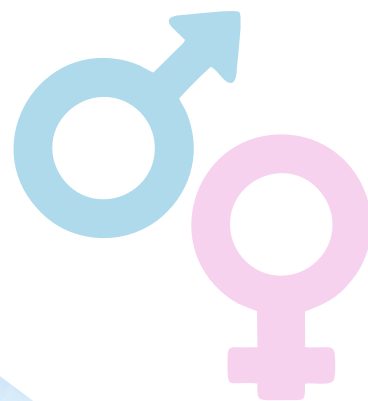




Organisation in Special Consultative Status with
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Associated with the United Nations Department of Public Information (UNDPI)



GENDER POLICY

Kalinga Institute of Social Sciences (KISS)
Deemed to be University, Bhubaneswar, Odisha

 university.kiss.ac.in

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GENDER POLICY

INTRODUCTION

1.0 BACKGROUND AND INCEPTION OF KISS-DU

The Kalinga Institute of Social Sciences was granted Deemed to be University status by the Ministry of HRD, Government of India, in the year 2017 making it the first university exclusively for tribal students in the world. The university focuses on teaching and research in unique and emerging areas of knowledge related to Tribal Culture, Philosophy, Linguistics and Language, Science and Technology, Tribal Resource Management, Tribal Legal Studies, and Tribal Rights not being pursued by other institutions.

KISS-DU is committed to the promotion of **gender equality** and **women's empowerment** where all students, academic, administrative, and support staff, both female and male, enjoy equal opportunities, human rights, and non-discrimination in all spheres.

This commitment is reflected by the institutionalization of affirmative actions in the University's admission processes and within its various units and programmes:

- Student Enrolment, Retention, and Performance
- Academic unit
- Administrative unit
- Gender mainstreaming program
- University Strategic plan
- Women's participation in Decision-Making and planning

(a) The foundation of the gender policy is based on the following legislations:

- Anti-sexual harassment policy– Sexual harassment of women at workplace (prevention, prohibition, and redressal) Act, 2013.
- IPC – Section 305, 323, 325, 326, 352, 354, 506, 509
- SC & ST (Prevention of Atrocities) Act, 1989
- Protection of Civil Rights Act, 1955

This policy is to empower planning units to mainstream gender in plans, budgets, and monitoring and evaluation tools for greater impact towards gender equality and mutual accountability.

1.1 RATIONALE

This Gender Policy is an initiative of KISS-DU's commitment to taking positive steps in gender planning for the institution's sustenance, the promotion of gender justices, the management and prevention of gender violence, discrimination, and injustice. This policy commits KISS-DU to make human and financial capacity and resources available to support the quest for gender justice.

1.2 POLICY STATEMENT

Achieving gender equality and non-discrimination for all staff and students is a strategic objective of KISS-DU. The University explicitly plans to integrate gender as a cross-cutting issue into both its core and support functions.

As one of the prestigious institutions of higher learning in the country, KISS-DU is committed to lead the next generation on the way to securing equality of opportunity for women, men and other gender whether as students, staff members, or external users.

In realizing gender equality, the University shall endeavor to do everything within its means not to overlook the diversities among and between members of the university community in various dimensions.

1.2.1 NATIONAL GENDER POLICY AND NATIONAL EDUCATION POLICY

The gender initiatives at KISS-DU are driven by various policies and programmes on gender and women empowerment. The Government of India has adopted the National Policy for Empowerment of Women in India in 2001 with the objective to bring out the advancement, development, and empowerment of women and to eliminate all forms of discrimination against women. It was directed towards achieving inclusive growth with special focus on women. The National Education Policy – 2020 endorses the UN Sustainable Development Goal – 4 (Quality Education) and prescribes to promote girls education in a substantive way. The NEP – 2020 addresses additional barriers in education that torment female education, particularly at the primary level. It addresses important measures enlisted towards reducing the disparity of female dropouts in school, resulting in low participation at higher education level.

1.3 POLICY VISION

A gender-responsive University in which substantive gender equality is realized.

1.4 POLICY MISSION

To enable the University to excel in providing a gender-responsive organizational environment and to integrate gender into the functions of the University to attain gender equality and women's empowerment.

1.5 GUIDING PRINCIPLES

The guiding principles for our Gender Policy are:

- a Individuals in the university are not a homogenous group; therefore, the inter-and intra-sex differences must be considered to achieve substantive equality and equity;
- b Gender equality means that the different behavior, aspirations, and needs of women, men, and individuals with any other sexual orientation are considered, valued, and favored equally;
- c Transformation in individual consciousness about gender equality and women's rights as well as organizational culture and governance is a prerequisite for gender equality and women's empowerment; and

- d Sustainable development is possible only if based on equal partnership and mutual respect between women, men, and individuals with other sexual orientations.

Gender Equality is an international commitment and one of the goals in the Sustainable Development Goal that intersects with most of the other goals. Gender inequality, violence and discrimination are condemned as a form of human rights violation, a transgression of common dignity and an infringement of life and liberty as defined by the Constitution of India and Fundamental Rights. India's support for gender equity, sensitivity and equal opportunity are expressed in Articles 4, 15, 19 (1) (g), 21 of the Constitution of India. India's ratification of the International Covenant on Economic, Social and Cultural Rights (in 1979) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), ratified in 1993), Resolutions of the Fourth World Conference on Women in Beijing in 1995 confirm the country's commitment to gender equity.

1.6 POLICY OBJECTIVES

This Gender Policy is a mechanism for the necessary changes at all levels of the functioning of university and for addressing the causes of gender inequality within the university practices. As an instrument for change, the key policy objectives and actions focus on change at the personal level and at transforming the formal and informal rules and practices of the organization that may be leading to gender inequality.

The overall objective of the Gender Policy of KISS-DU is to define a common value system of gender equality, equity, and empowerment within the core functions of the University, namely, teaching and learning, research and innovation, knowledge transfer, and networking while specifying strategic interventions for institutional and organizational change.

1.7 PREAMBLE

WHEREAS, the KISS-DU is committed to serving all its stakeholders with EQUALITY and EQUITY and to open doors of opportunity for quality education for all; and

WHEREAS, the commitment is reflected in the goals outlined in the University Rules.

WHEREAS, the profile of university students is fast changing and becoming more diverse in several ways, including gender, age, ethnicity, national origin, (dis)abilities, social class, and the University is responsible to provide support services that accommodate the educational needs for all; and

WHEREAS the University recognizes the importance of global engagement and designing its programs and research to be responsive to international developments and institutions thus providing opportunities for students and staff to participate in international academic exchange; and

WHEREAS the University affirms the value of forging networking opportunities and partnerships with stakeholders outside the university through field study, internships,

and other practical experiences outside the traditional ivory tower culture; and

WHEREAS gender and gender relations play a critical role in all programs and facets of the university at all levels, with implications for all members of the university community and making gender awareness and analyses central to all functions of the university.

DO HEREBY enact the KISS-DU Gender Policy this 11/01/2018

The overall objective of the Gender Policy of KISS-DU is to define a common value system of gender equality, equity, and empowerment within the core functions of the University, namely, teaching and learning, research and innovation, knowledge transfer, and networking while specifying strategic interventions for institutional and organizational change.

JURISDICTION

This policy covers any act of injustice, violence, discrimination and insensitivity to any female employee or student in KISS Deemed to be University.

This policy will guide KISS-DU in all activities and functions including:

1. Recruitment
1. Promotions
2. Staff Development Opportunities
3. Formation of Committees
4. Leave
5. Admission Process and Enrolment
6. Curriculum
7. Evaluation
8. Teacher-Student Relationship
9. Events and Programmes
10. Research and Teaching
11. Facilities and Resources
12. Training
13. Participation in various campus activities

However, it includes various other aspects and is not limited to the above.

1.8 IMPLEMENTING GUIDELINES AND POLICIES AT KISS-DU

KISS-DU will set up committees from time to time to implement the goals of this policy. The mechanism will include formation of certain committees such as Internal Complaints Committee under the Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, etc.

The Committee will ensure the implementation of the following guidelines at KISS-DU.

1. Gender stereotyping will be prohibited.
2. All forms of bias and discrimination including unconscious bias against women shall not be tolerated.
3. Gender sensitivity will be employed in all aspects: recruitment, promotions and opportunity for leadership, to uphold the policy of equal representation of men and women.
4. In selection of staff for professional development opportunities and training, there shall not be any discrimination based on gender.
5. Promoting participation of female students in research in Science.
Representation of women is mandatory in the formation of any committee.
6. Keeping in view the national policies, women specific leave will be granted.
7. No student will be denied admission on the basis of gender.
8. Gender mainstreaming will be employed in the design of curriculum and
9. wherever applicable a gender specific analysis will be included in all disciplines.
In evaluating students, a policy of fair treatment irrespective of gender shall be
10. employed.
In organising any event or programme, including meetings and conferences, a
11. gender sensitive approach will be undertaken ensuring due representation of all genders.
Identifying peer-educators (female/male) to take care and counsel the young
12. girls.
Organising workshops, training programmes, capacity building programmes,
13. awareness programs and sensitisation programs.
Ensuring that girls are given preference during the admission process.
14. Conducting regular medical and psychological counselling sessions for
15. students of all gender.
Formation of different cells and committees to ensure that any urgent / important
16. issue is addressed at the earliest.
Conducting gender audit annually and submitting the report to the Vice
17. Chancellor.
Preparation of gender segregation data by all Academic Units and
18. Administrative Units
Creating platform, scope and opportunity for the students, especially girls to
19. help them hone their academic and soft skills both inside and outside the campus.
Ensuring that discretion is maintained during one to one counselling sessions so
20. that girls feel comfortable while sharing any kind of issue.

2.0 MAIN COMPONENTS

2.1 ENGENDERING THE CURRICULUM

KISS-DU shall take all necessary steps to engender the curricula of all its academic programs.

Strategic Actions:

- i. Create a framework for engendering the University curriculum
- ii. Review and engender all existing curricula and ensure that new programs are gender responsive.
- iii. Impart gender analytical skills and knowledge to all staff to enable them to engender the University's teaching and learning programmes and build a gender-equitable environment.

2.2 A SECURE ENVIRONMENT

The University Management and Administration shall promote a gender-friendly and inclusive secure environment at the university to ensure effective protection of every member of the University community.

Strategic Actions:

- i. Implement policy and regulations on sexual harassment
- ii. Develop and enforce guidelines for ensuring a secure environment that includes street and security lighting, posting security personnel at strategic points, providing night surveillance services, availing hotlines for emergencies, etc.
- iii. The University shall institute concrete mechanisms to address gender-based violence against students and staff.
- iv. Strengthen counselling services and allocate adequate resources for prevention, management, and rehabilitation of survivors of gender-based violence at the University.

2.3 STUDENT ENROLMENT, RETENTION, AND PERFORMANCE

KISS-DU shall support programmes aimed at improving gender balance in the enrolment, retention, and performance of students across all disciplines.

Strategic Actions:

- i. Continue to support affirmative action programmes to address gender gaps and imbalances in the enrolment of students in all its programmes.
- ii. Provide student support services that enhance the successful completion of their programs.
- iii. Develop mechanisms for monitoring the performance and retention of students by gender.
- iv. Develop a mentoring system as a support mechanism for increasing the enrolment and retention of students, especially for female students.

2.4 STAFF RECRUITMENT, TRAINING, PROMOTION AND RECOGNITION

KISS-DU shall invest in endowments, infrastructure, and resources to support activities aimed at improving gender balance in the recruitment, promotion, retention, and performance of staff members at all academic and administrative levels.

Strategic Actions:

- i. Review staff appointments criteria to include gender-responsive considerations.
- ii. Review the criteria for accessing staff development opportunities to accommodate various gender roles and needs of members of staff.
- iii. Recognize and reward staff members who have excelled in their fields and provide service to the University and the wider community.

2.5 WOMEN'S PARTICIPATION IN DECISION-MAKING

The University shall adopt proactive measures to increase the participation of women in decision-making through recruitment, promotion, and retention to eliminate the existing gender imbalances within the systems, structures, and all core activities of the University.

Strategic Actions:

- i. Develop and implement a gender-sensitive and responsive human resource policy.
- ii. Develop a data bank of qualifications, specialities, and experiences of women and utilize it as a basis for appointing more women on the University Governing Bodies.
- iii. Including female staff in all committees engaged in decision-making.
Design and implement a gender-responsive cross-generational leadership and mentoring programme, particularly for young female faculty.
- v. Establish and implement programmes with adequate facilities and resources to support the multiple roles of university staff, particularly their career, studies, and caregiving roles.

2.6 ORGANISATIONAL CULTURE

The University shall promote and enforce a gender-responsive organizational culture to eliminate patriarchal-based inequities in all university activities.

Strategic Actions:

- i. Review and update all existing University policies, forms, and procedures to ensure gender equality.
- ii. Develop and enforce a gender-sensitive code of conduct for university staff and students.
- iii. Organize special gender awareness orientation programs for staff, and students.

2.7 NETWORKING AND KNOWLEDGE TRANSFER PARTNERSHIPS

The University shall promote and support gender equality networks and partnerships to develop strong gender equality advocacy and activism within and outside the University

Strategic Actions:

- i. Develop and disseminate guidelines on engendering outreach programmes at the regional, national, and international levels.
- ii. Develop and implement programs that promote grassroots linkages and civil society organizations for greater gender planning and responsiveness.
Design and disseminate technologies for outreach programmes that are gender responsive.
- iv. Encourage and support the participation of university staff and students in national, regional, and international conferences and other fora that enhance knowledge and sharing on gender issues.

2.8 RESEARCH AND INNOVATIONS

The University shall adopt a gender-responsive research environment for research and innovation.

Strategic Actions:

- i. Design and carry out a gender-focused research skills training programme.
- ii. Develop guidelines to ensure that all research processes and innovations, irrespective of discipline, integrate gender analysis.
- iii. Develop and regularly update a databank that is relevant to enhancing equal opportunity for both genders and link it to the University's management tools.
- iv. Expand dissemination outlets of international standards for gender-focused research and publications.

2.9 RESOURCE MOBILISATION AND GENDER BUDGETING

The University shall actively promote resource mobilization and gender budgeting processes as a way of ensuring adequate and sustainable budget allocations for effective institutionalization of gender mainstreaming as a cross-cutting issue within the core activities of the University.

Strategic Actions:

- i. Develop and implement a resource mobilization strategy for financing the objectives of Gender Equity Policy.
- ii. Design guidelines and implement a gender budgeting training programme for all key staff involved in university planning and budgeting processes.
- iii. Earmark budgetary resources, based on a well-clarified percentage, for funding gender mainstreaming processes in all the core functions of the University.
- iv. Establish a mechanism for financial accountability for resources allocated for gender mainstreaming.

2.10 STAFF AND STUDENT WELFARE

The University shall plan and provide for the welfare of all its staff and students to achieve optimal productivity.

Strategic Actions:

- i. Engender human resource policies
- ii. Formulate and implement a gender-sensitive policy on disability including accessibility to the University buildings and facilities.
- iii. Sensitize all staff on the sexual and reproductive rights of students
- iv. Invest in childcare facilities on university campuses for the benefit of parenting staff and students.
- v. Improve and strengthen the delivery of gender-responsive healthcare services in the University hospital.
- vi. Establish a gender-sensitive medical insurance scheme for staff members.

3.0 MONITORING, EVALUATION, AND ACCOUNTABILITY FOR GENDER EQUALITY

3.1 RESPONSIBILITY FOR IMPLEMENTATION OF THE GENDER POLICY

All individuals in the University, and all those associated with the University have a responsibility to adhere to the Policy and apply it in their day-to-day activities and all dealings with, or on behalf of the institution. The overall responsibilities concerning this Policy is with the Vice Chancellor, KISS-DU.

- ⇒ Regular and timely monitoring of implementation regarding this policy and associated action plans will be carried out by the Internal Complaint Committee. The Committee will review their progress on the implementation of gender policy and concerned activities annually and submit them to the Vice Chancellor of the University
- ⇒ The ICC shall annually produce gender segregated data that supports the implementation and monitoring of the Gender Policy.
- ⇒ This Policy and annual progress reports will be published on the University website.

3.2 EXPECTED OUTCOMES

The Gender Policy in campus strives to reduce gender inequality. The result of implementation and execution of these policies and practices will bring in a healthy work culture and a gender-balanced work environment.

ANNEXURE-1

Sex refers to a person's biological and physiological characteristics.

Gender refers to the cultural and social distinctions between women, men and persons with other gender orientations. These include the different attributes, statuses, roles, responsibilities, opportunities, and privileges accorded to all genders - as well as their access to and control over resources and benefits.

Sex roles therefore, differ from gender roles in as much as they refer to biological functions that are limited to one particular sex. For example, pregnancy is a female sex role because only women can bear children.

Gender roles are roles in which the classification is social and not biological. Child-rearing may be classified as a female role, but it is a female gender role rather than a female sex role, as child-rearing can be done by men or women.

Productive activities refer to the production of goods and services for consumption or trade - for example, farming or fishing. When people are asked what they do, the response is usually related to productive work, especially work which generates income. Both women and men can be involved in productive activities but, for the most part, their functions and responsibilities will differ. Women's productive work is often less visible and less valued than men's.

Reproductive work refers to the care and maintenance of the household and its members – including bearing and caring for children, preparing food, collecting water and fuel, shopping, housekeeping, and family health care. Although reproductive work is crucial to human survival, it is seldom considered 'real work'. In poor communities, reproductive work is usually labor-intensive and time-consuming. It is almost always the responsibility of women and girls.

Gender stereotypes occur when men and women are regarded according to rigid thinking about the social and cultural expectations of their gender - rather than a more flexible consideration of their capacities and potentials.

Practical gender needs refer to resources or facilities that people need to perform their present roles more easily, effectively, or efficiently. Such needs can usually be identified by the people themselves - for example, the obtaining of water or fuel.

Strategic gender needs, on the other hand, are designed to challenge women's and men's subordinate positions in society and to transform their existing roles and relations. Examples of strategic needs include reproductive rights, a greater political voice, and action on violence against women. Such needs often challenge hierarchical positions and are usually long-term.

Gender issues arise when there is inequality, inequity, or differential treatment of an individual or group purely based on the social expectations and attributes of their sex.

Gender issues are characterized by **gender discrimination**, whereby one sex is disadvantaged because the other is favored, or **gender oppression**, whereby one gender dominates the other unjustly or even cruelly through the use of power and domination. Such practices create **gender gaps**, through which - as a result of customary practices, religious biases, social assumptions, myths, or taboos - one gender is discriminated against to such an extent that it is prevented from getting its fair share of resources or services.

Gender sensitivity is the ability to recognize gender issues - particularly women's different perceptions and interests arising from their locations and gender roles. If development programmes do not take gender issues into account, they become **gender insensitive** or **gender blind** in as much as they fail to recognize the different needs of either women or men. If, on the other hand, a program takes gender issues into account, it becomes **gender-responsive**.

Gender analysis recognizes that gender is a critical variable in the development process. The gender analysis of a development programme involves identifying the gender issues in a problem or situation, and the obstacles to its progress - so that those issues can be addressed in the project objectives, the choice of the intervention strategy, and the methods of the program implementation.

Gender mainstreaming entails identifying and addressing gender issues in all development projects and programs, irrespective of the sector or type of project, and at all stages of development - from planning and implementation to monitoring and evaluation.

Women in Development (WID) is a development approach that focuses on the specific needs of women and seeks to address them separately.

Gender and Development (GAD) is an approach that takes into account the different needs of all gender and aims to create gender equity and equality between them. Both WID and GAD seek to improve the disadvantaged position of women.

Feminism advocates an approach that perceives and interprets social situations from a woman's point of view so that solutions to gender inequality include strategies to address female oppression as a gender issue.

Empowerment is the process through which women and men are mobilized to identify, understand and overcome the structural and underlying causes of under-development - and thereby achieve equality of welfare, and equal access to and control over resources.

Gender awareness refers to the knowledge and appreciation of the social and cultural differences between women and men, and how these result in differences in roles, power relations, privileges, responsibilities, needs, and access to and control over resources and benefits.

Gender blind refers to ignoring or failing to address the gender dimension.

Gender analysis refers to the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc. between women and men in their assigned gender roles.

Gender equity means ensuring that development policies and programmes leave women no worse off, either economically or in terms of their social responsibility. Equity is measured through the human cost of various activities - for example, the provision of fuel and water. As well as a fair share of benefits and responsibilities, equity aims to give women equal treatment under the law, equal access to education, and equal remuneration for work.

Gender equality means that there is no discrimination on the grounds of a person's sex in the allocation of resources or benefits - or their access to services. Gender equality can be measured in terms of equality of opportunity or equality of benefits.

ANNEXURE-2

SAMPLE LETTER OF HARASSMENT COMPLAINT

Here is an example of a complaint letter. Please note that it is not mandatory for the complainant to disclose their identity.:

Your name (Optional):

Contact Details (Optional):

Name of recipient (Human Resources department, for example):

Date:

Dear Sir/Madam,

1. Optional - If comfortable, mention your name, department.
2. Mandatory - Mention the position of the person that allegedly committed harassment.
3. Mandatory - Describe the incident with details like date, location, and also, the presence of any witnesses.
4. Mandatory - Highlight the effect of the incident.
5. Optional - Mention the name of other individuals who might have been subjected to the same or similar harassment.
6. Optional - Include any other information that is important.

I would appreciate it if I can meet you to discuss the issue and take necessary action regarding the matter.

Best regards,

Your name



KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

Deemed to be University

(Established U/S 3 of UGC Act, 1956)
Bhubaneswar, Odisha, India

KISS, a fully free and fully residential institute,
is the only university exclusively for tribal students.

