विज्ञान एवं प्रौद्योगिकी विभाग

DEPARTMENT OF SCIENCE & TECHNOLOGY

Women in Science & Engineering (WISE- KIRAN)

Gender Advancement for Transforming Institutions (GATI)

सत्यमेव जयते

The PILOT
GATI Self-Assessment Application
and
GATI Data Templates

Submitted to
Department of Science and Technology
WISE-KIRAN Division

Prepared and Submitted
Under the DST Project
by

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GATI Self-Assessment Framework

GATI Self-Assessment Framework

The GATI (Gender Advancement for Transforming Institutions) Pilot is a novel intervention programme launched by the Department of Science and Technology. The strategic intent is to nudge institutions of higher education and research towards supporting diversity, inclusion and the full spectrum of talent for their own success and progression. In particular, it aspires to create an enabling environment for equal participation of women in Science, Technology, Engineering, Medicine and Mathematics (STEMM) disciplines at all levels, addressing deep rooted problems. To this end, it pilots a well-structured process of Self-Assessment and Accreditation over a duration of 18 months from 01 August 2020 to 31 January 2023. Thirty Higher Education and Research Institutions have been selected to participate in the GATI Pilot.

The GATI Charter based on ten key principles underpins the GATI Self-assessment framework. These explicitly acknowledge gender inequality and articulate a commitment towards overcoming systemic and cultural barriers to women's academic and professional advancement at all levels.

Gender Equity Indicator Framework (GEIF) presents the essential elements of the GATI Charter as a set of seven criteria. These criteria also underpin the GATI Self-assessment process and application. These are listed below:

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

Each criteria includes a comprehensive set of sub-criteria that focus on specific issues.

The GATI Self-Assessment Application is designed as an instrument for action research. Each Criteria and the sub-criteria therein present a well-defined area of focus, a structured process of enquiry and subsequent action. The responses to criteria and sub-criteria therein entail:

1. A qualitative description/review of prevailing Policies, Processes, Procedures, Practices;

2. Collection of Quantitative Data and Qualitative Information along specified dimensions through specially designed Data Templates and Survey Instruments;

3. Analysis and Reflection that includes further information gathered through community engagement. It would entail administering feedback surveys, stakeholder discussions/interviews and other modes of interaction to arrive at a deeper understanding unraveled by the data and evidence collected. These processes of in-depth analysis and reflection have to be designed internally by the institution;

4. Creating Specific and Relevant Action Plans emanating from the understanding of issues and problems that need to be addressed in order to achieve the objectives of the charter. Some of these would have cross-cutting relevance across Criteria.

Specific and relevant action plans are an important outcome. These are best evaluated in terms of how the charter principles are integrated within the policies, processes, structure and culture of the institute.

The reforms, new initiatives and actions triggered by the GATI self-assessment process and launched by the institutions in the duration of the pilot are a measure of their commitment. The revised application provides the institutions an opportunity to elaborate on policy-based actions launched during the GATI Pilot, now under Criteria 7.1.

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

Institutions are required to create a prioritized list of SMART (Specific, Measurable, Achievable, Relevant, Timebound) Action Plans that can be implemented after the 18-month duration of the pilot. These will include

(i) three prioritized short-term SMART Action Plans; and
(ii) two prioritized long-term SMART Action Plans.

The revised application seeks a prioritized list of these SMART Action Plans with details on how the institution plans to implement these over the specified period of time, now under criteria 7.2 and 7.3.

SMART Action Plans are an important outcome of the GATI Pilot. These will have to be tangible and operational. Eventually, it is expected these will become an integral part of institution's strategic vision for sustained gender advancement.

Gender Equity Key Indicators elucidate expectations reflected by each criteria and sub-criteria. These provide a rubric for evaluating how well the self-assessment objectives are being accomplished as the institutions engage with collection and analysis of gender disaggregated data, evidence and information on identified facets elaborated in the application. Key indicators can be used as a bench-mark as the institutions work towards achieving a gender responsive environment, a pre-requisite for gender equity and inclusion.

As the pilot institutions work on self-assessment, indicators underpinning various sub-criteria may be presented in the form of description of an initiative, an input into a programme, a relevant activity, an incremental impact, an intermediate result, a measurable output, or a cumulative outcome that will be clearly visible only in the long term.

Broadly, key indicators would reflect

- how well are the policies, processes and associated activities being implemented

- how well the policies and intervention initiatives meet the goals, objectives, expected results and influence change

- what are the gaps, obvious lacunae and unintended outcomes that need purposeful action

- what are the barriers, challenges and opportunities

- what needs to be done to bridge the gaps between policies and practices; between objectives and achieved results; how the barriers and challenges can be overcome.

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

The Gender Equity Key Indicators associated with each criteria and sub-criteria of the GATI Self-assessment application have been provided in the *GATI Self-Assessment Framework and Guidance Handbook* (Section 8, pages 52 to 55). At each stage of the self-assessment process, these will provide valuable guidelines.

GATI Peer Review Criteria provide a guideline or rubric for evaluation of the Self-assessment application. Prior knowledge helps the applicant to align their reflective process to match what the Peer Reviewers of the application will be looking for in a successful Self-assessment application.

The overarching expectation is that all institutions will move towards upholding the universal values of diversity, equity and inclusion; that they will exhibit compliance with constitutional obligations; national policies and statutory requirements notified by regulatory bodies from time to time, both in letter and in spirit.

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

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

The two main pillars of the peer review and assessment process would be

(i) how best the insight gleaned through criteria-based self-assessment is presented; and

(ii) relevance of action plans developed.

The GATI Peer Review Criteria associated with each GATI Self-assessment criteria and sub-criteria have been provided in the *GATI Self-Assessment Framework and Guidance Handbook* (Section 9, pages 56 to 66). At each stage of the Self-assessment process, these will provide valuable guidelines.

GATI Assessment and Accreditation will be based on the recommendations of the Peer Review Team after rigorous evaluation of the Self-Assessment Application. The evaluation will be based on a nuanced understanding of the listed Peer Review Criteria in the context of the institution and its distinctive mandate. It will be objective, unbiased, fair, transparent and free from any conflict of interest.

Peer review will gauge the quality of engagement with all facets of the GATI pilot as reflected through the Self-Assessment Application. This would entail a comprehensive appraisal of the prevalent policies, processes, procedures, practices, programmes and plans and their impact on the gender climate of the institution.

The accreditation will acknowledge how well the institution has been able to use insight gleaned from gender disaggregated quantitative data and qualitative evidence to understand the barriers, challenges and opportunities for advancement of gender equity. It will evaluate how these understandings have translated into development of specific and relevant action plans for each criteria dimension; and further how these have been tied together to create prioritized SMART Action Plans that can be implemented in the short-term and the long-term; and integrated in the strategic vision of the institution with the approval of the statutory bodies.

Each Criteria and Sub-Criteria will be evaluated on a Likert Scale of 5 according to a rubric that will determine how well the Data, Evidence, Analysis, Reflection, and Actionable points have been addressed or need deeper engagement. These will cumulatively determine the outcome.

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

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

The GATI Charter

The GATI Charter underpins the Self-Assessment Framework. Pilot institutions have made the following assertions and commitment to adopting the key principles as guiding principles for transformative change.

1. We acknowledge that the role of higher education and research institutions is to serve a broad diversity of students, faculty, staff and other stakeholders providing equal opportunity to all.

2. We realize that diversity enhances excellence and academia cannot reach its full potential unless it can create systems to value, nurture and benefit from the talents of all in the community.

3. We acknowledge that people of all genders are equally capable of making valuable contributions and promoting excellence in all areas of human enterprise.

4. We recognize, in particular, the importance of advancing gender equity in Science, Technology, Engineering, Medicine and Mathematics (STEMM) areas.

5. We are deeply concerned that discouraging experiences, implicit and explicit bias inhibit the full participation of women in science at all stages and acknowledge the need for effective implementation of policy on sexual harassment for creating an enabling environment.

6. We are deeply concerned about the high rate of loss of women across the career pipeline, their underrepresentation in the profession – in particular, in leadership roles.

7. We recognize that all individuals have identities shaped by different factors at different stages of their career and that institutional support structures are required for facilitating work and enhancing professional contribution of all, in particular of women.

8. We acknowledge that advancing gender equality requires strong leadership, participative action and sustained effort to bring in systemic and cultural changes through well deliberated policy initiatives at all levels of the organization.

9. We commit to creating a safe and nurturing environment for women and developing action plans for removing the barriers to their progression in particular, at major points of career development including the transition from higher studies into a sustainable academic career and advancement to the top positions thereafter.

10. We believe that mainstreaming, assimilating and sustaining positive impact policies and actions for gender advancement will bring transformative changes in the overarching climate and socio-cultural ethos leading the institution towards distinctive excellence.

GATI Self-Assessment Application: Minor Revisions

The GATI Self-Assessment Application included in the *GATI Self-Assessment Framework and Guidance Handbook* (Section; pages 07 to 20) distributed to Pilot Institutions has minor revisions. These are in the form of prompts for what data and evidence can be gathered; and inclusion of some more illustrative data templates.

The *GATI Self-Assessment Application Template* (pages 09 to 32) includes these revisions.

Additional Data Templates have been provided. For ease of reference, complete list of Criteria-wise templates is collated at the end of the application (pages 33 to 38). Additional Data Templates have been provided.

The complete set of *GATI Data Templates* (pages 39 to 65). These are illustrative. The institution may modify these to suit its data collection requirements.

GATI Application Format and Submission

The GATI Self-Assessment Application Template is provided. The submission guidelines are given herein.

- The GATI Self-Assessment Application will follow the structure given in the template.
- Each section carries the appropriate heading of the criteria/sub-criteria.
- Response will be predominantly in the form of text, summary data tables, and graphical representations. Flow-charts, schematic diagrams, images, photographs, quotes may be judiciously included.
- The overall word limit is 20,000 words. This will not include word count of Tables; Table and Graphs/Figure Headers, Labels, qualitative quotes (no more than 4 may be included, each restricted to word count of 50), flow chart, schematic diagram and image captions (no more than a total of 5 flowcharts/images/photographs may be included).
- There is no word limit for response given under specific criteria/sub-criteria. However, discretion is needed on discerning which elements need greater elaboration and emphasis; and where cross-reference will suffice in case of cross-cutting facets.
- The word count for each criteria/sub-criteria may be given alongside the appropriate header.
- The focus should be on the qualitative aspects of narrative; and making sense of the quantitative data and qualitative information collected. Tables and visual representation in form of graphs, charts etc. should be included judiciously where there is a felt need – where these depictions add value to the problems, issues, analysis and reflection presented in the narrative.
- Illustrative Data Templates are provided in EXCEL format for pertinent sub-criteria. These may be modified to suit the exploration designed by the institution in context.
- The duly filled data templates should not be included in the application as such, either embedded in the narrative or as appendices. Institutions will be required to submit these separately and upload these on the institutional website.
- There should be no hyperlink to additional information, unless explicitly sought.
- Institutions are expected to design their own templates for seeking qualitative data on many dimensions. The complete survey instrument should not be included in the main application. Essential details of the process, specific questions asked should be summarized in the narrative along with key findings and interpretation thereof as and where it helps in better understanding of associated barriers, challenges and opportunities; and development of pertinent actions.
- The Survey Instruments used should be included as Appendices with appropriate labelling.
- In case online self-assessment application and data templates become available, there will be provision to upload reports and other documents necessary for validating the data-fields.

Self-Assessment Narrative: Salient Guidelines

- The narrative should be highly focused and succinct. It should aim to provide a 360 degree perspective of the gender climate through a comprehensive review of policies, processes, procedures, practices, programmes and plans. Both quantitative data and qualitative evidence should be viewed as instruments for arriving at a deeper understanding of gender issues, the lived experience of the stakeholder community, the barriers and challenges, identify how best to overcome these through specific and relevant actions. Response should be guided by the underpinning Key Indicators and Peer Review Criteria.

- Gaps in information, data, evidence or other aspects should be acknowledged. How the institution plans to overcome the gaps in future may be elaborated. In this case, the narrative can be based on the best possible information available with the institution.

- Provision has been given in the revised application to highlight new initiatives and policy-based actions launched in the duration of the GATI Pilot. These are important indicators of the engagement and commitment of the institution to the GATI Charter and Self-assessment process. These should be included highlighting the scope, caveats, level of implementation, limitations, early indications of success before these can be fully integrated and consolidated.

- The SMART Action Plans that are proposed for implementation after the duration of the GATI Pilot should be the high point of the application and reflect how the self-assessment journey has paved the way forward for transformative change.
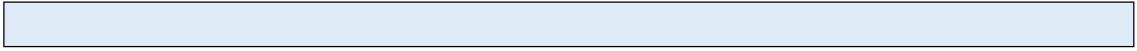
GATI Self-Assessment Application Template
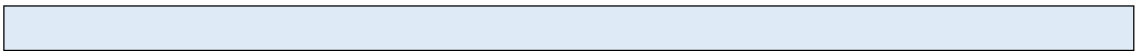
GATI Self-Assessment Application Template

Cover Page

Creative Design with
   – Institution Name
   – Institution Address
   – Institution Logo

Content List
Content List List of GATI Self-Assessment Team (GSAT) Members List of GATI Satellite Team and GATI Work Group Members   • Name, Department, Designation, Role Acknowledgments Abbreviations Used

Profile of the Institution

			Tick (✓)
1.	Name of Institution		
2.	Year of Establishment		
3.	Nature of the Institution		Tick (✓)
		Research Institution/Laboratory	
		Institution of National Importance	
		Central University	
		State University	
		Deemed to be University	
		Private University	
		Autonomous Institution	
		Other (Please specify):	
4.	Funding Status	Central Govt Funded	
		State Govt Funded	
		Private Self-financed	
		Private with Govt Aid	
		Other (Please specify)	
5.	Address		
6.	Website Link		
7.	GATI Webpage Link		
8.	Head of Institution		
	Name		
	Designation		
	Telephone at Work		

	Mobile	
	Email	
	Administrative/Secretarial Assistant Details	
9.	GATI Principal Investigator	
	Name	
	Designation	
	Telephone at Work	
	Mobile	
	Email	
10.	GATI Nodal Person	
	Name	
	Designation	
	Telephone at Work	
	Mobile	
	Email	

11.	Accreditation			
	NAAC	Cycle	Grade	Score
	Any Other (add rows as needed)			

12.	Ranking					
	NIRF	Year	Category	Rank	Overall Score	Gender Score
	Any Other (add rows as needed)					

Letter of Endorsement from Head of Institution

The Letter of Endorsement will be personally written by the Head of the Institution on official letterhead and duly signed.
– The letter must not be written by a nominee or group that may have steered the GATI Application on behalf of the Head of Institution.

The letter should be situated in the specific context of the institution and its distinctive mission. It should validate
– the process of nomination of the GATI Self-assessment Team, justification for choice, and the authorization given to members to steer the process as a representative committee.
– the engagement of the institution and its community through adequate process of consultation.
– the data, evidence, analysis, and self-assessment as having been cross-checked at appropriate administrative level and found to be correct and accurate within reasonable limits.
– the remedial steps planned for overcoming identified gaps and lacunae in the data.

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

The letter should include the Head of the Institution's personal suggestions on
– necessary national policies and statutory requirements that should be promulgated to facilitate gender responsiveness and gender equity; with visible improvement in gender statistics along the academic pipeline.

Note:

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

	Criteria-wise Response
Criteria	**Response**
1	**GATI Self-Assessment Process**
1.1	**GSAT Process Flow** – GATI Self-Assessment Team (GSAT), Satellite Teams, Working Groups; giving member list with designations, assigned roles and responsibilities; process of nomination – Description of functioning, strategic plan and workflow with details of task allocation, methodology, consultative processes, data/evidence collection, internal data validation, record-keeping, minutes and documentation
1.2	**SWOC** – Overview of Institutional Strength, Weakness, Opportunities, Challenges (SWOC) from gender perspective
	Analysis and Reflection – Review of institutional engagement and consultative processes at all levels, as followed during the GATI Pilot Charter journey – Gaps, lacunae in data, if any – Reliability and validity of data – Critical evaluation of SWOC statement through the gender lens – Broad overview, prioritization and tenability of action plans as suggested in the GATI Self-assessment Application Criteria 2-7 – Implementation challenges and sustenance of GATI Charter Principles
	Relevant Action Plan – Emanating Specific and Relevant Actions
2	**Gender Profile of the Institution**
2.1	**Overarching Picture of the Institution** – Distinctiveness; Specialization areas – Research, development, innovation and entrepreneurial ecosystem – Rankings, accreditation, gender and overall scores – Recognition of institutional excellence by national/international agencies – Aspirations and strategic future plans for advancement – Changes planned in view of the New Education Policy
2.2	**Organizational and Administrative Structure** – Governance and Administrative Structure; Organization Tree giving key decision making/statutory bodies, functional units and linkages thereof (with nomenclature as used) – Highlight female representation on decision-making bodies
2.3	**Data Overview**
2.3.1	**Departments/Centres/Units with specializations/research thrust areas** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.3.1 (a) and 2.3.1 (b) have been provided; Reporting Period: Last Academic Year (2020-2021)

2.3.2	**Academic and Research Staff sanctioned, recruited, to be recruited** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.3.2 (a) and 2.3.2 (b) have been provided; Reporting Period: Last Academic Year (2020-2021)
2.3.3	**Technical, Professional, Administrative Support Staff sanctioned, recruited, to be recruited** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Template 2.3.3 has been provided; Reporting Period: Last Academic Year (2020-2021)
2.3.4	**Undergraduate and Postgraduate Students giving sanctioned seats, number admitted under various reserved categories and out-turn** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.3.4 (a) and 2.3.4 (b) have been provided; Reporting Period: Last Academic Year (2020-2021)
2.3.5	**Ph.D. Students giving number of applications, enrollment, and out-turn; sponsoring agencies** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.3.5 (a) and 2.3.5 (b) have been provided; Reporting Period: Last Academic Year (2020-2021)
2.3.6	**Early Career Fellows giving numbers hosted department-wise; sponsoring agencies** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.3.6 (a) and 2.3.6 (b) have been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection – Review of staff data to determine status of gender representation across the pipeline; comparing STEMM and Non-STEMM disciplines – Review of student data to determine uptake of courses at various levels; out-turn and progression along the pipeline; comparing gender representation in STEMM and Non-STEMM disciplines
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.4	**Data Timeline Trends**
2.4.1	**Academic and Research Staff by designation, grade and level** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.4.1 (a) and 2.4.1 (b) have been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)

2.4.2	**Post-docs, Research Associates, Early Career Researchers/Faculty hosted by the Institute** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.4.2 (a) and 2.4.2 (b) have been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
2.4.3	**Ph.D. Students pursuing doctoral programme giving numbers enrolled and out-turn** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.4.3 (a) and 2.4.3 (b) have been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
2.4.4	**Undergraduate, Postgraduate Students in final year and out-turn** – Overview based on gender disaggregated overall data, clustered as STEMM and Non-STEMM domains – Illustrative Data Templates 2.4.4 (a) and 2.4.4 (b) have been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Review of student and staff trendlines to determine changes in female representation across the pipeline at all grades and levels, commenting on differences between STEMM and Non-STEMM disciplines
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.5	**Gender Profile in STEMM Domains**
2.5.1	**Undergraduate and Postgraduate Degree Programmes** – Overview based on gender disaggregated data collected on Full-time Degree programmes, duration, number of applications received, actual admissions/enrollment, degree attainment/out-turn – Illustrative Data Template 2.5.1 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection – Review of admission policies and practices; differences in gender representation across degree programmes and reasons thereof; affirmative actions, if any, to enhance the talent pool
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.5.2	**Research Degree Programmes (Ph.D.)** – Overview based on gender disaggregated data collected on Ph.D. programmes offered Department-wise with number of applications, actual registration, degree attainment/out-turn – Illustrative Data Template 2.5.2 has been provided; Reporting Period: Last Academic Year (2020-2021)

	Analysis and Reflection – Review of how gender responsive each stage of the doctoral programme is; comparison of uptake, out-turn across disciplines; drop-out rate; time taken to obtain the degree; perceptions on quality of programme, interactions; preparedness for career progression
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.5.3	**Early Career Researchers/Faculty** – Overview of gender disaggregated data collected on Post-docs, Research Associates and Early Career Researchers/Faculty by department; title of fellowship; duration of tenure; professional background and career progression – Illustrative Data Template 2.5.3 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection – Feedback on experiences and review of support processes; progression along the career pipeline; gender-specific comparison between disciplines at each stage; perceptions on quality of tenure, interactions; preparedness of talent pool for career progression
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.5.4	**Academic and Research Staff** – Overview of gender disaggregated data collected on academic and research staff giving department, name, gender, designation, function, grade and level, years of experience; nature of association; including those who have left with reasons thereof – Illustrative Data Template 2.5.4 (a) has been provided; Reporting Period: Last Academic Year (2020-2021) – Overview of sponsored research projects being undertaken by academic and research staff as PI and Co-PI over the last five years – Illustrative Data Template 2.5.4 (b) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Comparison of gender representation across disciplines; uptake of research at various grades and levels; underpinning reasons for lack of parity, if any
	Relevant Action Plan – Emanating Specific and Relevant Actions
2.5.5	**Technical and Professional Support Staff**
	– Overview of gender disaggregated data collected on technical and professional support staff with department, designation, function, grade and level, years of experience and nature of association – Illustrative Data Template 2.5.5 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection – Comparison of gender representation at various grades and levels

	Relevant Action Plan – Emanating Specific and Relevant Actions
3	**Gender Advancement, Career Progression and Leadership**
3.1	**Starting the Career: Equal Opportunity**
3.1.1	**Recruitment**
	Policy and Practice – Description of the faculty/scientists recruitment policies and processes
	Data Overview – Overview of quantitative data on number of applications received; spousal (dual career) applicants, if any; shortlisted for interview/interaction; shortlisted for offer; acceptance rate; and selected candidate(s) – Illustrative Data Templates 3.1.1 (a) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021) – Overview of early career researchers associated with the institution who have found regular employment, commenting on institution and nature of the job – Illustrative Data Templates 3.1.1 (b) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Review of how gender responsive and equitable the process of recruitment is at each stage; available talent pool and success rate of female applicants; comments on equal opportunity for spousal applicants; initiatives for enhancing equal opportunity – Review of opportunities available to early career researchers, how the institution mentors, builds capacity, prepares and assists them to find regular employment; nature of employment found and how continuation in area of professional expertise can be enhanced
	Relevant Action Plan – Emanating Specific and Relevant Actions
3.1.2	**Induction**
	Policy and Practice – Description of induction process and initiatives for new faculty; financial, administrative, infrastructural and pedagogical support provided with details of beneficiaries and uptake
	Data Overview – Overview of quantitative data on participation in orientation programmes; applications for award of internal/external grants; uptake, success rate and impact on career – Illustrative Data Template 3.1.2 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Survey-based comparison of uptake; perceived effectiveness; allocation and utilization of resources across disciplines and gender; and impact
	Relevant Action Plan – Emanating Specific and Relevant Actions

3.2	**Professional Development and Progression**
3.2.1	**Training and Capacity Building**
	Policy and Practice – Description of policy and mandatory requirements for participation in training/refresher/ orientation/capacity building programmes (such as for enhancing academic/pedagogical/ technical/professional/soft skills) – Description of policy and practice facilitating individuals to participate in conferences/ seminars/development programmes of choice at national and international level; resource allocation if any
	Analysis and Reflection – Review of policy and practice spanning variety of professional development/capacity building programmes; resources leveraged; institutional support; barriers and challenges; impact on appraisal and career progression – Feedback-based comparison of uptake of various types of programmes by individual academic and research staff at various levels; preferred modes; perceived effectiveness; impact across disciplines and gender at various levels
	Relevant Action Plan – Emanating Specific and Relevant Actions
3.2.2	**Performance Appraisal and Development Review**
	Policy and Practice – Description of policies and practices adopted for performance appraisal; training provided to senior staff for mentoring and development review
	Analysis and Reflection – Review of mentoring provided to academic and research staff (and early career research fellows) at various grades and levels – Feedback-based comparison of uptake; perceived effectiveness of mentoring across disciplines and gender at various grades and levels
	Relevant Action Plan – Emanating Specific and Relevant Actions
3.2.3	**Progression and Promotion**
	Policy and Practice – Description of promotion policies and practices; gender specific initiatives for female staff
	Analysis and Reflection – Review of processes, procedures and process timeline; outcome and success rate; anomalies, grievances and gender pay gap at various grades and levels; gender specific impact of maternity/adoption/child care leave on career progression; perceptions on how fair and transparent the process is; implicit or explicit bias, if any
	Relevant Action Plan – Emanating Specific and Relevant Actions

3.2.4	**Retention, Attrition, Lateral Mobility and Vertical Progression**
	Policy and Practice – Description of polices on appointments at middle and senior positions, retention of staff and attracting eminent faculty – Description of policies and practices for supporting academic progression of faculty leveraging duty leave, deputation, study and sabbatical leave, extraordinary leave for academic purpose; lateral mobility/progression of faculty joining other institutions in temporary or permanent posts
	Data Overview – Lateral entry through recruitment for permanent posts at middle and senior positions with details of name, department, post, grade, level – Illustrative Data Template 3.2.4 (a) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021) – Lateral entry through deputation/lien; sabbatical from other institutions; fellowships; giving details of name, department, nature of association, period – Illustrative Data Template 3.2.4 (b) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021) – Faculty leaving the institution giving details of name, department, reasons for moving – Illustrative Data Template 3.2.4 (c) has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Review of policies on attraction and retention; satisfaction survey of faculty availing mobility and career advancement opportunities; exit interviews of leaving faculty; gender differences in perception and uptake of opportunities
	Relevant Action Plan – Emanating Specific and Relevant Actions
3.3	**Progression to Leadership**
3.3.1	**Gender Profile of Heads of Departments**
	Policy and Practice – Process of appointment of heads of departments/units (whether based on rotation, seniority, nomination, merit, criteria/expertise or other considerations)
	Data Overview – Gender perspective on heads of departments/units in STEMM and Non-STEMM disciplines – Illustrative Data Templates 3.3.1 (a) and 3.3.1 (b) have been provided; – Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Review of gender disparity in opportunities for eligible female faculty to reach top positions across disciplines
	Relevant Action Plan – Emanating Specific and Relevant Actions

3.3.2	**Representation on Senior Management and Decision-Making Committees**
	Policy and Practice – Process of appointment on senior management and decision-making/apex committees (whether based on rotation, seniority, nomination, merit, criteria/expertise or other considerations)
	Data Overview – Gender perspective on representation on senior management and decision-making/apex committees – Illustrative Data Template 3.3.2 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Review of policy initiatives to promote gender equity on decision-making committees; differences across disciplines; nudging eligible female staff to overcome hesitancy, if observed
	Relevant Action Plan – Emanating Specific and Relevant Actions
3.3.3	**Leadership Capacity Development**
	Policy and Practice – Description of initiatives for encouraging female staff at various tiers to develop leadership, administrative and managerial skills
	Data Overview – Gender perspective on leadership training programmes based on data collected – Illustrative Data Template 3.3.3 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Feedback-based review on process of selection, uptake, impact and success rate in promoting female faculty to leadership positions
	Relevant Action Plan – Emanating Specific and Relevant Actions
4	**Gender Policies, Processes, Procedures, Practices**
4.1	**Supporting Work-Life Dynamics**
4.1.1	**Maternity/Adoption/Paternity Leave**
	Policy, Practice and Process • Description of process for applying and sanction of leave • Provision of substitute staff, giving terms of appointment (fulltime equivalent or part-time) • Provisions for extending leave beyond sanctioned period using other forms of leave • Overview of data on maternity/adoption/paternity/related leaves with focus on uptake of paternity leave by male staff – Illustrative Data Template 4.1.1 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)

	Support provided before and after Maternity Leave • Description of formal or non-formal support such as relaxation in workload and flexible work timings
	Analysis and Reflection • Feedback-based review of satisfaction with procedures, practices and institutional support; extent of cases wherein substitute staff was provided/ not provided; extent of cases wherein leave was extended beyond the sanctioned period; return rate after availing leave • Include redacted case studies of individuals who faced extreme challenges and institution's response • Reflections on uptake of parental leave by male staff and survey-based reasons for availing/not availing
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.1.2	**Child Care Leave**
	Policy, Practice and Process • Description of process for applying for leave; criteria used by leave recommending committees/ sanctioning authority • How the institution prioritizes requests for leave • Provision for substitute staff if provided, or reallocation of work – Illustrative Data Template 4.1.2 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Facilitating academic engagement during Child Care Leave • Description of formal and non-formal support such as laboratory access, supervision of research and students, participation in academic events, professional development programmes, conferences etc.
	Analysis and Reflection • Feedback-based review of uptake of CCL; satisfaction with procedures, practices and institutional support; shortfall and competing demands for leave; how the institution addresses workload issues while facilitating staff • Include redacted case studies of individuals who have faced extreme challenges related to child care and institution's response
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.1.3	**Caring Responsibilities**
	Policy and Practice – Description of formal and non-formal practices for supporting staff with caring responsibilities, if any
	Analysis and Reflection – Feedback on formal and non-formal arrangements for supporting those with caring responsibilities – Include redacted case studies of individuals who have faced extreme challenges related to care giving; institution's response; and suggestions for improving support structures
	Relevant Action Plan • Emanating Specific and Relevant Actions

4.1.4	**Managing Careers, Breaks and Flexibility**
	Policy and Practice • Description of formal and non-formal policies and practices such as reduced workload/ flexible working for full-time staff with personal mobility needs, medical needs, childcare/dependent or caring responsibilities; and transition back to full-time roles when such needs reduce • Overview of gender disaggregated data on research staff in the institution availing government funded schemes for return from career break and mobility (such as those funded by DST, DBT, ICMR and other relevant bodies) – Illustrative Data Template 4.1.4 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection • Feedback-based review on formal and non-formal arrangements for supporting those wanting to switch from full-time to reduced workload/flexible working modes • Feedback-based review on how the beneficiaries of various schemes have been able to leverage these to re-establish career
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.2	**Infrastructure and Welfare Support**
4.2.1	**Family Support Services** • Overview of availability of creche, day-care centre, medical unit, mental health and counselling services; and other on-campus/easily accessible welfare facilities • Illustrative Data Template 4.2.1 has been provided; Reporting Period: Current Academic Year (2021-2022)
	Analysis and Reflection • Feedback on quality of facilities and services provided; lacunae if any
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.2.2	**Gender-responsive Facilities**
	General Facilities • Broad description of gender infrastructure and facilities for female students and staff such as retreat/common rooms, medical room, well-equipped hygienic toilets, mother's room, etc.
	Residential Facilities for Women • Description of hostel admission policy and process; governance and management structure (faculty-in-charge/warden/provost); gender segregation, if any; hostel attendance, leave rules, return timings, guest/visitor rules (gender specific restrictions, if any) • Description of support provided to out-station students who are unable to get hostel admission and seek private hostels/accommodation in the neighbourhood • Overview of gender disaggregated data on hostels, transit and residential facilities giving nature, capacity, uptake, number of beneficiaries; facilities (single/shared rooms, well equipped toilets, female hygiene and sanitation measures, mess, laundry, digital resource centres, wi-fi/connectivity, medical, counselling, security, emergency services, etc.) • Illustrative Data Template 4.2.2 has been provided; Reporting Period: Current Academic Year (2021-2022)

	Women's Access to Institutional Facilities • Description of policy and practice giving details of any restriction on women's access to institutional and academic spaces such as Laboratories, Library, Digital Centres, Fitness Centres, Residential Halls/ Hostels of male peer groups, etc.
	Analysis and Reflection • Feedback on satisfaction level of female student community with facilities and rules; comparison of access to institutional facilities across gender; critical understandings from female student grievances; identification of lacunae and how facilities, access and rules can be same for all genders while being responsive to individual needs
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.2.3	**Safety and Security**
	Practice and Initiatives • Description of initiatives for internal security on campus with CCTV surveillance of public areas; well-trained guards including women guards; special helplines and apps; transportation facilities; escort service as required; dedicated units for handling trauma and distress
	Analysis and Reflection • Feedback on satisfaction level and identification of lacunae
	Relevant Action Plan • Emanating Specific and Relevant Actions
4.3	**Dignity at Work**
4.3.1	**Addressing Sexual Harassment**
	Policy and Practice • Description of policies on sexual harassment; code of conduct on professional ethics and student staff relationships, if any – Description of initiatives for gender sensitization – Description of how newer challenges associated with online classes and cyber safety are being addressed
	Internal Complaints Committee – Description of constitution of statutory Internal complaints Committee (ICC); how members are nomination/elected – Narrative on level of compliance based on data giving number of complaints received and addressed over a period of last five years • Illustrative Data Template 4.3.1 has been provided; Reporting Period: Last Five Academic Years (2016-17 to 2020-2021)
	Analysis and Reflection A detailed reflection highlighting: – Differences between policy and practice – Efficacy of outreach initiatives for publicizing policies on sexual harassment and helplines – Review of gender sensitization programmes; preventive measures and deterrents – Mechanisms for generating confidence in the functioning of ICC and timely redressal – Satisfaction level of complainants and respondents – Issues of intersectionality – How experience has influenced changes in institutional approach

	(Include redacted examples and case studies to support your reflections. Generic observations may be provided where specifics are difficult to include.)
	Relevant Action Plan – Emanating Specific and Relevant Actions
4.3.2	**Anti-Ragging/ Anti-Bullying and Disciplinary Processes**
	Policy and Practice – Description of policy on ragging/bullying and disciplinary processes for handling reported cases; deterrents and preventive measures – Observations on how representation from all segments of the community and gender balance is ensured on proctorial and student welfare committees
	Remedial Measures – Initiatives for behavioural reform of perpetrators; mentoring, counselling and mental health support to both, those impacted and perpetrators (Include redacted examples to support your reflections. Generic observations may be provided where specifics are difficult to include.)
	Analysis and Reflection – Feedback on intersectionality of proctorial cases with gender issues; impact of representation from all segments of the community; efficacy of mentoring and mental health support to those impacted
	Relevant Action Plan – Emanating Specific and Relevant Actions
4.4	**Audits, Reviews and Resources**
4.4.1	**Gender Dimensions in Audits**
	Policy and Practice – Description of institutional policy on periodic reviews and audits along various dimensions incorporating gender aspects with salient reports.
	Salient Reports – Summary of salient findings on gender aspects in audit reports/ periodic reviews – Provide link to report of last Gender Audit if carried out in the institution by any external agency
	Analysis and Reflection – Review of existing audit reports; identification of lacunae and challenges
	Relevant Action Plan – Emanating Specific and Relevant Actions
4.4.2	**Gender Responsive Budget**
	Policy and Practice – Description of initiatives for gender responsive budgeting; allocation of financial resources for facilities and enabling schemes/programmes over last five years – Illustrative Data Template 4.4.2 (a), 4.4.2 (b), 4.4.2 (c) have been provided; Reporting Period: Last Five Financial Years (2016-2017 to 2020-2021)

	Analysis and Reflection – Review of satisfaction level of female community with gender responsive infrastructure, programmes and schemes; identification of lacunae; mechanisms adopted for grievance redressal/ need-based initiatives undertaken on request by female community in recent past, if any
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.	**Gender Climate and Organizational Culture**
5.1	**Student Support and Curriculum Enrichment**
5.1.1	**Orientation and Diversity Sensitization**
	Orientation and Diversity Sensitization Programmes – Narrative on objectives, conceptual framework and format/nature of sensitization programmes – Summary of data on programmes organized for the new entrants at various levels; uptake by level and gender – Illustrative Data Template 5.1.1 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection – Review of how the Orientation addresses issue of diversity, inclusion and equity – Intersectionality with gender – Uptake by level and gender; impact assessment
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.1.2	**Gender Issues in Curriculum**
	Courses Addressing Gender and Diversity – Narrative on rationale, objectives, conceptual framework, content, format/nature of cross-cutting courses in the curriculum addressing issues relevant to gender, human values, sustainable development goals, professional ethics, etc. – Summary of data on courses addressing cross-cutting issues relevant to gender, human values and professional ethics in the curriculum; uptake by gender and out-turn – Illustrative Data Template 5.1.2 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection Academic Review of: – How gender responsive the curriculum is – How best to increase the uptake across all disciplines and all stakeholder groups
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.1.3	**Diversity and Student Advancement in Science**
	Students' Academic Performance – Narrative with gender perspective on academic performance of students in STEMM disciplines, based on data provided on enrollment and out-turn; delving into factual and

	perceptual analysis of examination results by individual departments with emphasis on gender-based uptake, learning difficulties and achievements
	Initiatives for Advanced and Slow Learners – Narrative with gender perspective on how learning levels of students are assessed after admission; rationale and objectives of bridge/remedial courses for slow learners; programmes for advanced learners; mentoring and counselling programmes for academic and stress related issues; uptake by gender – Summary of special programmes for advanced learners and remedial/bridge courses for slow learners, giving title, duration; uptake by gender – Illustrative Data Template 5.1.3 has been provided; Reporting Period: Last Academic Year (2020-2021)
	Analysis and Reflection Academic Review correlating – Students' perception of science and learning difficulties with performance – Impact on progression across the pipeline for diverse groups – Comments on intersectionality with gender
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.1.4	**Feedback and Satisfaction Surveys**
	Policy and Practice on structured feedback on institutional functioning – Qualitative description of initiatives seeking structured feedback from students, teachers, alumni/other stakeholders on various facets of institutional functioning – Summary of salient gender aspects in surveys and findings supported by data and graphics – Summary of salient gender related actions taken **Note: This pertains to the period before joining the GATI Pilot**
	Analysis and Reflection – Assessing the difference between stated policies of gender equality and inclusivity; practice on ground
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.2	**Gender Responsiveness**
5.2.1	**Sensitization Programmes**
	– Narrative on initiatives for gender sensitization, commenting on relevant societies/clubs/ groups/units engaged in organizing programmes; tracing how these programmes are evolving in terms of outreach, scale and scope – Illustrative examples highlighting innovative approaches adopted and salient achievements – Summary of quantitative data on sensitization programmes giving title, organizing unit, nature of the event, duration, participants by gender; and the report – Illustrative Data Template 5.2.1 (a) has been provided; Reporting Period: Last Academic Year (2020-2021)
	Initiatives under GATI – Description of new perspective with which gender sensitization programmes have been conceptualized and implemented after joining the GATI Pilot

	– Summary of sensitization and training programmes under the GATI Pilot, such as addressing obvious bias, appraisal and development review, capacity building, leadership, grievance redressal and oversight mechanisms – Illustrative Data Template 5.2.1 (b) has been provided; Reporting Period: Last and Current Academic Years (2020-2021, 2021-2022)
	Analysis and Reflection – Feedback-based review on gender sensitization activities and training programmes; how objectives of the programmes are being met; uptake by gender and impact on gender climate and organizational culture
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.2.2	**Gender Aspects in Research**
	Policy and Practice – Description of policy, if any, on incorporating and reporting gender aspect in research being carried out, wherever feasible – Description of research projects across the institution based on actual data 　(i)　addressing gender issues, and 　(ii)　integrating gender component in research 　Highlight details of synergy between STEMM and Non-STEMM domains, if any – Illustrative Data Template 5.2.2 (a) and 5.2.2 (b) have been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection – Comparison of uptake of the above listed research projects across STEMM and Non-STEMM domains; and by gender of PI/Co-PI; review of how gender aspects in research impact gender sensitization
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.2.3	**Workload Models for Committee and Extramural Work**
	Policy and Practice – Description of the process of workload allocation and membership on committees; how the issue of 'committee overload' in departments with small number of faculty is addressed and monitored for gender bias – Comments on whether committee work is taken into account at appraisal/ development review; and in promotion criteria
	Analysis and Reflection – Review of rotation of responsibilities; if staff consider the work allocation to be gender-balanced, transparent, fair and rewarded
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.3	**Promoting Women in Science**
5.3.1	**Visibility of Role Models**

	Policy and Practice
	– Description of policy and practice for enhancing visibility of females in STEMM domains (students, faculty members, alumnae, external experts/scientists) and projecting them as role models
	– Narrative on initiatives to highlight the professional achievements of female students, academic and research staff
	– Summary of data on seminars, workshops, conferences and other relevant activities organized over the last five years giving the gender ratio of speakers, chairpersons and participants
	– Illustrative Data Template 5.3.1 has been provided; Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021)
	Analysis and Reflection
	– Perception of the community about women in science; initiatives and opportunities to showcase their achievements
	Relevant Action Plan
	– Emanating Specific and Relevant Actions
5.3.2	**Awards and Recognition**
	Policy and Practice
	– Description of policy and practice on institutional faculty awards and recognition (including financial and infrastructural support for academic and research progression) highlighting special measures for female students and staff
	– Narrative on institutional initiatives for promoting scholastic achievement with special focus on female students at all levels
	– Description of initiatives encouraging female students and staff to apply for external awards and recognition
	– Summary of data on award-winning female achievers including Ph.D. students, early career researchers, faculty/scientists giving name, department, designation, titles of awards or fellowships
	– Illustrative Data Template 5.3.2 (a), 5.3.2 (b), 5.3.2 (c) have been provided; Reporting Period: Last Five Academic Years (2016-17 to 2020-2021)
	Analysis and Reflection
	– Review of data on laureates; institutional-nominations and self-nominations for awards; success rate across disciplines and gender
	Relevant Action Plan
	– Emanating Specific and Relevant Actions
5.4	**Promoting Science Outreach**
5.4.1	**Outreach and Engagement Activities**
	Policy and Practice
	– Description of policy and practice on science outreach, science communication, community engagement and extension activities; making it an integral part of institution's mandate
	– Description of any dedicated centre established for the purpose, including rationale; objectives; dedicated staff, facilities and resources allocated; scope of activities and achievements
	– Description of initiatives to promote science amongst various segments of society including the educational sector, with special focus on gender
	– Summary of data on programmes with title, nature of event, sponsoring agency, participants; staff and students involved in organization by gender

	Analysis and Reflection – Review of uptake of outreach engagements by gender; reasons for disproportionate contribution to organization of events by gender, if any; if staff contribution is given recognition during appraisal and promotion
	Relevant Action Plan – Emanating Specific and Relevant Actions
5.5	**Perceptions on Gender Climate and Organizational Culture**
	Surveys and Feedback – Description of various surveys including interviews etc. conducted for understanding and assessing the gender climate and organizational culture along various dimensions in context of the GATI self-assessment framework – Description of the process of administering surveys using the GATI Gender Climate and Organizational Culture Survey Toolkit along with details of sample population – Summary of the data and insight gleaned from administering the GATI Gender Climate and Organizational Culture Survey Tool
	Analysis and Reflection – Analysis and interpretation of survey results; gender uptake and gender differentiated responses; barriers, challenges and opportunities unravelled for transforming gender climate and organizational culture, suggestions on how to refine the survey instrument; evaluation of how well principles of GATI Charter are understood by various stakeholder groups
	Relevant Action Plan – Emanating Specific and Relevant Actions
6	**Institutional Values, Best Practices and Case Studies**
6.1	**Institutional Values** – Statement of institutional values as included in mission and vision – Description of affirmative action policies for social and economic categories of students and staff – Description of inclusive practices for LGBTQ+ community and level of implementation – Description of practices for upholding dignity of identity and nurturing diversity
	Analysis and Reflection – Analysis of survey on satisfaction with policies on diversity and inclusion; lacunae in policies, practices and initiatives, if any
	Relevant Action Plans – Emanating Specific and Relevant Actions
6.2	**Institutional Best Practices** – Two examples of good gender practices in the institution
6.2.1	**Example 1** Title of Practice: Objective of Practice: Context of Practice: When introduced: Evidence of success: Problems encountered, if any:

	Resources required, if any: Future Plans:
6.2.2	**Example 2** Title of Practice: Objective of Practice: Context of Practice: When introduced: Evidence of success: Problems encountered, if any: Resources required, if any: Future Plans:
	Analysis and Reflection – Impact study, if any
	Relevant Action Plan – Emanating Specific and Relevant Actions
6.3	**Case Studies** – Two case studies of individuals working at different levels narrating how the institutional gender policies and activities have benefitted them
6.3.1	**Case Study 1** Title: Narrative:
6.3.2	**Case Study 2** Title: Narrative:
	Analysis and Reflection – Give implications of the personal narrative and impact on practices
	Relevant Action Plan – Emanating Specific and Relevant Actions
7.	**Institutional Strategy for Gender Advancement**
7.1	**Policy-based Actions implemented during the GATI Pilot** – Description of specific and relevant policy-based initiatives and actions emanating from reviews undertaken during the course of the GATI Pilot – Description of initiatives on Diversity, Inclusion and Equity that align with STIP 2020 Draft Policy – For each implemented policy-based Action, provide indicated details of Action Process Steps
7.1.1	**GATI Policy-based Action 1** Title of Policy-based Action: Objective: Reference to relevant Sub-Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and achieved/ expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated, if any: Metrics to monitor and measure success/outcome:

7.1.#	**GATI Policy-based Action #** – (#: S. No.; Add rows as needed)
	Affirmation – Status of implemented plans; whether checked for viability at appropriate level; endorsed or to be endorsed by Statutory Bodies, Head of Institution and Governing Council or equivalent; commitment for sustenance; if further work is to be undertaken as SMART Action after the duration of the GATI Project
7.2	**Prioritized Short-Term SMART Action Plans** – Three Short-term SMART Action Plans that will be implemented over a period of 18 months (after submission of GATI Application) – For each SMART Action Plan, provide details of Action Process Steps as indicated
7.2.1	**Prioritized Short-Term SMART Action Plan 1** Title of Action Plan: Objective: Reference to Specific and Relevant Action Plans included under each Sub-Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated: Metrics to monitor and measure success/outcome:
7.2.2	**Prioritized Short-Term SMART Action Plan 2** Title of Action Plan: Objective: Reference to Specific and Relevant Action Plans included under each Sub-Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated: Metrics to monitor and measure success/outcome:
7.2.3	**Prioritized Short-Term SMART Action Plan 3** Title of Action Plan: Objective: Reference to Specific and Relevant Action Plans included under each Sub-Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated: Metrics to monitor and measure success/outcome:
	Affirmation – Status of recommended short-term plans; whether checked for viability at appropriate level; endorsed by Statutory Bodies, Head of Institution and Governing Council or equivalent; commitment for implementation and sustenance
7.3	**Prioritized Long-Term SMART Action Plans** – Two Long-term SMART Action Plans that will be implemented over a period of 36 months (after submission of GATI Application) – For each SMART Action Plan, provide details of Action Process Steps as indicated

7.3.1	**Prioritized Long-Term SMART Action Plan 1** Title of Action Plan: Objective: Reference to Action Plans included under Self-Assessment Application Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated: Metrics to monitor and measure success/outcome:
7.3.2	**Prioritized Long-Term SMART Action Plan 2** Title of Action Plan: Objective: Reference to Action Plans included under Self-Assessment Application Criteria: Rationale for action (underpinning evidence that prompted action): Key milestones and expected output: Timeline for implementation: Task force, Nodal Person-in-charge (Name, Designation, Job-title): Resources allocated: Metrics to monitor and measure success/outcome:
	Affirmation − Status of recommended long-term plans; whether checked for viability at appropriate level; endorsed by Statutory Bodies, Head of Institution and Governing Council or equivalent; commitment for implementation and sustenance

Criteria-wise GATI Data Templates

This section lists the Illustrative Data Templates that have been included to bring uniformity in data collection. The Criteria and Sub-criteria are listed alongside. The Data Templates are also provided in EXCEL format wherein additional data columns may be inserted as needed.

Criteria 2: Gender Profile of the Institution			
2.3	Data Overview		
2.3.1	Departments/ Centres/ Units with specializations/research thrust areas	Data Template 2.3.1 (a): List of Departments/Centres/Units with broad research thrust areas/specializations in STEMM Domains	39
		Data Template 2.3.1 (b): List of Departments/Centres/Units with broad research thrust areas/specializations in Non-STEMM Domains	
2.3.2	Academic and Research Staff sanctioned, recruited, to be recruited	Data Template 2.3.2 (a): Academic and Research Staff sanctioned, recruited, to be recruited in STEMM Domains	
		Data Template 2.3.2 (b): Academic and Research Staff sanctioned, recruited, to be recruited in Non-STEMM Domains	40
2.3.3	Technical, Professional, Administrative Support Staff sanctioned, recruited, to be recruited	Data Template 2.3.3: Technical, Professional, Administrative, other Support Staff sanctioned, recruited, to be recruited (Full-time, Regular)	
2.3.4	UG and PG Students giving sanctioned seats, number admitted under various reserved categories and out-turn	Data Template 2.3.4 (a): Undergraduate and Postgraduate Students in Full-time Courses giving sanctioned seats, number admitted under various reserved categories and out-turn in STEMM Domains	
		Data Template 2.3.4 (b): Undergraduate and Postgraduate Students in Full-time Courses giving sanctioned seats, number admitted under various reserved categories and out-turn in Non-STEMM Domains	41
2.3.5	Ph.D. Students giving number of applications, enrollment, and out-turn; sponsoring agencies	Data Template 2.3.5 (a): Ph.D. Students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency in STEMM Domains	

		Data Template 2.3.5 (b): Ph.D. Students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency in Non-STEMM Domains	
2.3.6	Early Career Fellows giving numbers hosted department-wise; sponsoring agencies	Data Template 2.3.6 (a): Early Career Fellows hosted by the Institution; overview of fellowships awarded and sponsoring agency in STEMM Domains	42
		Data Template 2.3.6 (b): Early Career Fellows hosted by the Institution; overview of fellowships awarded and sponsoring agency in Non-STEMM Domains	
2.4	Data Timeline trends		
2.4.1	Academic and Research Staff by designation, grade and level	Data Template 2.4.1 (a): Academic and Research Staff by designation, grade and level in STEMM Domains	43
		Data Template 2.4.1 (b): Academic and Research Staff by designation, grade and level in Non-STEMM Domains	
2.4.2	Post-docs, Research Associates, Early Career Researchers/Faculty hosted by the Institute	Data Template 2.4.2 (a): Post-doctoral Fellows, Research Associates, Early Career Fellows/Faculty in STEMM Domains	
		Data Template 2.4.2 (b): Post-doctoral Fellows, Research Associates, Early Career Fellows/Faculty in Non-STEMM Domains	44
2.4.3	Ph.D. Students pursuing doctoral programme giving numbers enrolled and out- turn	Data Template 2.4.3 (a): Ph.D. Students Pursuing Doctoral Programme, Enrollment and Out-turn in STEMM Domains	
		Data Template 2.4.3 (b): Ph.D. Students Pursuing Doctoral Programme, Enrollment and Out-turn in Non-STEMM Domains	
2.4.4	Undergraduate, Postgraduate Students in final year and out-turn	Data Template 2.4.4 (a): Undergraduate and Postgraduate Students in final year of the degree programme and out-turn in STEMM Domains	45
		Data Template 2.4.4 (b): Undergraduate and Postgraduate Students in final year of the degree programme and out-turn in Non-STEMM Domains	

2.5	Gender Profile in STEMM Domains		
2.5.1	Undergraduate and Postgraduate Degree Programmes	Data Template 2.5.1: List of Full-time Degree Programmes with duration, number of applications, actual admissions/enrollment, degree attainment/out-turn	46
2.5.2	Research Degree Programmes (Ph.D.)	Data Template 2.5.2: Department-wise list of Ph.D. Students pursuing Doctoral Programme with number of applications, actual registration, degree attainment/out-turn	
2.5.3	Early Career Researchers/Faculty	Data Template 2.5.3: Details of Post-docs, Research Associates/ Assistants, Early Career Fellows/Faculty	47
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		Data Template 2.5.4 (b): Details of Sponsored Research Projects being undertaken by Academic and Research Staff as PI/ Co-PI	48
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Appendix A.1
GATI Self-Assessment Application Data Templates
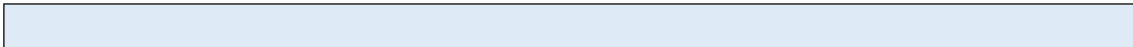
Appendix A.1
Illustrative Data Templates

2.3   Data Overview

2.3.1   List of Departments/Centres/Units with broad research thrust areas/specializations
Reporting Year: 2020-2021. Name of Department/Centre/Unit as per nomenclature used by the Institution. Add rows as required.

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

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

2.3.2   Academic and Research Staff sanctioned, recruited, to be recruited
Reporting Year: 2020-2021. Designation/Post titles as per nomenclature used by the Institution. Add rows as required.

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

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

2.3.3 Technical, Professional, Administrative, other Support Staff sanctioned, recruited, to be recruited (Full-time, Regular)
Reporting Year: 2020-2021. Designation/Post titles as per nomenclature used by the Institution. Data for entire institution. Add rows as required.

S.No.	Post Title/Designation	Sanctioned by MoE/UGC/State Govt/ Affiliating Agency (CSIR/DST/DBT/ICMR/ICAR etc.)					Sanctioned by Management/Authorized body		
		Sanctioned	Recruited			To be Recruited	Sanctioned	Recruited			To be Recruited
			F	M	T			F	M	T	

2.3.4 Undergraduate and Postgraduate Students in Full-time Courses giving sanctioned seats, number admitted under various reserved categories and out-turn (final year students graduating in minimum stipulated time)
Reporting Year: 2020-2021. Add rows as required.

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

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

2.3.5 Ph.D. Students pursuing doctoral programmes giving department-wise details including number of applications, total enrollment, and out-turn; overview of fellowships awarded and sponsoring agency

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

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

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

2.3.6   Early Career Fellows hosted by the Institution; overview of fellowships awarded and sponsoring agency
Reporting Year: 2020-2021. Add rows as required.

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

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

2.4 Data Timeline Trends

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Gender *disaggregated overall numbers.*
As per nomenclature used by the institution. Add rows as required.

2.4.1 Academic and Research Staff by designation, grade and level

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.1 (a): STEMM Domains

S.No.	Faculty Cluster	Designation	Grade	Level	Academic Year															
					2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
					F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

Data Template 2.4.1 (b): Non-STEMM Domains

S.No.	Faculty Cluster	Designation	Grade	Level	Academic Year															
					2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
					F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

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

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.2 (a): STEMM Domains

S.No.	Faculty Cluster	Designation	Academic Year															
			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
			F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

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

2.4.3 Ph.D. Students Pursuing Doctoral Programme, Enrollment and Out-turn

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021).
As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.3 (a): STEMM Domains																																
S.No.	Faculty Cluster	Enrollment in Ph.D. Programme														Out-turn																
		2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

Data Template 2.4.3 (b): Non-STEMM Domains																																
S.No.	Faculty Cluster	Enrollment in Ph.D. Programme														Out-turn																
		2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

2.4.4 Undergraduate and Postgraduate Students in final year of the degree programme and out-turn

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021).
As per nomenclature used by the institution. Add rows as required.

Data Template 2.4.4 (a): STEMM Domains

S.No.	Course	Duration	Students in Final Year of Programme															Out-turn															
			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
			F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

Data Template 2.4.4 (b): Non-STEMM Domains

S.No.	Course	Duration	Students in Final Year of Programme															Out-turn															
			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
			F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

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2.5 Gender Profile in STEMM Domains

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

2.5.1 Undergraduate and Postgraduate Programmes

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

Data Template 2.5.1: Full-time Degree Programmes, duration, No. of applications, actual admissions/enrollment, degree attainment/out-turn (in stipulated time)														
S.No.	Title of Degree Programme	Duration (years)	No. of Applications Received			No. of Students Admitted/ Enrolled			No. of Final Year Students			Out-turn		
			F	M	T	F	M	T	F	M	T	F	M	T

2.5.2 Ph.D. Degree Programme

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

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

2.5.3 Early Career Researchers

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

Data Template 2.5.3: Details of Post-docs, Research Associates/Assistants, Early Career Fellows/Faculty																
S.No.	Dept	Name	Designation	Gender	Age (T)	Highest Qual	Title of Fellowship	Sponsoring Agency	Name of Institute's Faculty Associate	Total Post PhD Experience before joining Institution	Name of Institution associated with before joining	If Associated Last Year (Yes/No)	If Currently Associated (Yes/No)	Joining Date	Tenure up to/ If left, Leaving Date	If left, reason thereof

*Note:

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

2.5.4 Academic and Research Staff

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

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

*Note:

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

Data Template 2.5.4 (b): Details of Sponsored Research Projects being undertaken by Academic and Research Staff as PI/Co-PI										
Reporting Period: Last Five Financial Years (2016-2017 to 2020-2021). Include Project sanctioned (completed/ongoing)										
S.No.	Department	Total Number of Funding Agencies	Total Number of Sponsored Projects Awarded	Total Number of Projects with Male only PI/Co-PI	Total Number of Projects including Male and Female PI/Co-PI	Total Number of Projects with only Female PI/Co-PI	Total Amount Sanctioned	Total Amount Sanctioned to Projects with only Male PI/Co-PI	Total Amount Sanctioned to Projects with Male and Female PI/Co-PI	Total Amount Sanctioned to only Female PI/Co-PI

2.5.5   Technical and Professional Support Staff

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

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

3. **Gender Advancement, Career Progression and Leadership**
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for entry level posts. Add rows as required.

3.1 **Starting the Career: Equal Opportunity**
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for entry level posts. Add rows as required.

3.1.1 Recruitment
Sample Group: New faculty in STEMM departments appointed over Last Five Academic Years (2016-2017 to 2020-2021).

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

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

Data Template 3.1.1 (b): Early Career Researchers associated with the institution who found regular employment											
S.No	Name	Gender	Association with Institution			Name of Fellowship	Details of Regular Employment				
			Department	Duration			Institution Name	Post	Date of Joining	Area of Expertise	Level of Satisfaction*
				From	To					As Earlier	Different

*Note: Include the level of satisfaction the Early Career Researcher has with the support provided by the institution in finding regular employment and with the new post.

3.1.2 Induction

Sample Group: New faculty in STEMM departments appointed over Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

S.No.	Department	Total number of faculty appointed over last 5 years			Total number of Induction/Orientation Programmes in which faculty participated (Internal & External)			Total number of faculty who have participated in Induction programmes			Number of Beneficiaries of Internal Seed grant			Total Amount of Internal Seed grant given			Number of Beneficiaries of External Seed grant			Total Amount of External Seed grant received			% Utilization of Seed Grants			% Utilization of Grants for participation in FDP		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T

Data Template 3.1.2: Cumulative data on (i) participation in induction programmes; (ii) award of seed grants

3.2 Professional Development and Progression

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for posts. Add rows as required.

3.2.4 Retention, Attrition, Lateral Mobility and Vertical Progression

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for posts. Add rows as required.

Data Template 3.2.4 (a): Lateral Entry through recruitment at middle and senior level for regular positions

S.No.	Department	Name	Post/Designation	Grade	Level	Gender	Age (years)	Total Experience (months)	Date of Joining	Nature of Association	Period of Association (if not regular post)	
											From	To

Data Template 3.2.4 (b): Lateral Entry from other organizations for fixed duration through deputation/lien/sabbatical/fellowship etc.

S.No.	Department	Name	Post/Designation	Grade	Level	Gender	Age (years)	Total Experience (months)	Fellowship Title, if any	Nature of Association	Period of Association	
											From	To

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

*Note:

Reasons for leaving: Accepted regular post at same level in another institution, Moved for better prospects, Personal Reasons, Reason not known.

3.3   Progression to Leadership

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers. As per nomenclature used by the institution. Add rows as required.

3.3.1   Gender Profile of Heads of Departments

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for post. Add rows as required.

Data Template 3.3.1 (a): Gender Profile of Heads of Departments in STEMM Departments										
S.No.	Department	Name of Head of Department	Designation	Grade	Level	Gender	If appointed as head for the first time	Period of Appointment		Process of Appointment (by rotation, seniority, nomination, merit criteria, expertise, other)
								From	To	

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

3.3.2 Representation on Senior Management and Decision-making Committees

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for post. Add rows as required.

S.No.	Title of decision-making committee/ statutory body	Total Number of Members			Details of Female Members								
		F	M	T	Name	Department	Designation	Total Experience (months)	Role	If appointed on committee for first time	Period of Appointment		Process of Appointment (by rotation, seniority, nomination, merit criteria, expertise, other)
											From	To	

Data Template 3.3.2: Representation on Senior Management and Decision-making Committees (from both STEMM and Non-STEMM Departments)

3.3.3 Leadership Capacity Building

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). As per nomenclature for post. Add rows as required.

S.No.	Title of Programme	Name of Organizing unit/agency	Sponsoring Agency	Period		Duration (days)	Number of Participants			Details of Female Participants				Process of Participation*
				From	To		F	M	T	Name	Dept	Designation	Experience (months)	

Data Template 3.3.3: Leadership Capacity Building (participation from both STEMM and Non-STEMM Domains)

*Note:
Institutional Nomination, Self-nomination, Application-based selection

4. Gender Policies, Processes, Procedures, Practices

4.1 Supporting Work-Life Dynamics
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

4.1.1 Maternity/Adoption/Paternity Leave
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 4.1.1: Applicants for Maternity/Adoption/Paternity/ Other Permissible* Leaves											
S.No.	Department	Name	Gender	Nature of Leave	Duration (months)	Period of Extension (months), if any	Nature of Leave used for Extension	If Substitute Provided		Status of Substitute	
								Yes	No	Part-time	Full-time

*Note:
Other Permissible Leave forms include leave for Abortion, Miscarriage, Tubectomy (need not be explicitly specified).
Paternity Leave was introduced in the year 2017. Effort should be made to tabulate staff members who have availed this leave.

4.1.2 Child Care Leave
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 4.1.2: Applicants for Child Care Leave										
S.No.	Department	Name	Gender	Duration (months)	If Substitute Provided		Status of Substitute		If Work Reallocated	Academic Engagement* during Leave, if any
					Yes	No	Part-time	Full-time	Yes	No	

*Note:
Academic Engagement could be continued guidance of research, occasional teaching, participation in conferences, faculty development programmes etc.

4.1.4 Managing Careers, Breaks and Flexibility
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

S.No.	Department	Name	Designation	Age (years)	Title of the Scheme	Sponsoring Agency	Joining Date (dd-mm-yy)	Tenure up to (dd-mm-yy)	If left, when (dd-mm-yy)	If left, reason thereof
Data Template 4.1.4: Details of Research Staff in the institution availing Government Schemes for Return from Career Break and Mobility										

4.2 Infrastructure and Welfare Support
Reporting Period: Current Academic Year (2021-2022). Add rows as required.

4.2.1 Family Support Services
Reporting Period: Current Academic Year (2021-2022). Add rows as required.

S.No.	Name of Facility	If on Campus		When Established (year)	No. of Beneficiaries	No. of Staff Employed			Access Time		Annual Budget (Rs.)	Mode of Financing		
Data Template 4.2.1: Details of Family Support and Welfare Services on campus/ easily accessible for Institutional Community														
		Yes	No			F	M	T	From	To		Fully by Institution	Partially by Institution	Fully Self-financing

4.2.2 Gender Responsive Facilities

Reporting Period: Current Academic Year (2021-2022). Add rows as required.

S.No.	Nature of Residential Facility*	Allocation		Intake Capacity	No. of Beneficiaries	General Facilities: Tick (✓) if available							
		Only Women	Mixed Gender			Single Rooms	Shared Rooms	Mess	Laundry	Digital Resource Centre	Wifi/ Connectivity	Medical Room	Recreation Room

Data Template 4.2.2: Details of residential facilities on campus and provisions therein

*Note:
Nature of residential facilities include women hostels, mixed gender hostels, married student hostels, staff residences, transit hostel/flats etc.

4.3 Dignity at Work

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

4.3.1 Addressing Sexual Harassment

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 4.3.1: Details of complaints on sexual harassment and their redressal

S.No.	Broad Nature of Complaint	Complainant		Respondent		Receipt of Complaint (dd-mm-yy)	Completion of Enquiry (dd-mm-yy)	Action Recommended	If Action Taken		Closure of Case	
		Category*	Gender	Category*	Gender				Yes	No	Yes	No

*Note:
Category of Complainant and Respondent may include UG, PG, PhD, Early Career Researchers, Faculty, Support Staff, Others.

4.4 Audits, Reviews and Resources

Reporting Period: Last Five Financial Years (2016-2017 to 2020-2021). Add rows as required.

4.4.2 Gender Responsive Budget

Reporting Period: Last Five Financial Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 4.4.2 (a): Expenditure on Institutional Bursaries/Financial Assistance, Scholarships/Fellowships and Awards

S.No.	Year	Amount allocated/ spent on Institutional Bursaries, Scholarships and Awards (Rs.)																								Faculty Awards	
		UG						PG						Ph.D.						Post-doc								
		Bursaries		Scholarships		Awards		Bursaries		Scholarships		Awards		Fellowships		Special Assistance		Awards		Fellowships		Special Assistance		Awards			
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M

Data Template 4.4.2 (b): Expenditure on Women Centric Programmes, Events and Facilitation

S.No.	Year	Nature of Women Centric Event*	Amount allocated (Rs.)	Amount spent (Rs.)	% of total expenditure on similar category of events

*Note:
Women Centric Programmes/Events may include celebratory days focussed on women, conferences, workshops, talks, etc. Expenditure may include travel grants/registration fee for participating in conferences, publication, field work etc.

Data Template 4.4.2 (c): Expenditure on Infrastructure and Family Support Services

S.No.	Year	Amount allocated/ spent on Gender Responsive Infrastructure and Family Support Services (Rs.)									Mother's Room	Creche	Day Care	Any Other
		Hostels			Toilets			Retreat Rooms						
		F	M	Common	F	M	Common	F	M	Common				

5. Gender Climate and Organizational Culture

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

5.1 Student Support and Curriculum Enrichment

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

5.1.1 Orientation and Diversity Sensitization

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

S.No.	Title of Student Orientation Programme/Event for fresh entrants	Organizing Unit	Nature of Event*	Level of students (UG/PG/PhD)	Duration		Organizing Committee Members			Number of Participants			Link to Report
					From	To	F	M	T	F	M	T	

Data Template 5.1.1: Orientation Programmes for the new entrants at various levels

*Note:

The events can variously be: Special Orientation Day/Week, Freshers Day/Week, Society/Club Introductions/ Induction programmes, Seminars, Panel Discussions, Workshops, Conference, Field Activity, Excursion etc.

5.1.2 Gender and Diversity Issues in Curriculum

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

S.No.	Title of Course	Organizing Department/Unit	Nature of Course: Tick (✓) as applicable				Course Duration (total hours)	Number of Beneficiaries*			Course Feedback
			Credit	Non-Credit	Compulsory	Special/ Add-on		F	M	T	

Data Template 5.1.2: Courses addressing cross-cutting issues relevant to gender, human values and professional ethics in the curriculum

*Note:

Beneficiaries are those who have completed the entire course.

5.1.3 Diversity and Student Advancement in Science
Reporting Period: 2020-2021. As per nomenclature used by the institution. Add rows as required.

S.No.	Title of Course	Organizing Unit	Nature of Course		Level of students (UG/PG)	Period		Programme Duration (hours)	Applications Received			Students Enrolled			Student Out-turn (completing course)			Programme Feedback
			Credit	Non-Credit		From	To		F	M	T	F	M	T	F	M	T	

Data Template 5.1.3: Special Programmes for Advanced Learners and Remedial/Bridge Courses for Slow Learners

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

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

S.No.	Programme Title	Organizing Unit/Agency	Nature of Event*	Format Online/ In-person	Target Audience/ Group	If open to other Institutions		Period		Programme Duration (hours)	Organizing Committee			Number of Participants			Programme Feedback
						Yes	No	From	To		F	M	T	F	M	T	

Data Template 5.2.1 (a): Programmes Organized by relevant societies, clubs, groups, units engaged in Gender Sensitization

*Note:
Nature of Event: Seminar, Panel Discussion, Workshop, Conference, Field Activity, Course etc.

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

*Note:
Nature of Event: Seminar, Panel Discussion, Workshop, Conference, Field Activity, Course etc.

5.2.2   Gender Aspects in Research
Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 5.2.2 (a): Research projects addressing gender issues											
S.No.	Department/Centre	Project Title	PI/Co PI		Sanction Details				Status of Work		Gender Aspect: 2-3 Key Words
			Name	Gender	Funding Agency	Amount (Rs.)	Duration		Completed	Ongoing	
							From	To			

Data Template 5.2.2 (b): Projects with integration of gender component in research											
S.No.	Department/Centre	Project Title	PI/Co PI		Sanction Details				Status of Work		Gender Aspect: 2-3 Key Words
			Name	Gender	Funding Agency	Amount (Rs.)	Duration		Completed	Ongoing	
							From	To			

5.3 Promoting Women in Science

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

5.3.1 Visibility and Role Models

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 5.3.1: Gender Representation on Academic and Extramural Events

S.No.	Programme Title	Organizing Unit/Agency	Nature of Event*	Format Online/ In-person	Target Audience/ Group	If open to other Institutions		Period		Organizing Committee			Gender Profile of Chairperson/ Speaker/ Panellist			Number of Participants			Event Feedback
						Yes	No	From	To	F	M	T	F	M	T	F	M	T	

*Note:

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

5.3.2 Awards and Recognition

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

Data Template 5.3.2 (a): Awards and Recognition received by female academic and research staff

S.No.	Name	Department	Designation	Name of the Award	Name of the Central government agency/international agencies from where award has been received	If Award is set up by the Institution	Process of Selection	Year of receiving award	Is it Fellowship?	
									Yes	No

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

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

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5.4 Promoting Science Outreach

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021).
Clustered as STEMM and Non-STEMM domains; gender disaggregated overall numbers.

5.4.1 Science Outreach Events

Reporting Period: Last Five Academic Years (2016-2017 to 2020-2021). Add rows as required.

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

*Note:
Nature of Event: Seminar, Panel Discussion, Workshop, Conference, Field Activity, Course etc.

Note: Reporting of Criteria 7 has now been integrated in the Self-Assessment Application. The following templates provide guideline.

7. **Institutional Strategy for Gender Advancement**

7.1 **Policy-based Actions implemented during the GATI Pilot**
Reporting Period: 01 August 2021 till submission of application

Data Template 7.1.1: GATI Policy-based Action 1		
Action	**Action Process Step**	**Details**
1.	Title of Policy-based Action Plan:	
	Objective:	
	1.1 Reference to Specific and Relevant Action Plans included under each Sub-Criteria:	
	1.2 Rationale for action (underpinning evidence that prompted action):	
	1.3 Key milestones and expected output:	
	1.4 Timeline for implementation:	
	1.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	1.6 Resources allocated:	
	1.7 Metrics to monitor & measure success/outcome:	

Data Template 7.1.#: GATI Policy-based Action #		
Action	**Action Process Step**	**Details**
#	Title of Policy-based Action:	
	Objective:	
	#.1 Reference to relevant Sub-Criteria:	
	#.2 Rationale for action (underpinning evidence that prompted action):	
	#.3 Key milestones and expected/ achieved output:	
	#.4 Timeline for implementation:	
	#.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	#.6 Resources allocated:	
	#.7 Metrics to monitor & measure success/outcome:	

*Note: Add more examples as needed. **# -** S.No.

7.2 Prioritized Short-term SMART Action Plans
To be implemented after the duration of the GATI Pilot.

Data Template 7.2.1: Prioritized Short-Term SMART Action Plan 1		
Priority	**Action Process Step**	**Details**
1.	Title of Action Plan:	
	Objective:	
	1.1 Reference to Specific and Relevant Action Plans included under each Sub-Criteria:	
	1.2 Rationale for action (underpinning evidence that prompted action):	
	1.3 Key milestones and expected output:	
	1.4 Timeline for implementation:	
	1.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	1.6 Resources allocated:	
	1.7 Metrics to monitor & measure success/outcome:	

Data Template 7.2.2: Prioritized Short-Term SMART Action Plan 2		
Priority	**Action Process Step**	**Details**
2.	Title of Action Plan:	
	Objective:	
	2.1 Reference to Specific and Relevant Action Plans included under each Sub-Criteria:	
	2.2 Rationale for action (underpinning evidence that prompted action):	
	2.3 Key milestones and expected output:	
	2.4 Timeline for implementation:	
	2.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	2.6 Resources allocated:	
	2.7 Metrics to monitor & measure success/outcome:	

Data Template 7.2.3: Prioritized Short-Term SMART Action Plan 3		
Priority	**Action Process Step**	**Details**
3.	Title of Action Plan:	
	Objective:	
	3.1 Reference to Specific and Relevant Action Plans included under each Sub-Criteria:	
	3.2 Rationale for action (underpinning evidence that prompted action):	

Priority	Action Process Step	Details
	3.3 Key milestones and expected output:	
	3.4 Timeline for implementation:	
	3.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	3.6 Resources allocated:	
	3.7 Metrics to monitor & measure success/outcome:	

7.3 Prioritized Long-term SMART Action Plans
To be implemented after the duration of the GATI Pilot.

Data Template 7.3.1: Prioritized Long-Term SMART Action Plan 1

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

Data Template 7.3.2: Prioritized Long-Term SMART Action Plan 2

Priority	Action Process Step	Details
2.	Title of Action Plan:	
	Objective:	
	2.1 Reference to Action Plans included under Self-Assessment Application Criteria:	
	2.2 Rationale for action (underpinning evidence that prompted action):	
	2.3 Key milestones and expected output:	
	2.4 Timeline for implementation:	
	2.5 Task force Nodal person in-charge (Name, Designation, Job-title):	
	2.6 Resources allocated:	
	2.7 Metrics to monitor & measure success/outcome:	

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