilets etc.

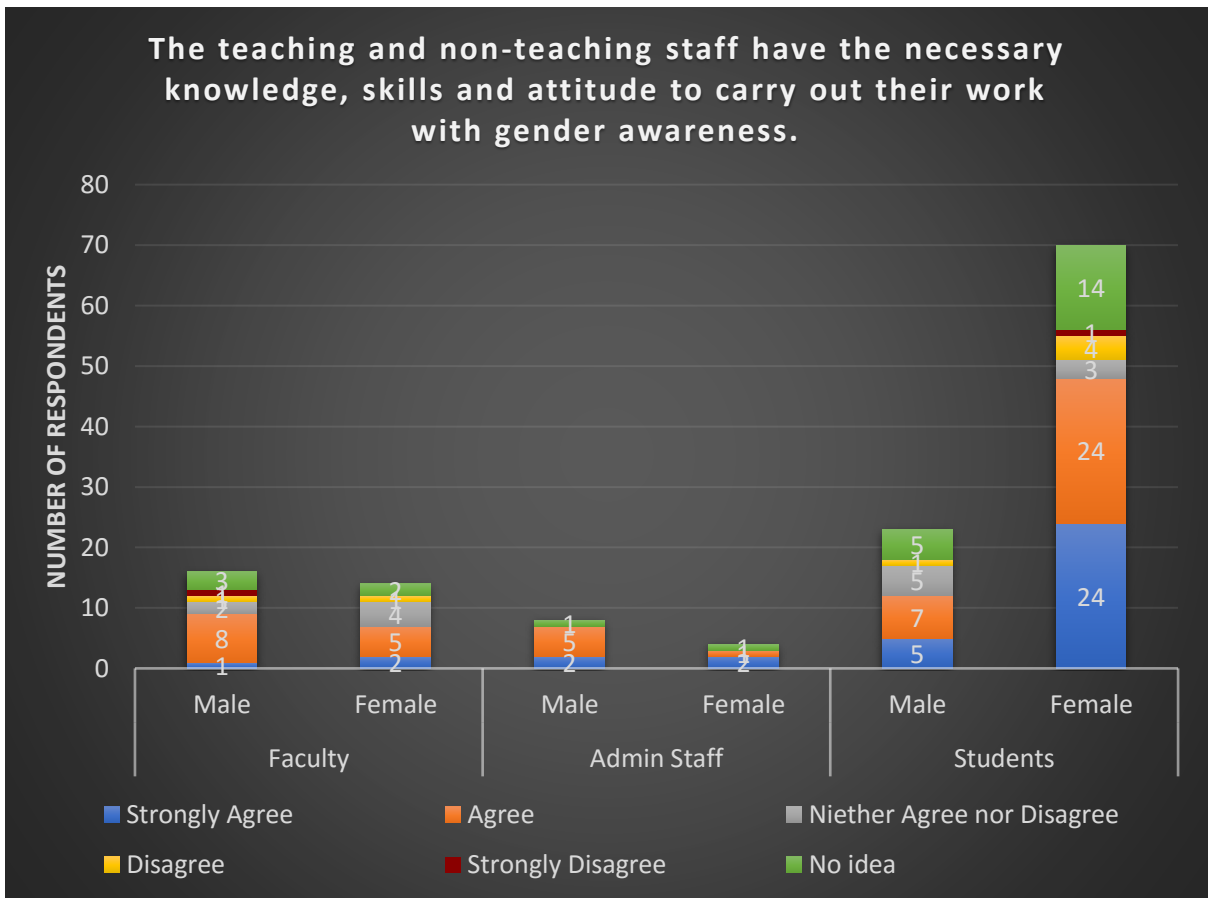
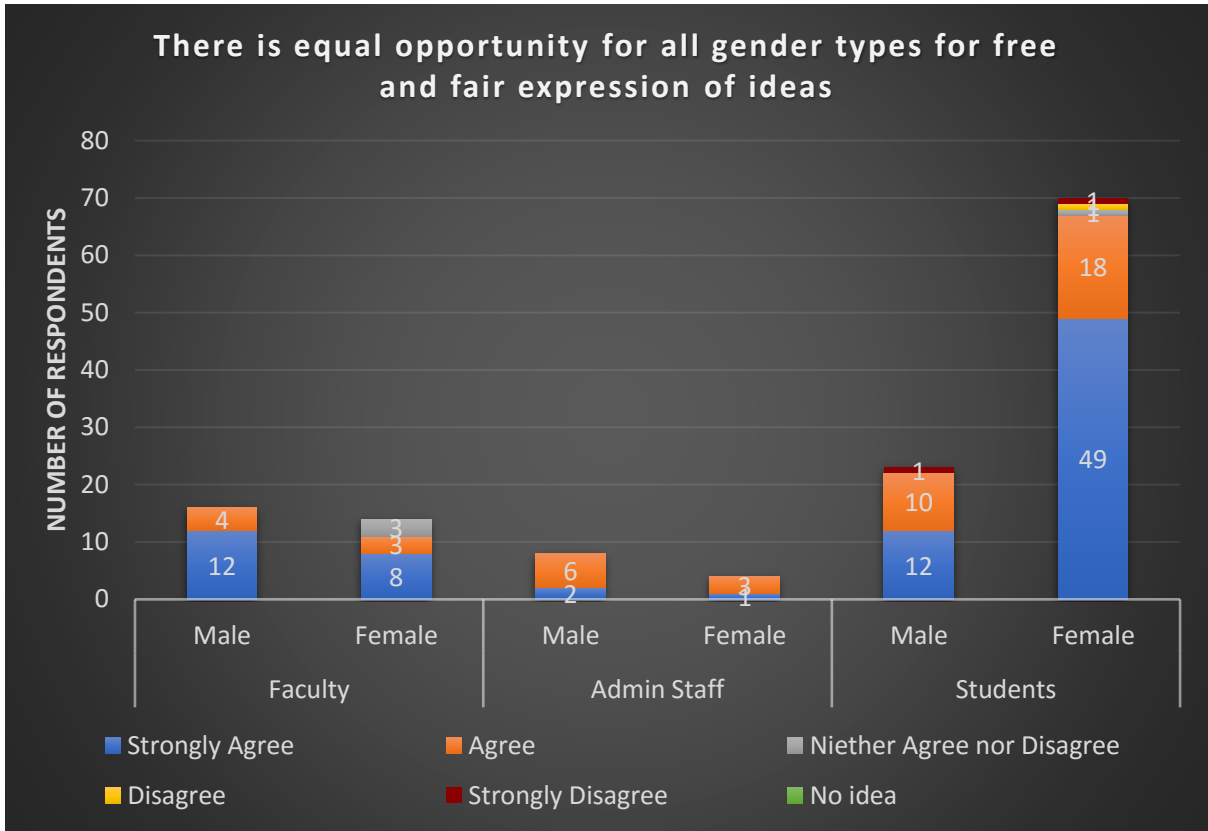


There are adequate security arrangements in the campus and common areas during day and night.











TERI School of Advanced Studies

Plot No. 10, Institutional Area, Vasant Kunj

New Delhi - 110 070 , India

Tel. +91 11 71800222 (25 lines)

Fax +91 11 26122874

E-mail registrar@terisas.ac.in