



# SYMBIOSIS INTERNATIONAL UNIVERSITY

(Established under section 3 of the UGC Act, 1956 vide notification No. F.9-12/2001-U3 Govt. of India)

Accredited by NAAC with 'A' grade

Founder: Prof. Dr. S. B. Mujumdar, M. Sc., Ph. D. (Awarded Padma Bhushan and Padma Shri by President of India)

## **Notification No.SIU/28/583(a) dated 21<sup>st</sup> October 2015**

### **Subject: Action Plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20)]**

It is hereby notified for information of all concerned that, as per the decision taken by the University authorities Action Plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20) of the University is attached as Appendix 'A'.

This Action Plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20)] will be effective from the date of publication of this notification.

Authority : Resolution No. A15 BoM dated 7<sup>th</sup> September, 2015.

Dr. S. C. Nerkar  
Registrar

SIU/28/15/4923(a)  
Dated: 21<sup>st</sup> October 2015

Copy for information to:

Hon'ble Chancellor, Vice Chancellor, Principal Director, Symbiosis Society, Dean- Academics & Administration, Symbiosis Society, Sr. Advisor to Vice Chancellor, Directors of Constituents and Departments of SIU, Officers of Symbiosis International University, Officers of Symbiosis Society.

Action Plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20)]



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# **SYMBIOSIS INTERNATIONAL UNIVERSITY**

## **Action Plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20)]**

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***[Reference: Extracted from Guidelines by UGC: Saksham - Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses] December, 2013.***

## **1. PREAMBLE**

Women constitute forty-two per cent of all students in higher education in India today. At the same time this closing gender gap hides on-going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combines gender with region, class, caste, religion, ability and sexuality among others. As institutions of higher education engaged in teaching, research and dissemination of knowledge, (Higher Educational Institutions (HEIs) are well placed to reflect on, become sensitized to and oppose all forms of discrimination and harassment, especially sexual harassment on campuses across the country. Claims of equality, dignity and the ability to live, work and study without fear of harassment are intrinsic ingredients of this moment.

There are several fundamental and far-reaching recommendations, all of which are based on the principles of Equality and Justice guaranteed by the Constitution of India, including Rights to Dignity, Bodily Autonomy and Integrity enunciated in the Bill of Rights for Women in the Justice Verma Committee Report of January 2013, and are in consonance with the Vishaka Guidelines, the Sexual Harassment at Workplace Act, 2013 and the Criminal Amendment Bill, 2013.

It is also noticed that there is considerable confusion on the subject of discrimination and harassment. Basic rights to dignity and respect are also not sufficiently in evidence. There is a need about women's rights, questions of sexuality, norms of masculinity and femininity, and an understanding of the diverse and heterogeneous composition of college and university campuses. Gender Sensitivity Can be achieved by conducting various sensitization campaigns, trainings centres, workshop, programs, etc.

Symbiosis International University, with all its commitment, care and concern, strives to have zero tolerance regarding harassment of any kind and reviewing the present arrangements, identifying loopholes and inadequacies and to formulating remedial measures to address the concerns of all girls and women in its campuses and constituents.

## **2. APPLICABILITY**

This action plan on Gender Sensitization [For the Academic Years (2015-16 to 2019-20)] is applicable to and to be followed by all the stakeholders existing across all the Campuses and Constituents of the Symbiosis International University.

## **3. OBJECTIVE/ PURPOSE**

- To bring awareness among the staff and students about the need for extensive understanding about Gender Sensitization
- To plan for more gender- sensitive facilities, amenities, program, projects and activities and ensure their execution through the governance framework.
- To implement informal social control, if required strict recommended formal social control to redress issues related to Gender Sensitization.

#### 4. DEFINITIONS

Unless repugnant to the meaning or context thereof, the following expressions, wherever used in this Code, shall have the meaning assigned to them below:

- 'University' means Symbiosis International University established under Section 3 of the University Grants Commission Act, 1956.
- 'Constituent' means Institute/ School/ College/ Centre/ Department of the University which conduct academic programmes allied to the discipline/faculty of the University, operates under the administrative, academic and financial control of the Sponsoring Body and declared as such under the Notification, issued from time to time.
- 'Campus' means and includes the Main Campus and the Off Campuses of the University.
- 'Stakeholders' means the members of Symbiosis International University viz; teachers, administrators and students.
- 'UGC' means a statutory body set up by the Indian Union government in accordance to the UGC Act 1956 charged with coordination, determination and maintenance of standards of higher education
- 'Faculty' means a discipline within the University dealing with a specific area(s) of knowledge and/ or allied subjects through the constituent(s).
- 'Government' unless the context so specifies, means the Central Government, in the Ministry of Human Resource Development.
- 'Socialization' means transmission of culture by which we learn rules and practices of the social group we are part of.
- 'Social Control' means system of devices by which society brings its members in conformity with the accepted standards of behaviour and interactions.
  - Informal social control is expressed and exercised through the norms, customs, religions, festivals of the society. Our personal habits and values are also considered as informal social control.
  - Formal social control is implemented by authorized people of judiciary, police department, and organizationally constituted committee/body. It is carried out as a last option at some places when the desired behaviour is not possible through informal social control.

## **5. GENDER SENSITIZATION ACTION PLAN**

Gender sensitization presides over Gender Sensitivity, the modification of behaviour by raising awareness of gender equality concerns. It is a basic requirement to understand the sensitive needs of a particular gender. It helps us to examine our personal attitudes and beliefs and question the 'realities' that we think are familiar to us.

Gender Sensitization is not confined to the matters related to our students only, but its extensive scope also includes in it the concerns of faculty in all disciplines, support staff and administration.

*With the stated objective the plan for more gender- sensitive facilities, amenities, program, projects and activities has been prepared. Although the given below plan is for next five years – 2015-16 to 2019 -20, all the mandatory aspects to be reviewed and reformed; and the maximum possible activities from the mentioned set of activities to be performed annually by all the Constituents of SIU without disturbing the fixed academic schedule.*

### **A. FACILITIES**

It is mandatory for all the Constituents of SIU to take review of the given below facilities annually and make needful reformation therein.

#### **I. INFRASTRUCTURAL FACILITIES**

##### **Lighting**

Deficit in lighting are experienced as unsafe and scary by students. Therefore, ensure that the entire campus is well-lit. Students should be encouraged to undertake a mapping of the spaces in and around their campuses in terms of lighting. This is a necessary aspect of infrastructure and maintenance.

##### **Security**

Security is a necessary aspect of safety, but should not lead to a 'securitization' i.e. over monitoring or policing or curtailing the freedom of movement, especially for women. The provision of safety for women on campuses must eschew the practice or tendency to be overly prescriptive to women by restricting their freedom of movement.

A common complaint from students has to do with security. Adequate and well trained security including a good balance of women security staff is necessary. Security must receive gender sensitization training apart from other conditions of service.

##### **Public Transport**

If needs be shuttle buses must be provided to enable students to work late in libraries, laboratories and to attend programmes in the evenings.

##### **Toilets**

Adequate toilets for women with sufficient water in the main buildings of campuses and in the hostels should be available. This also means sufficient support staff employed with decent wages to maintain them.

## **Accommodation**

For a growing population of young women wishing to access higher education, hostel accommodation is a necessity. Insufficient accommodation and crowding should be avoided.

## **Timings**

Maintaining differential timings and codes of behaviour for women hostellers is widespread. Making their timings and rules for women even stricter and more discriminatory than before is not the right way of being gender sensitive. Concern for the safety of all women should not lead to stricter discriminatory rules for women in the hostels. The attitude to women's safety in hostels often infantilizes these adult women and does not empower them to learn to strategize about their own safety.

## **II. HEALTH FACILITIES**

Adequate health facilities are equally mandatory in the Constituents. In the case of women students this must include gender sensitive doctors and nurses, as well as the services of a gynaecologist.

### **Nutrition**

Generally, it is observed that diet of female students is deficient of adequate calcium and iron that leads to deficiencies of B12. Hence, the quantity and nutritional content of food provided should not be inadequate.

### **Exercise and recreation**

Women students should be encouraged to participate in sports. There should not be any dearth of common recreation, discussion or study spaces in the hostels, and few facilities for extra-curricular activities. Students should not be confined to their rooms in the evenings.

### **Sexual health**

Education about sexuality, contraception, STD etc., should be adequate. Urinary tract infections and menstrual irregularity are the common complaints and need be addressed adequately.

### **Attitude of medical personnel**

If students come with small medical complaints, the extremely insensitive question should not be asked; also ensure that doctor's friends or anyone should not remain in the room. Minimum courtesies should be observed.

### **Health of contract workers**

Generally, one third of hostel assistants, cleaning staff and security personnel are women. They should have their toilet or resting/lunch places, leave,ESI cards, and maternity leave; pregnant women should not put to work on wet, slippery floors and sick women in the kitchen.

### **Counselling**

Counselling Services must be institutionalised properly in all Constituents. Regular faculty doubling up as counsellors, part time arrangements and so on, which are widely prevalent must be eschewed in favour of well trained (if necessary retrained) full time counsellors. It is

observed that high levels of isolation, alienation and confusion regarding gender related problems are growing among students.

### **Self-defence Classes**

All the Constituents of the University should ensure the conducting of regular self-defence classes for women students. It will not only helpful for their physical fitness but also for building their confidence to combat the incidences of sexual harassment and enable them to protest against any such incident.

Our approach to the concept of “equality” should be subtle, modest, and understood in its right sense and spirit. It should not be comparative of the physical strength that women are required to do all the heavy lifting and pushing jobs as well; if they want the job, they should be “equal”.

## **B. COURSE MODULE**

The Constituents, if adjustable in their academic programme, shall include the course module – “Gender sensitization” consisting of 02 credits. If it is not possible to incorporate the said course module, the Constituents shall attempt to imbibe the attributes of this module as given below through all other co-curricular and extracurricular activities.

Objective: In using the term ‘gender’ we are referring to the entire set of relations and structures that are involved in producing men and women in society, including norms of femininity and masculinity. This course is not narrowly about ‘women’ alone.

Gender equality and the fundamental freedoms guaranteed to all citizens are core ideals that need to be highlighted as the basis for a genuinely free, just and open society. However, it is one thing to name these ideals and another to actualise them in every day interactions. The challenge is precisely that of connecting the idea of and desire for equality to a world that is often unequal and discriminatory in practice. Students also carry a range of notions about gender related issues, whether ‘traditional’ or ‘modern’. Only through open discussion in classrooms can some of the problems of violence be directly addressed and not be taken for granted or suppressed. With the help of case studies and examples from popular culture as well as from everyday life, it also seeks to provide concrete illustrations of how such violence is reproduced or resisted in society through every day practices and relationships, and what is needed in order to gain a critical perspective on them.

### **Section I : Citizenship**

This section introduces students to the idea of citizenship and its implications. It provides a basis for non-discrimination, whether because of gender or any other dimension of a person’s identity or social background, be it class, caste, region, religion, sexuality, ability, and so on.

### **Section II : Power and Inequalities**

Power is exercised in all institutions and relationships including those that are close to us, such as families and even friendships. Thus, power relations are at work in a range of situations and contexts, be it where we work, where we live, where we study, or where we have fun, be it ‘public’ and ‘private’ places. It is necessary to spend time on the various ways in which power is exercised, and understand the way this exercise of power is gendered. This is also the context in which to discuss the different kinds of inequalities that exist in our society including gender relations. It introduces students to gender inequalities and the many ways in which women experience oppression.



### **Section III : Violence**

In this section the important issue is to bring out the relationship between power and violence, especially forms of violence that are sexual.

### **Section IV: Understanding and Combating Sexual Harassment**

In this section, existing rules and guidelines on what counts as sexual harassment can be used and disseminated so that students are better informed about them.

### **Section V: Equality and Freedom**

The course can be concluded by revisiting the fundamental ideals of citizenship and rights with which the course began. While these are rights given to us as a democratically governed nation, frequently the right to freedom and equality has constantly to be realized concretely by movements and struggles in society. These include women's movements, movements against violence, anti-caste movements, movements to promote communal harmony, movements over land and resources, and so on.

## **C. WORKSHOPS**

UGC in its guide viz; Saksham : Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses has recommended various range of such workshop on (a) Gender Sensitization (b) Understanding Sexual Harassment on Campus (c) Legal Literacy on Laws and Rights. For the details about the contents and other information for the given below series of workshops the references given in the Literacy Repository can be referred.

These workshops could be tailored according to the groups being sensitized. The Constituents are encouraged to draw upon existing experts in the field to use these formats to sensitize all members of their campuses on issues pertaining to gender, sexual harassment, laws and rights.

The Constituents are expected to organize maximum possible mentioned workshop through their co-curricular, extra-curricular and welfare activities.

#### **(a) Workshops on Gender Sensitization**

The course module described above may be used as an outline for a five day (one part per day) or a day's workshop on gender. Students or faculty or non-teaching staff may be asked to read one section per day and this can be starting point of a discussion on the range of issues outlined.

For employees training in gender sensitization workshops should be compulsory and should be an incentive when evaluating candidates for promotion. Such workshops should be appropriately structured depending on the group being sensitized, with innovative methodologies and multiple formats.

Among students, orientation workshops must be conducted in their first year. All students should have participated in some programme, workshop or course on gender to be eligible for the award of a degree.

Workshop 1 : What is gender?

Workshop 2 : The pressure on gender to perform / behave in particular ways. Illustrate with examples from cinema, advertising, etc.

Workshop 3 : Many bodies, many sexualities. Recognising diversity in gender and sexuality.

Workshop 4 : How do gender relations intersect with other axes of inequality and discrimination such as caste, class, region, minority identity, disability and so on?

Workshop 5 : (For a workshop with students) Gender Equality in interpersonal relationships.

Workshop 6 : Power and Violence against women: combating myths and understanding legal provisions.

### **(b) Workshops on Understanding Sexual Harassment on Campus**

What constitutes sexual harassment and how to deal with it, is a source of major confusion for most people, whether students, faculty or administrators. Given below is the list of workshop series dealing with sexual harassment.

Workshop 1: Defining Sexual Harassment in the Workplace.

Workshop 2: Dealing with an event of sexual harassment

Workshop 3: Guidelines for a Complainant

Workshop 4: Redressal of Sexual Harassment and Disciplinary action

Workshop 5 Interactions with other laws and rules

Workshop 6: Procedures and Guidelines for the functioning of a committee

(for members of Sexual Harassment Redressal Committees)

### **(c) Workshops on Legal Literacy on Laws and Rights:**

Workshops can also be organised that look at issues of gender and sexual harassment in the context of legal rights and remedies offered by the courts. Basic knowledge about how to file a complaint, what to do when faced with illegal detention or arrest, what to do when one is battered or stalked, equal opportunity legislation, freedom of expression and its violation, are addressed in these workshops

Workshop 1 : Rights under the Constitution

Workshop 2: Securing Rights: Interactions in a Police Station

Workshops 3 and 4 : Resisting Gendered Violence

Workshops 5 and 6 : Equal Opportunity legislations

Workshop 7: Freedom of Speech


Workshop 8 : Emergency Laws

Workshop 9 : Rights of Minorities

Workshop 10 : Right to Information, Securing Identity Documentations

## D. NATIONAL & INTERNATIONAL DAYS/EVENTS CELEBRATION

To generate the right sense, sensitivity and sensibility among the students and staff towards the gender concerns, all the Constituents are required to celebrate the maximum possible days / events given in below. In line with the co-curricular and extracurricular events, without disturbing the fixed academic schedule, these event can be held.

Day/Date	Significant Event
24 <sup>th</sup> Jan	National Girl Child Day (India)
11 <sup>th</sup> Feb	International Day of Women and Girls in Science
20 <sup>th</sup> Feb	World Day of Social Justice
4 <sup>th</sup> Mar	World Day of the Fight Against Sexual Exploitation
Week of 8 <sup>th</sup> Mar	International Women's Week
8 <sup>th</sup> March	International Women's Day
4 <sup>th</sup> Thursday in April	Girls in ICT Day
May	Sexual Assault Awareness Month
June	 Rainbow Month
17 <sup>th</sup> May	National Day Against Homophobia
28 <sup>th</sup> May	International Day of Action for Women's Health
12 <sup>th</sup> August	International Youth Day
3 <sup>rd</sup> Friday in September	Take Back the Night: Raise awareness about violence against women
October	Month for Breast Health and Women's History
11 <sup>th</sup> Oct	International Day of the Girl
15 <sup>th</sup> Oct	International Day of Rural Women
November	Family Violence Prevention Month
6 <sup>th</sup> Dec	UN Human Rights Day

## E. LITERATURE REPOSITORY

It is not necessary to reinvent the wheel but to draw on existing material of quality which could be recommended to HEIs for training and incorporation in revised curricula. A wealth of material already exists and awaits greater purposive dissemination.

- UGC's Saksham - Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses
- IGNOU 4 volume – Study material on Women's Empowerment: Perspectives and Approaches; the various manuals prepared by the UGC on Capacity Building of Women in Higher Education.
- IGNOU 5 volume Gender Basics monographs; Bhalla Ye Gender Kya Hai and several others
- "International Technical Guidance on Sexuality Education" manual developed by UNESCO for use in training and dissemination programmes in India.

## **F. GOVERNANCE FRAMEWORKS**

There are following bodies for the effective analysis, investigations, planning , directing , organizing and decision making for the justifiable arrangement and reformation with respect to the requirements and problems pertaining to the issues of Gender sensitization. Apart from the objectives of their committees, they need to ensure that the said Gender Sensitivity Plan is being implemented.

- i. Gender Sensitivity Unit
- ii. Internal Complaint Committee (ICC)
- iii. Gender Sensitivity Committee Against Sexual Harassment (GSCASH)  
[Sanvedana Committee]

## **G. OBLIGATIONS OF UNIVERSITY AUTHORITIES AND FUNCTIONARIES**

- i. The University authorities shall, through a notification each academic year, notify the names and contact details of the members of GSCASH, and the fact that GSCASH is the University body responsible for gender sensitisation and enquiries into complaints of sexual harassment.
- ii. The University authorities will ensure that the Policy is included in the Admission Brochure and circulated at the time of registration.
- iii. In order to ensure the permanent placement of the Policy, the University authorities and functionaries shall arrange for several copies to be placed on boards for display in prominent places, such as the entrances to the campus, academic and administration buildings, hostels, etc.
- iv. The University authorities and functionaries shall provide legal, medical and counselling assistance to those complainants who have to take recourse to the law.
- v. The University authorities and functionaries shall forward all complaints of sexual harassment to Internal Complaint Committee; except the cases in which the complainant has expressly prohibited such forwarding.
- vi. The University authorities shall maintain full confidentiality with respect to matters pertaining to GSCASH enquiries into complaints of sexual harassment. The University authorities shall extend all necessary assistance for ensuring full, effective and speedy implementation of these Rules and Procedures of GSCASH.
- vii. As is required by the Supreme Court Judgement, the University authorities and functionaries shall strive to create a workplace in which the functioning of GSCASH and/ or the interests of justice are not subjected to undue “pressure from senior levels”.

- viii. As required by the Supreme Court Judgement, the University authorities shall forward to the government department concerned, the Annual Report of GSCASH together with a written report on the Action Taken by them upon the decisions/recommendations of the GSCASH and/or the Appeals Committee.

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