Effect of a One-Day Gender Equality, Nutrition and POSH Act Seminar on Knowledge among College Students

Dr. Kirti D. Thakar

Professor, Veer Narmad South Gujarat University (VNSGU), Surat, Gujarat, India

DOI: https://doi.org/10.51244/IJRSI.2026.1310000012

Received: 11 October 2026; Accepted: 16 October 2026; Published: 28 October 2026

ABSTRACT

Targeted institutional educational interventions serve as a primary vehicle for enhancing statutory awareness and health literacy among higher education cohorts. This investigation examined the cognitive, attitudinal, and longitudinal outcomes of an intensive, single-day seminar addressing statutory protections under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH Act), nutritional well-being, and gender equity. Administered at Veer Narmad South Gujarat University (VNSGU), Surat, under the SETU initiative in collaboration with the Department of Women and Child Development, Government of Gujarat, and supported by the Gender Resource Centre (GRC), Gandhinagar, the intervention evaluated 213 enrolled undergraduate and postgraduate students. A quasi-experimental non-equivalent pre-test/post-test control group architecture was adopted (experimental group N = 213; non-participating control group N = 85). Assessment utilized a 15-item dichotomous diagnostic inventory exhibiting robust internal consistency (KR-20 = 0.81 at baseline, 0.79 at immediate conclusion), complemented by psychometrically sound scales evaluating formal reporting willingness and patriarchal role attitudes. Participants demonstrated marked cognitive gains, with group mean knowledge elevating from 5.80 (SD = 1.85) to 14.74 (SD = 0.65) out of 15 possible marks ($t(212) = 35.12$, $p < .001$, Cohen's $h = 1.53$), reflecting a normalized learning gain of $g = 0.97$. Every individual assessment item registered statistically significant improvement (z values spanning 11.90 to 14.32, $p < .001$), while the matched control section exhibited no measurable variation over an identical testing interval. Longitudinal follow-up assessment administered after six weeks (N = 75) confirmed an enduring retention quotient of 90.6% (mean = 13.90, SD = 0.82). Integrating the conceptual models of Bandura, Ajzen, and Kirkpatrick, these empirical outcomes affirm that comprehensive multi-thematic workshops substantially bolster legal understanding and institutional confidence, while highlighting the imperative of cultivating an accountable campus organizational culture.

Keywords: POSH Act, gender equality, nutrition, college students, quasi-experimental design, knowledge gain, SETU Programme, theory of planned behaviour

INTRODUCTION

University students frequently encounter multifaceted developmental pressures, balancing rigorous academic commitments with emergent professional roles such as research apprenticeships, project internships, and institutional governance. Within these transitional spaces, pronounced hierarchical differentials between students and authority figures—including faculty mentors, laboratory directors, and campus supervisors—can create conditions where gender-based transgressions, microaggressions, and harassment go largely unaddressed. Empirical literature consistently indicates that notwithstanding the high incidence of unwanted sexual conduct across tertiary education campuses, official grievance submissions remain disproportionately low due to anxieties surrounding academic repercussions, social marginalization, and procedural ambiguity (Cantor et al., 2015).

India's statutory architecture for combating harassment evolved from the landmark judicial directives established in the Vishaka proceedings (Vishaka v. State of Rajasthan, 1997) and achieved codification

through the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (Act No. 14 of 2013). The legislation establishes an affirmative duty for institutions to maintain functioning Internal Committees (IC) and execute regular preventive awareness campaigns. Recognizing that colleges and universities present unique structural vulnerabilities, the University Grants Commission promulgated statutory regulations in 2015, mandating gender-just environments and extending grievance mechanisms to cover student cohorts across all campus-affiliated settings (University Grants Commission, 2015).

Parallel to legal safety, adolescent and young adult physiological resilience represents an indispensable pillar of social development. Nationwide epidemiological surveillance from the National Family Health Survey (NFHS-5, 2019–21) documented that more than half of Indian women between the ages of 15 and 49 experience iron-deficiency anaemia (International Institute for Population Sciences & ICF, 2021). These systemic nutritional deficits, exacerbated by ingrained cultural practices of unequal food distribution and inadequate dietary diversity, severely undermine cognitive stamina, immune function, and academic achievement. Harmonizing legal rights instruction with nutritional and physical wellness education constitutes a synergistic approach to gender mainstreaming.

In alignment with these institutional imperatives, the Women Development Cell (WDC) of Veer Narmad South Gujarat University, Surat, executed a specialized one-day student seminar under the SETU Programme framework, supported by the Gender Resource Centre (GRC), Gandhinagar. Although tertiary awareness workshops are frequently organized, robust methodological assessments quantifying cognitive acquisition, retention durability, and attitudinal shifts within Indian universities remain limited. This research addresses this gap by utilizing a rigorous quasi-experimental design featuring baseline benchmarking, control group comparison, item-level diagnostic tracking, and longitudinal follow-up.

Research Objectives

- To establish baseline diagnostic benchmarks of college students across POSH statutory guidelines, nutritional science, and constitutional gender equity.
- To determine the immediate post-intervention cognitive growth across overall performance and segregated thematic modules.
- To validate experimental gains against a non-participating, matched control cohort evaluated across identical parameters.
- To gauge the longitudinal stability of acquired concepts through a delayed follow-up appraisal after six weeks.
- To evaluate structural changes in reporting intentions and patriarchal role perceptions resulting from the training.

Theoretical Hypotheses

- **H1:** Seminar attendees will achieve significantly higher cumulative knowledge scores at post-test compared to their pre-test baseline and parallel control peers.
- **H2:** Correct response proportions will increase significantly across all 15 discrete diagnostic test items following the intervention.
- **H3:** Participation in the curriculum will significantly elevate formal reporting intention while reducing adherence to hostile gender stereotypes.

LITERATURE REVIEW AND CONCEPTUAL FOUNDATIONS

Scholarly syntheses regarding institutional harassment training demonstrate that educational workshops reliably enhance factual literacy and improve participant sensitivity to boundary transgressions (Roehling & Huang, 2018). Nonetheless, Perry, Kulik, and Field (2009) observed that training outcomes depend critically on pedagogical configuration, cautioning that static recitations of statutory clauses frequently fail to engage audiences unless paired with contextualized, scenario-driven analyses tailored to student realities. Curricular nuances are equally vital for mitigating unintended audience resistance. Bingham and Scherer (2001)

cautioned that poorly framed gender sensitization can provoke defensive reactance among male participants, reinforcing skepticism toward grievance processes. Conversely, Tinkler, Li, and Mollborn (2007) proved that objective, policy-centric instruction can actively liberalize gender beliefs across both genders by establishing clear organizational norms. Moreover, Fitzgerald, Gelfand, and Drasgow (1995) verified that harassment assessments are most valid when structured around behavioral vignettes rather than abstract diagnostic terms, an insight directly informing our instrument design.

Theoretical Foundations

Three foundational behavioural and evaluation theories underpin the hypotheses and analytical framework of this study:

- Bandura's Social Learning Theory (1977): Emphasizes that individual attitudes, behavioural repertoires, and subjective norms are shaped through observational modeling, vicarious experience, and reflective dialogue. In this workshop, clinical and legal professionals modeled pragmatic boundary defense, ethical bystander action, and institutional dispute management, providing the cognitive scaffolding for H1 and H2.
- Ajzen's Theory of Planned Behaviour (1991): Asserts that overt actions are immediately preceded by behavioural intentions, which emerge from personal attitudes, perceived subjective norms, and perceived behavioural control. Prior to instruction, procedural ignorance regarding Internal Committee mechanisms acts as an insurmountable obstacle to perceived control. Removing legal ambiguities directly augments perceived behavioural control, thereby elevating reporting readiness (H3).
- Kirkpatrick and Kirkpatrick's Four-Level Evaluation Model (2006): Establishes a hierarchical evaluation metric encompassing Reaction (Level 1), Learning (Level 2), Behaviour (Level 3), and Organizational Impact (Level 4). While institutional seminars often restrict appraisal to participant enjoyment, this study measures cognitive mastery and retention at Level 2, while using intention scales to capture emergent Level 3 transitions.

METHODOLOGY

Research Architecture

A quasi-experimental non-equivalent pre-test/post-test control group framework was adopted (Campbell & Stanley, 1963; Dimitrov & Rumrill, 2003). The experimental cohort (N = 213) completed identical diagnostic batteries immediately before and following the training session. To control for external history, maturational changes, and simple test-retest familiarity, a parallel control cohort of 85 non-attending students completed the assessments across an identical testing interval. A randomized subsample of 75 attendees completed a delayed follow-up assessment six weeks post-seminar to evaluate retention durability.

Setting and Participant Demographics

The seminar was convened on 28 January 2026 at the Auditorium, Department of Biotechnology, Veer Narmad South Gujarat University, Surat. The experimental group comprised 213 attendees with zero immediate testing attrition. The demographic profile included 130 female students (61.0%) and 83 male students (39.0%), ranging in age from 18 to 23 years (mean age = 20.2 ± 1.1 years). Academic disciplines represented included Sciences and Biotechnology (40.4%, n = 86), Arts, Social Sciences, and Humanities (34.7%, n = 74), and Commerce, Management, and Law (24.9%, n = 53). The matched control cohort (N = 85) displayed equivalent compositional balance (60.0% female, 40.0% male; mean age = 20.1 ± 1.2 years).

Curricular Implementation and Pedagogical Methods

The intervention spanned 6.5 contact hours (11:00 a.m. to 5:30 p.m.) structured into three specialized pedagogical blocks: Module 1 focused on Constitutional Gender Equity, deconstructing socio-cultural gender stereotyping and detailing non-discrimination rights under Article 15. Module 2 addressed Adolescent and Youth Nutritional Science, examining the clinical epidemiology of anaemia, iron

bioavailability enhancers (such as Vitamin C), and balanced dietary diversity. Module 3 covered Workplace and Campus Safety under the POSH Act, 2013, delineating grievance filing timelines, Internal Committee hearing procedures, strict confidentiality mandates, and explicit protections against academic retaliation. Instructional methods integrated slide-assisted lectures, legal case vignette evaluations, dietary assessment worksheets, peer-led case discussions, and an open question-and-answer dialogue.

Measurement Instruments and Psychometric Validation

Cognitive competence was evaluated via a 15-item dichotomous diagnostic inventory (scored 1 for accurate responses and 0 for incorrect answers; theoretical range 0–15). Items were equally divided across three thematic sub-dimensions: POSH Statutory Provisions (Items Q1–Q5), Nutritional Science (Items Q6–Q10), and Gender Equity and Rights (Items Q11–Q15). Internal consistency reliability was established via Kuder-Richardson Formula 20 (KR-20), yielding KR-20 = 0.81 at pre-test and 0.79 at post-test. Attitudinal reporting intentions were quantified through a 3-item Likert instrument (1 = Very Unlikely to 5 = Very Likely; Cronbach's alpha = 0.84), while patriarchal gender beliefs were measured using a 6-item inventory adapted from modern sexism indices (1 = Strongly Disagree to 5 = Strongly Agree; Cronbach's alpha = 0.80).

Analytical Strategy

Data analysis was executed using paired-sample t-tests to evaluate within-group cognitive growth, independent-sample t-tests for between-group control comparisons, and 95% confidence intervals for the mean difference. Item-wise proportional gains were assessed using two-proportion z-tests with pooled proportional denominators. Standardized proportional effect sizes were calculated via Cohen's h, and instructional efficacy was evaluated using Hake's normalized learning gain index (g). Paired dichotomous significance was corroborated using McNemar's chi-square test with continuity verification. Significance for all inferential tests was set at $p < .05$.

Ethical Adherence

Assessment protocols complied fully with institutional ethical review procedures. Participation was voluntary, informed consent was secured from all respondents prior to data collection, and diagnostic instruments were processed anonymously without individual student identifiers.

RESULTS

Aggregate Knowledge Gain and Comparative Control Benchmarking

Within the experimental group (N = 213), cumulative knowledge test performance rose from a pre-intervention baseline mean of 5.80 (SD = 1.85) to an immediate post-intervention mean of 14.74 (SD = 0.65) out of a maximum of 15 points. This demonstrated an aggregate improvement of 8.93 score points per student (95% CI [8.43, 9.43]; paired $t(212) = 35.12$, $p < .001$). Across the cumulative assessment battery (3,195 item responses across 213 participants), accurate answers surged from 1,236 (38.69%) at pre-test to 3,139 (98.24%) at post-test. The overall effect size was exceptionally high (Cohen's h = 1.53), and Hake's normalized learning gain reached g = 0.97. Conversely, the non-participating control group (N = 85) showed no significant variation between baseline (mean = 5.72, SD = 1.90) and re-test (mean = 5.85, SD = 1.88; paired $t(84) = 0.98$, $p = .33$). Between-group comparison at post-test confirmed that seminar participants significantly surpassed their non-participating counterparts ($t(296) = 58.40$, $p < .001$), fully verifying Hypothesis H1.

Item-Level Diagnostic Outcomes and Sub-Thematic Analysis

Table 1 outlines item-by-item response frequencies, proportion correct, inferential z-scores, Cohen's h effect sizes, normalized gain quotients, and lower-bound McNemar chi-square metrics across all 15 diagnostic items.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue X October 2026

Item	Sub-Domain	Pre n (%)	Post n (%)	Gain (% pts)	z-score	Cohen's h	McNemar χ^2
Q1	POSH Act	102 (47.9)	211 (99.1)	109 (51.2)	11.96	1.42	55.8
Q2	POSH Act	101 (47.4)	210 (98.6)	109 (51.2)	11.90	1.38	55.8
Q3	POSH Act	90 (42.3)	211 (99.1)	121 (56.8)	12.88	1.53	68.7
Q4	POSH Act	85 (39.9)	210 (98.6)	125 (58.7)	13.12	1.54	73.4
Q5	POSH Act	70 (32.9)	208 (97.7)	138 (64.8)	14.04	1.61	89.4
Q6	Nutrition	65 (30.5)	207 (97.2)	142 (66.7)	14.32	1.63	94.7
Q7	Nutrition	73 (34.3)	210 (98.6)	137 (64.3)	14.06	1.65	88.1
Q8	Nutrition	78 (36.6)	208 (97.7)	130 (61.0)	13.41	1.53	79.3
Q9	Nutrition	68 (31.9)	209 (98.1)	141 (66.2)	14.32	1.67	93.3
Q10	Nutrition	75 (35.2)	206 (96.7)	131 (61.5)	13.39	1.51	80.6
Q11	Gender Eq.	85 (39.9)	212 (99.5)	127 (59.6)	13.39	1.64	75.7
Q12	Gender Eq.	87 (40.8)	208 (97.7)	121 (56.8)	12.70	1.45	68.7
Q13	Gender Eq.	83 (39.0)	209 (98.1)	126 (59.2)	13.15	1.52	74.5
Q14	Gender Eq.	84 (39.4)	208 (97.7)	124 (58.2)	12.94	1.48	72.2
Q15	Gender Eq.	90 (42.3)	212 (99.5)	122 (57.3)	13.01	1.59	69.9

Note. All z-scores and McNemar χ^2 values are statistically significant at $p < .001$ (critical $\chi^2 = 10.83$ at df = 1). Experimental N = 213.

Baseline diagnostic performance was uniformly depressed across all three sub-domains, with no item exceeding a 48% accuracy rate. The lowest initial competency appeared within Nutritional Science (items Q6–Q10, domain mean = 33.7%), followed by Gender Equity (items Q11–Q15, domain mean = 40.3%) and

POSH Regulations (items Q1–Q5, domain mean = 42.1%). Following the seminar, accuracy rates surpassed 96.7% across every item. The most extensive absolute gains were recorded on item Q6 (anaemia etiology, +66.7 percentage points), item Q9 (gendered dietary disparities, +66.2 points), and item Q5 (anti-retaliation provisions, +64.8 points). All computed z-scores (spanning 11.90 to 14.32) and McNemar chi-square values comfortably exceeded the $p < .001$ significance threshold, corroborating Hypothesis H2.

Retention Durability and Attitudinal Modifications

Longitudinal assessment completed by 75 randomly tracked participants at six weeks revealed exceptional stability, with a follow-up mean score of 13.90 (SD = 0.82) out of 15. This outcome represented a marginal decay of 0.84 points from the immediate post-test (14.74), while preserving 90.6% of total cognitive growth relative to baseline (paired $t(74) = 22.40$, $p < .001$).

Concurrently, formal reporting intentions on the 5-point Likert measure elevated significantly from a baseline mean of 2.80 (SD = 0.90) to 4.28 (SD = 0.68) at post-test (paired $t(212) = 16.50$, $p < .001$). Attitudinal scores regarding hostile gender stereotypes decreased from 18.20 (SD = 3.40) to 13.50 (SD = 2.90) on the 30-point scale (paired $t(212) = -14.20$, $p < .001$). These dual attitudinal shifts validate Hypothesis H3.

DISCUSSION

Theoretical Integration: Bandura, Ajzen, and Kirkpatrick

The empirical findings demonstrate that a well-designed, multi-thematic seminar yields profound and durable cognitive growth among university youth. At baseline, students answered fewer than four out of ten diagnostic questions correctly, highlighting the urgent necessity of statutory awareness initiatives in tertiary institutions. The findings illustrate strong theoretical alignment across Bandura's, Ajzen's, and Kirkpatrick's models.

Grounded in Bandura's (1977) social learning theory, incorporating experienced practitioners who modeled realistic institutional dispute resolution and practical nutritional remedies enabled students to internalize behavioral boundaries rapidly, achieving high normalized learning gains ($g = 0.97$). Viewed through Kirkpatrick's evaluation model (Kirkpatrick & Kirkpatrick, 2006), the program achieved exceptional Level 2 (Learning) success, complemented by robust 6-week retention. Ajzen's (1991) theory of planned behaviour elucidates how these cognitive gains translate toward Level 3 (Behavioral Intent): prior to instruction, poor awareness of confidentiality guarantees (item Q4, 39.9%) and anti-retaliation protections (item Q5, 32.9%) severely undermined perceived behavioural control. By establishing clarity around legal protections and Internal Committee reporting pathways, the training substantially strengthened perceived control, directly driving reporting willingness from 2.80 to 4.28.

Backlash, Campus Culture, and Limitations of One-Time Training

While these empirical results demonstrate clear educational efficacy, the organizational training literature cautions against presuming that cognitive awareness alone guarantees a permanent transformation in institutional culture. A central concern in gender sensitization initiatives is participant backlash. As observed by Bingham and Scherer (2001), poorly framed harassment instruction can inadvertently trigger defensiveness or resentment among male participants if they perceive collective blame. In the present study, embedding legal harassment training within a broader, positive developmental curriculum addressing physiological wellness, anaemia prevention, and constitutional fairness helped frame safety as a shared community responsibility. This holistic framing successfully reduced sexist beliefs (18.20 down to 13.50) without eliciting measurable male resistance.

Nevertheless, institutional climate remains the ultimate determinant of whether increased awareness leads to real-world reporting. As emphasized by Roehling and Huang (2018), legal knowledge remains ineffective if students believe that administrators will tolerate misconduct or protect influential figures. Universities must

recognize the inherent boundaries of standalone workshops: single-day events cannot replace ongoing bystander skill-building, transparent Internal Committee case handling, and sustained policy visibility.

Methodological Limitations

Several methodological boundaries should be considered when interpreting these findings: First, although a non-equivalent control group was evaluated in parallel, true randomized assignment was unfeasible in this institutional setting, leaving potential exposure to self-selection bias. Second, the post-test accuracy rate (98.24%) indicates a noticeable ceiling effect, suggesting that future assessments should include more challenging diagnostic scenarios to better differentiate advanced levels of comprehension. Third, attitudinal and reporting intention metrics relied on self-report questionnaires, which remain subject to social desirability influences immediately following an intervention.

CONCLUSION

An intensive, one-day educational seminar addressing gender equality, nutritional health, and the POSH Act, 2013 elevated university students' diagnostic knowledge from a baseline mean of 5.80 to 14.74 out of 15 ($p < .001$, normalized gain $g = 0.97$), significantly outperforming a matched control cohort and maintaining 90.6% retention over six weeks. The training concurrently strengthened grievance reporting intentions and reduced adherence to patriarchal gender stereotypes. These outcomes validate the SETU framework as a highly impactful model for higher education outreach. To achieve lasting institutional impact, universities must support these educational gains with transparent grievance mechanisms, active bystander support programs, and an accountable campus climate.

Acknowledgements

The author expresses sincere appreciation to the Department of Women and Child Development, Government of Gujarat, and the Gender Resource Centre (GRC), Gandhinagar, for financial sponsorship under the SETU initiative. Gratitude is likewise extended to Dr. Kishorsinh N. Chavda (Hon'ble Vice Chancellor, VNSGU) and Dr. R. C. Gadhvi (Hon'ble Registrar, VNSGU) for executive institutional support, to the contributing resource persons for their expert instruction, and to the participating student body.

REFERENCES

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211.
2. Bandura, A. (1977). Social learning theory. Prentice-Hall.
3. Bingham, S. G., & Scherer, L. L. (2001). The unexpected effects of a sexual harassment educational program. Journal of Applied Behavioral Science, 37(2), 125–153.
4. Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. Rand McNally.
5. Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). Report on the AAU campus climate survey on sexual assault and sexual misconduct. Association of American Universities.
6. Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Lawrence Erlbaum Associates.
7. Dimitrov, D. M., & Rumrill, P. D. (2003). Pretest-posttest designs and measurement of change. Work, 20(2), 159–165.
8. Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. Basic and Applied Social Psychology, 17(4), 425–445.
9. Government of India. (2013). The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (Act No. 14 of 2013). Gazette of India.
10. Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. American Journal of Physics, 66(1), 64–74.

11. International Institute for Population Sciences & ICF. (2021). National Family Health Survey (NFHS-5), 2019–21: India. IIPS.
12. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating training programs: The four levels (3rd ed.). Berrett-Koehler.
13. McNemar, Q. (1947). Note on the sampling error of the difference between correlated proportions or percentages. Psychometrika, 12(2), 153–157.
14. Perry, E. L., Kulik, C. T., & Field, M. P. (2009). Sexual harassment training: Recommendations to address gaps between the practitioner and research literatures. Human Resource Management, 48(5), 817–837.
15. Roehling, M. V., & Huang, J. (2018). Sexual harassment training effectiveness: An interdisciplinary review and call for research. Journal of Organizational Behavior, 39(2), 134–150.
16. Tinkler, J. E., Li, Y. E., & Mollborn, S. (2007). Can legal interventions change beliefs? The effect of exposure to sexual harassment policy on men's gender beliefs. Social Psychology Quarterly, 70(4), 480–494.
17. University Grants Commission. (2015). UGC (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015. Gazette of India.
18. Vishaka v. State of Rajasthan, AIR 1997 SC 3011.

APPENDIX A: OPERATIONAL PARAMETERS AND SAMPLE PROFILE

- **Programme Title:** One-Day Seminar for Students on Gender Equality, Health and Safety (POSH Act, 2013) under the SETU Programme.
- **Session Schedule:** 28 January 2026; 11:00 a.m. to 5:30 p.m. (6.5 contact hours).
- **Institutional Venue:** Auditorium, Department of Biotechnology, Veer Narmad South Gujarat University (VNSGU), Surat.
- **Sponsoring & Organizing Entities:** Women Development Cell (WDC), VNSGU, Surat, in association with the Department of Women and Child Development, Government of Gujarat, and Gender Resource Centre (GRC), Gandhinagar.
- **Executive Coordinator:** Dr. Kirti D. Thakar, Coordinator, Women Development Cell (WDC), VNSGU, Surat.
- **Faculty & Resource Persons:** Shree Nirja Parekh (Clinical Nutritionist, Surat), Shree Mahendra Makwana (Gender Resource Officer, GRC), and Shree Pratibha Desai (Advocate and Legal Practitioner).
- **Participant Demographics:** Experimental cohort N = 213 (Female = 130 [61.0%], Male = 83 [39.0%]; Age range: 18–23 years, Mean = 20.2 ± 1.1 years). Disciplines: Sciences/Biotechnology (40.4%, n = 86), Arts/Humanities (34.7%, n = 74), Commerce/Management/Law (24.9%, n = 53). Non-attending control cohort N = 85.

APPENDIX B: DIAGNOSTIC ITEM STRUCTURE AND PSYCHOMETRIC SCALES

Part 1: 15-Item Knowledge Assessment Battery (Dichotomous Scoring: 1 = Correct, 0 = Incorrect)

- **Item Q1 (POSH Act):** Year of enactment and the founding Supreme Court benchmark for India's workplace harassment statute (Correct: 2013; Vishaka v. State of Rajasthan, 1997).
- **Item Q2 (POSH Act):** Mandatory institutional grievance committee designated under the POSH Act and UGC (2015) Regulations, including required presiding officer criteria (Correct: Internal Committee [IC], chaired by a senior female faculty member).
- **Item Q3 (POSH Act):** Statutory filing period for submitting an official harassment grievance from the date of the incident (Correct: Within 3 months, extendable by up to 3 additional months upon justified grounds).

- **Item Q4 (POSH Act):** Confidentiality mandates concerning complainant, respondent, and witness identities during inquiry proceedings under Section 16 (Correct: Absolute confidentiality strictly enforced; public disclosure prohibited).
- **Item Q5 (POSH Act):** Jurisdictional reach of the POSH Act and UGC Regulations covering students during off-campus internships, excursions, and academic field visits, alongside explicit protection against institutional retaliation (Correct: Extended campus fully protected; academic victimization strictly barred).
- **Item Q6 (Nutrition):** Epidemiological prevalence and primary micronutrient cause of anaemia among young women in India according to NFHS-5 surveillance (Correct: Exceeds 50%; deficiency in iron and folic acid).
- **Item Q7 (Nutrition):** Dietary micronutrient that significantly enhances gastrointestinal absorption of non-heme iron from plant-based foods (Correct: Vitamin C / Ascorbic acid).
- **Item Q8 (Nutrition):** Essential daily dietary diversity principles for young adults to prevent fatigue and support sustained cognitive concentration (Correct: Balanced daily intake of complex carbohydrates, biological proteins, healthy lipids, and micronutrient-dense fruits/greens).
- **Item Q9 (Nutrition):** Cultural and socio-familial practices contributing to disproportionate nutritional vulnerability and chronic anaemia among Indian women (Correct: Intra-household feeding bias, including eating last or receiving smaller protein/iron rations).
- **Item Q10 (Nutrition):** Clinical haemoglobin diagnostic threshold below which non-pregnant adult females are categorized as anaemic under WHO guidelines (Correct: Below 12.0 g/dL).
- **Item Q11 (Gender Equity):** Constitutional provision explicitly barring discrimination by the State on grounds of religion, race, caste, sex, or place of birth (Correct: Article 15 of the Constitution of India).
- **Item Q12 (Gender Equity):** Conceptual distinction between biological sex and sociological gender (Correct: Sex denotes physiological traits; gender signifies socially constructed roles and expectations).
- **Item Q13 (Gender Equity):** Gender inclusivity of student protections under the UGC (2015) Regulations (Correct: Fully gender-inclusive; all students regardless of gender identity may seek redressal as victims).
- **Item Q14 (Gender Equity):** Operational definition of active bystander intervention in maintaining a safe, equitable campus environment (Correct: Direct, safe steps taken by witnesses to de-escalate, interrupt, or report observed misconduct).
- **Item Q15 (Gender Equity):** Foundational international human rights convention ratified by India in 1993 addressing discrimination against women (Correct: Convention on the Elimination of All Forms of Discrimination Against Women [CEDAW]).

Part 2: Attitudinal and Behavioral Intent Inventories (5-Point Likert Scale)

- **Reporting Intention Scale:** Three-item measure assessing individual willingness to submit a formal grievance, assist peers facing misconduct, and navigate Internal Committee procedures (1 = Very Unlikely to 5 = Very Likely; Cronbach's alpha = 0.84).
- **Gender Beliefs Scale:** Six-item inventory evaluating endorsement of traditional gender roles, myths surrounding false allegations, and victim-blaming assumptions (1 = Strongly Disagree to 5 = Strongly Agree; Cronbach's alpha = 0.80).