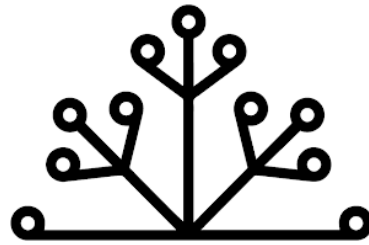


Vividh: Diversity, Equity, Inclusivity and Accessibility in science in India





IndiaBioscience

Table of Contents

Foreword	11
The role and impact of institutes in supporting DEI in science in India Angelie Multani (she/her)	
The story behind 'Vividh' Dhruvi Nirmal (she/her)	15
Credits and acknowledgements	17
Opinions	
When religions mix in the soup of science Samatha Mathew (she/her)	21
Four steps to diverse science conferences - Reflections and conversations on diversity after the 73rd Lindau Nobel Laureate Meeting Nandita Jayaraj (she/her)	25
Disability and STEM: Moving beyond pedagogical retrofitting Shilpaa Anand (she/her)	31
Retiring the idle 'women in science' narratives Aashima Dogra-Freitag (she/her)	35
Learning differently: A case for neurodivergent inclusion in academia Annapoorna PK (she/her)	39
Lived experiences, allies and advocates	
Acceptance, awareness, and acknowledgment: Ankita Daiya on neurodiversity in STEM Interviewer: Dhruvi Nirmal Interviewee: Ankita Daiya (she/her)	45

Breaking barriers: An interview with a queer scientist in Indian STEM	51
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Anonymous	
Bridging gaps and fostering inclusivity - An interview with Abhijit Majumder	57
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Abhijit Majumder (he/him)	
Navigating STEM with Bittu Kaveri Rajaraman: A journey of inclusion and inquiry	63
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Bittu Kaveri Rajaraman (he/they)	
From banking to biology: A journey through ageism in academia	71
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Ranjita Save (she/her)	
Advocating for Inclusion: An interview with Satendra Singh on disability and DEIA in Science	77
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Satendra Singh (he/him)	
An interview with - Sayantan Datta (they/them), a science journalist, educator, and LGBTQIA+ activist	81
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Sayantan Datta (they/them)	
An insightful conversation on the intersection of mental health and DEI in science in India with Soumitra Pathare	87
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Soumitra Pathare (he/him)	
Overcoming linguistic and geographical barriers in research: An interview with Suchibrata Borah	91
Interviewer: Dhruvi Nirmal (she/her) Interviewee: Suchibrata Borah (she/her)	

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Dalit scientists face barriers in India's top science institutes

Ankur Paliwal (he/him)

97

Previously published at IndiaBioscience

Queer-trans people in STEM talk about their mental health

Sayantana Datta (they/them)

113

10 women, 10 questions: Annesha Dutta

Ankita Rathore (she/her)

119

10 women, 10 questions: Anita Mary George

Aishwarya Jain (she/her)

123

10 women, 10 questions: Anuradha Lohia

Anjali Vaidya (she/her)

129

10 women, 10 questions: Sunita Narain

Harini Barath (she/her)

135

10 Women, 10 Questions: Lipsa Panda

Ankita Rathore (she/her)

139

10 women, 10 questions: Harini Nagendra

Vrushal Pendharkar (she/her)

145

10 women, 10 questions: Gagandeep Kang

Harini Barath (she/her) & Manupriya (she/her)

149

10 leaders, 10 questions: Renu Swarup

Smita Jain (she/her)

153

My PhD journey as a woman wildlife researcher on a motorbike

Brinky Desai (she/her)

159

Women wildlife biologists who blazed their own trail

Devanshi Gupta (she/her)

163

Juggling science and life: The trapeze that kept me swinging

Shobha Anilkumar (she/her)

169

Leaky pipeline for women in science: Causes and solutions (Part 1) Aditi Jain (she/her)	173
Leaky pipeline for women in science: Causes and solutions (Part 2) Aditi Jain (she/her)	177
Society, career and the female scientist: Tangled in a web Nazia Nasir (she/her)	183
Juggling research and parenting: Reducing the baby-penalty Swarna Mathre (she/her) & Madhumala Sadanandappa (she/her)	189
One possible plug for the leaky pipeline Shubha Tole (she/her)	195
Do's and Don'ts for a healthy student-advisor relationship Parul Anup (she/her)	197
An Introvert's guide to networking Vanshika Singh (she/her)	201
Unconscious bias in academia: an interview with Mahzarin Banaji Hari Sridhar (she/her)	205
Choosing to be a mother while pursuing a PhD Enam Reyaz (she/her)	209
The doc mom Chandrima Home (she/her)	213
Resources Dhruvi Nirmal (she/her) and Karishma S Kaushik (she/her)	217

The story behind ‘Vividh’

Dhruvi Nirmal

I vividly remember standing in a corridor of the institute when I received a call from the IndiaBioscience team offering me a second chance for a missed job interview. To think that this was how this project started!

During the interview, Karishma Kaushik asked me what DEIA in science (Diversity, Equality, Inclusion and Accessibility) meant to me. I responded by saying that DEIA would involve addressing the needs of marginalised scientists, including those who are part of the LGBTQIA+ community, individuals with disabilities, and those affected by caste, religion, language, and geographic barriers. But I soon realised that DEIA means more than just these acronyms, alphabets and words. As I began working with Kaushik on this e-compendium and interacting with scientific professionals via interviews and emails, I learned about the numerous facets and dimensions of DEIA in science and

the ongoing efforts being made by allies, advocates and professionals with lived experiences.

Most importantly, I learned of the extensive journey that WE ALL need to undertake to achieve DEIA in science in India. I emphasise the word ‘we’ because I firmly believe in the proverb “बूँद बूँद से सागर बनता ह - Every drop makes an ocean.” Small, incremental actions and contributions from every member of the STEM community can, and I wholeheartedly believe will, bring about more diversity, equity, inclusion and accessibility in science.

Therefore, dear reader, we present to you ‘Vividh’, an e-compendium on DEIA in science in India that we hope will ignite conversations, discussions, deliberations and actions so that we can ALL be a part of that change.



Photo Credit: Dhruvi's photo gallery

Dhruvi Nirmal

Dhruvi N. Nirmal
Intern, IndiaBioscience
PhD Scholar, Institute of Chemical Technology

Credits and acknowledgements

'Vividh: Diversity, Equity, Inclusivity, and Accessibility in science in India' is a culmination of collective efforts and contributions from various individuals and organisations. We express our sincere gratitude to all who have made this publication possible.

A special thanks to our interviewees Abhijit Majumder, Ankita Daiya, Bittu Kaveri Rajaraman, Ranjita Save, Satendra Singh, Sayantan Datta, Soumitra Pathare and Suchibrata Borah for their constructive participation in the dialogue aimed at fostering a more inclusive scientific community in India. We are also grateful to science communicators Aashima, Annapoorna PK, Nandita Jayaraj, Samatha Mathew and Shilpaa Anand for sending in their views and opinions towards diverse, equitable, inclusive and accessible science in India.

We hope that 'Vividh' will inspire and motivate institutes, researchers, educators, and policymakers to open up more conversations on fostering and creating a more inclusive and equitable scientific ecosystem in India.

We are very grateful to the Department of Biotechnology (DBT) for their continued support for IndiaBioscience.



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Dhruvi N. Nirmal led this project as part of her internship under the 'Networking and Mentorship' vertical at IndiaBioscience from 1 May to 31 August 2024.

The material represents the views of the authors and not their employers.



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Lived experiences, allies and advocates

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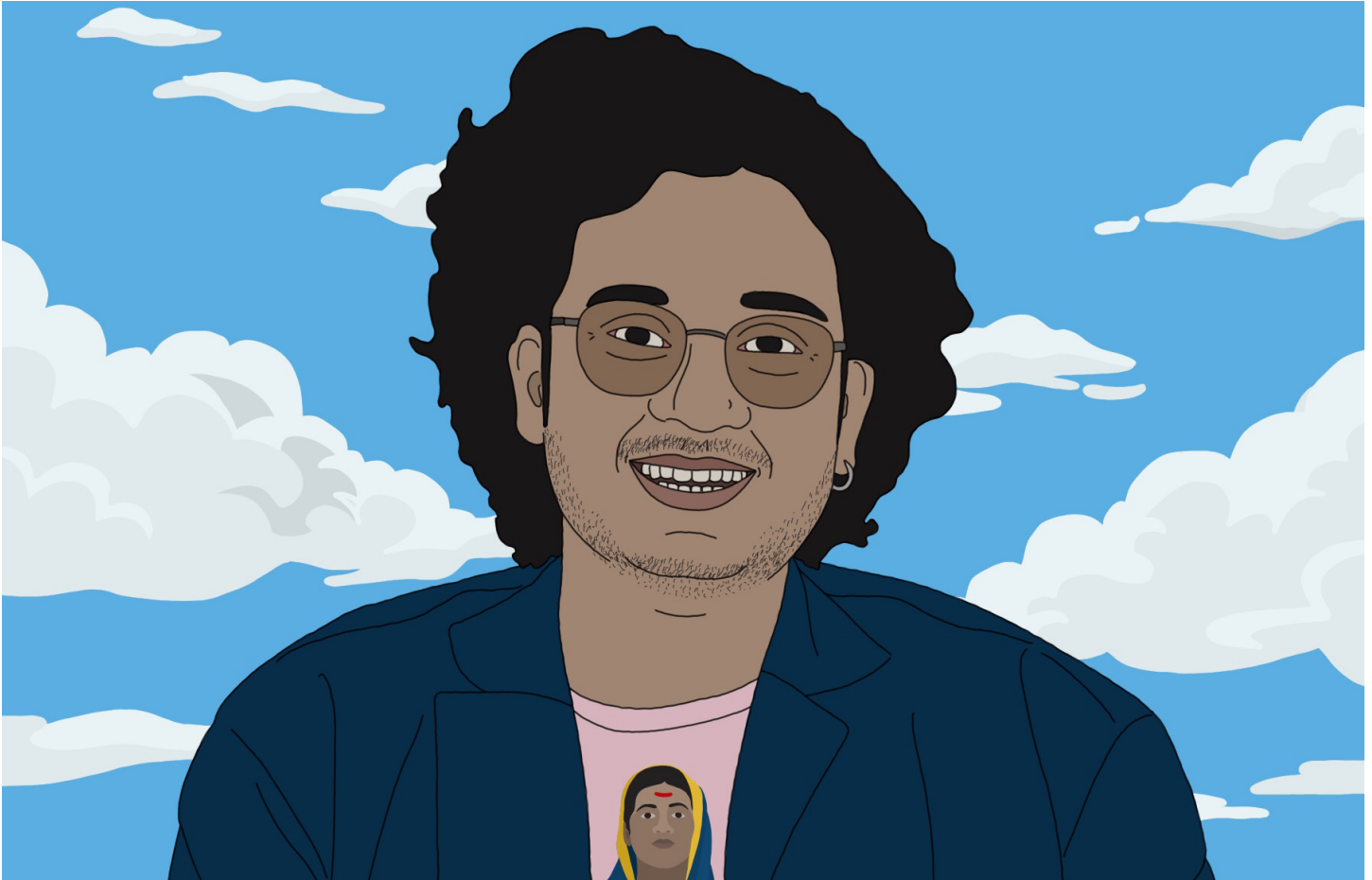
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An interview with Sayantan Datta (they/them), a science journalist, educator, and LGBTQIA+ activist

Interviewer: Dhruvi Nirmal

Interviewee: Sayantan Datta



The field of Science, Technology, Engineering, and Mathematics (STEM) has been dominated by a narrow demographic, leaving marginalised communities, including LGBTQIA+ people, underrepresented and underserved. In this insightful interview, Sayantan Datta, a science journalist and educator, shares their journey as an LGBTQIA+ person in STEM and highlights the critical importance of Diversity, Equity, Inclusion, and Accessibility (DEIA) in science.

To start off, could you share how you entered the STEM field? What aspects of your family background led you to venture into STEM?

Thank you for the question! My father is an engineer and my mother studied philosophy and geography, though neither pursued academia (my father works in the service industry, and my mother is a homemaker). Interestingly, my sister and I are the only ones in our extended family to have completed a Master's degree, and I am the only one who attempted a PhD, although I did not finish mine.

It was a combination of pressure and motivation from my parents that pushed me toward STEM. I was interested in both sciences and literature during my school years. However, my parents were insistent that I pursue STEM in grades 11 and 12 for better career prospects. They wanted a doctor in the family. Despite my efforts, I could not secure a seat in medicine, so I opted for basic sciences instead. I eventually got into Presidency University in Kolkata and studied life sciences there.

In my second year, I had to choose a specialisation. Initially, I picked molecular biology because it was then considered the 'cool' thing, but I found it too complex to visualise after a point. So, I switched to physiology, which aligned better with my approach to biology that relied largely on being able to visualise biological concepts and processes. Later, I developed an interest in neuroscience while working in a lab with a neuroscience focus. This led me to pursue a Master's degree in Neural and Cognitive Sciences at the University of Hyderabad, where I had an amazing time, despite the interdisciplinary challenges.

The path in STEM often feels like a rigmarole—BSc, MSc, then PhD. I joined a PhD program at TIFR Hyderabad but faced significant challenges during the pandemic. I eventually quit my PhD in 2021 to pursue science journalism and communication, and to teach writing to undergraduate students.

What sparked your interest in science communication?

It started when I attended a workshop by Sarah Iqbal, a mentor for many in the SciComm community, in 2019. She held a 101 Science Communication workshop at TIFR Hyderabad through the DBT/Wellcome Trust India Alliance, and I was

blown away! I realised I could stay connected to STEM without being confined to the lab.

Before this, I was already writing about queer and trans rights, as well as lived experiences of LGBTQIA+ people. Science communication felt like a natural extension, allowing me to blend my writing and journalism skills with my scientific background. The pandemic-induced lockdown gave me the time to explore this field further. I joined thelifeofscience.com, a feminist multimedia science collective, as their coordinator.

I wrote several stories, including one of the first reports on transgender persons' experiences in Indian science institutions. For IndiaBioscience, I explored how being LGBTQIA+ in Indian science institutions impacts mental health. These projects allowed me to delve into critical issues of queer and transgender persons within the scientific community.

What have been some of your major achievements in science journalism and current projects?

In 2021, I closely reported on a significant case of a manuscript retraction at a well-known science institute in the country, which was one of the major stories I covered. This experience solidified my path in science journalism. I am also an Assistant Professor at Krea University, where I teach academic writing and science journalism.

In 2022, I led a project funded by the UK Research Initiative that examined the experiences of transgender persons in the Indian science ecosystem. This project, using a mix of journalism, science education, and sociology methods, was one of the first of its kind in the country. The final publication was released in March 2024, and I am incredibly proud of this work.

Currently, I am continuing my research on the lived experiences of transgender individuals in India. In collaboration with Pushpesh Kumar from the University of Hyderabad, I am studying lived experiences of caste-, class- and gender-marginalised transgender persons in the country. Further, with my colleagues Neha Mishra and Vivek Tewary, I am trying to bring together a community of educators to think about teaching reading and writing in the STEMM ecosystem.

I remain active in journalism, writing extensively for The Hindu, The News Minute and queerbeat, where I explore untold stories of queer, trans, and intersex people. These pursuits allow me to blend my passion for storytelling with my commitment to DEIA in STEM.

It seems you've revisited many fields you once thought you'd left behind. Can you tell us more about that?

I have returned to subjects like mathematics, which once felt daunting. I found mathematics was torturous in school, but now that I teach it in a combined math and writing classroom, it no longer feels as intimidating.

A lot of my projects stem from personal motivation, especially those exploring the lived experiences of queer, trans, and intersex people in STEM. For a long time, I felt like I was the only queer and trans person in a lab. In some ways, my 2022 UKRI-funded project was an attempt at proving myself wrong. And wrong I was. As a part of the project, I could reach out on a national scale, helping build a community and starting conversations about our lives in (Science, Technology, Engineering, Mathematics, and Medicine) STEMM fields.

Similarly, my collaborative project on teaching reading and writing in STEMM stems from my personal interest in making both technical and non-technical writing in STEMM accessible to a wider audience. As a scientist-turned-writing pedagogue, I am also interested in understanding what science has to contribute to writing pedagogy and what writing has to contribute to science.

You mentioned reaching out to other trans people and feeling isolated as a trans person in STEM. How has your trans identity influenced your journey in coursework, research, and teaching?

Thanks for the question. My trans identity has not directly impacted my technical work in STEM, but it has profoundly influenced how I perceive and navigate the field. The sciences have a very tenuous relationship with queer and trans people. Historically, trans and queers have faced significant challenges, from the stigmatisation during the HIV/AIDS crisis to the still-continuing practices of conversion therapies. These experiences have made me realise that science is not as value-neutral or objective as it is often portrayed.

Being queer and trans has helped me see and understand the biases that exist within scientific research. This awareness has been crucial in my journey. Also, while doing my research, having a community of other trans people – who were not necessarily in STEMM – to fall back on was incredibly helpful. It provided emotional support and a sense of belonging that was essential for my well-being.

As a teacher at Krea University, where many students come from privileged backgrounds and are familiar with LGBTQIA+ terminology, my role extends beyond just teaching. My presence in the classroom sends a powerful message: we, as queer and trans individuals, are here, and are here to stay. This representation is vital.

Moreover, my position gives me the leverage to advocate for policies that benefit queer, trans, and intersex people from various socioeconomic backgrounds, castes, classes, religions, and abilities. It is not just about being a role model – something that I feel quite uncomfortable about – but also about pushing for systemic changes. For example, I can work with the administration to implement policies that address the unique challenges faced by these communities, such as creating more inclusive infrastructural facilities and support systems.

We need more representation of marginalised identities in the science ecosystem to challenge and change discriminatory policies. By articulating our experiences and demands, we can highlight what needs fixing and suggest practical changes. This advocacy is where I feel my contribution lies – using my experiences and position to push for a more inclusive and equitable scientific community.

You mentioned policy, which leads to my next question. What should institutes in India do to be more inclusive and diverse for the transgender and queer community?

Thanks for that question. I've actually written a detailed policy brief on these issues; here's a summary of what I recommend.

First, interventions are needed at multiple levels. At the infrastructural level, we need gender-neutral/ all-gender facilities like washrooms and

hostels. Transgender individuals often experience gender dysphoria when forced to use spaces that don't align with their identified gender. This extends to washrooms, hostels and any other gender-segregated facilities. Health infrastructure is also crucial: doctors and mental health practitioners in institutions should be queer- and trans-sensitive to provide proper support.

At the curricular level, there's a need to move beyond the binary and heteronormative perspectives often presented in biology and other sciences. Current teaching tends to focus on categories like 'male' and 'female' as if they were immutable and absolute, in addition to painting a reproductive & heterosexual picture of sexuality. Sex education in schools is often limited to heterosexual reproduction, ignoring the complex and diverse ways of human sexuality. We need to introduce more affirmative discussions about intersex individuals, who are currently only mentioned in the context of conditions like Klinefelter's 'syndrome' or Turner's 'syndrome', and, therefore, framed as 'abnormal'. In reality, intersex people can live complete and fulfilling lives without being labelled as diseased or disordered.

At the policy level, institutions should have comprehensive anti-sexual harassment policies that recognize the unique challenges faced by queer and transgender people. Gender policies must include transgender individuals, and institutions should commit to diversity, equity, and inclusion, explicitly stating they do not discriminate based on gender, sexual orientation, caste, class, or disability. For example, many transgender persons are kicked out of their homes and may have had to interrupt their education. Policies should consider this and provide affirmative actions, such as reservations, reduced admission fees, and age relaxations, to support their education and employment opportunities.

To cisgender colleagues, students, and professionals, my message is to be supportive and proactive in creating inclusive environments. Recognize that having queer and trans individuals in STEM enriches the field with diverse perspectives. It's not just about tolerance but about actively dismantling discriminatory policies and practices.

Finally, bringing more queer, trans, and intersex people into science is vital because every person adds a unique viewpoint. For example, women's health issues remained historically overlooked until women scientists took the lead in changing that narrative! So the essence is clear: inclusivity and diversity in science are not just ethical imperatives—they are essential for the growth and richness of the field.

What would be your advice to cisgender colleagues, students, and professionals on how to be accommodating and accepting of this community?

My main suggestion to cisgender and heterosexual individuals is to recognize the value and importance of queer and trans people in the sciences. Our presence is beneficial for advancing scientific knowledge and enriching the field.

A few queer people alone cannot drive significant change due to the existing resistance within institutions. We need our cisgender and heterosexual allies to stand by us, support us, and sometimes even lead the efforts to transform institutional structures and policies to better cater to queer and trans individuals.

What are your long-term goals in your scientific career, and how do you think they will contribute to the field?

That's an excellent question! Honestly, I don't have a definitive long-term goal right now, especially after changing several fields and quitting a PhD. Currently, I'm a tenure-track assistant professor who is also an active writer, and I'm still figuring things out.

However, I want to continue my work in science journalism, and writing about science with a sociological lens. My goal is to explore how science intersects with the lives of people from marginalised backgrounds and to highlight these interactions.

I hope this work will lead to a better understanding of the complexities within the science ecosystem. Ultimately, I aim for these insights to influence policy changes that make the sciences more inclusive, welcoming more people from diverse and marginalised backgrounds.

Get to know your colleague better!

What is your favourite tool for research?

When I worked with fruit flies, I used the stereo microscope so extensively that it felt like a second pair of eyes. It became almost a part of my body.

Which is your favourite movie that showcases DEIA and that you would recommend anyone to watch?

I am not sure if “DEIA” would be the term I use to describe the movie, but the one that comes to me now is Swades (2004). I’m a Shah Rukh Khan fan, and Swadesh is about science and technology as well – among other things.

If you had a theme song for your advocacy what would it be?

This is a tough one. “Hum honge kaamyab” (We shall overcome), perhaps?

Syantana Datta (they/them) is an assistant professor of practice at the Centre for Writing & Pedagogy, Krea University, and an independent science journalist. They write at the intersections of science, health, gender, sexuality, and caste. They’ve been awarded the 13th Laadli Media Award for Gender Sensitivity in Media and Advertising for their report on gendered living arrangements in Indian science institutions. Their children’s books – biographing gender- and caste-marginalised individuals in science and technology – have been listed twice in Tata Trusts’ Parag Honour List (2023 and 2024). Their work has been supported by the Transforming Education for Sustainable Futures (UK Research Initiative), the National Association for Science Writers, USA, and the ReFrame Institute of Art and Expression.

This article is based on an interview conducted with Syantana Datta, transcribed using Cockatoo and TurboScribe, and written by the AI tool Write For Me with necessary edits.

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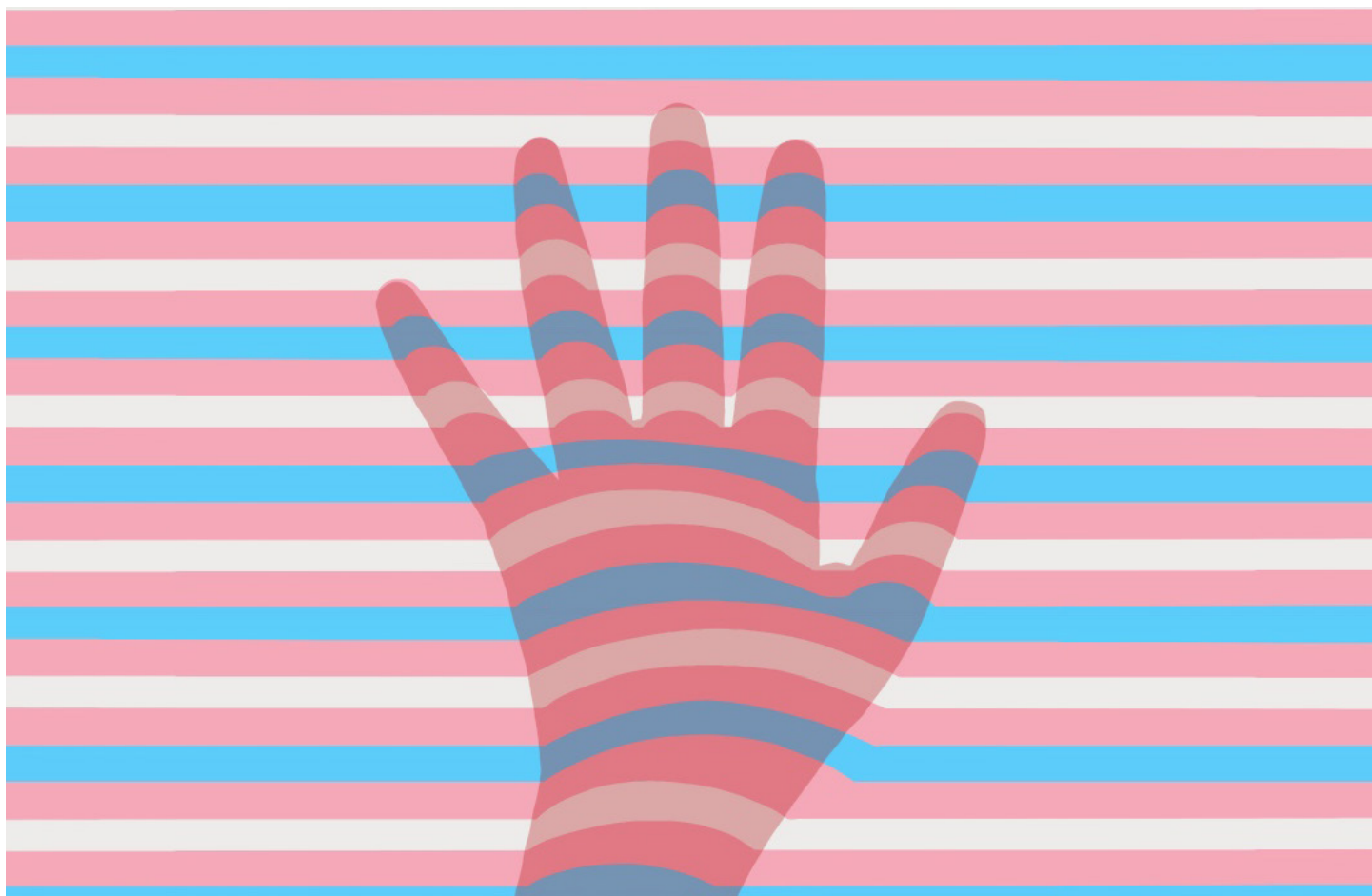
Enam Reyaz

The doc mom

Chandrima Home

Queer-trans people in STEM talk about their mental health

By Sayantan Dutta | Published on 01 March 2021



While there has recently been a movement towards recognizing and countering the mental health crisis in academia, such conversations often fail to take into account the nuances of aspects like caste, gender/sexual identities, economic factors, and intersectionality. In this article, Sayantan examines the way the experiences of members of LGBTQIA+ communities affect their mental health and suggests ways in which the situation can be improved moving forward.

The Indian STEM academic community is finally talking about mental health issues that affect people in STEM. Recent efforts from IndiaBioscience, TheLifeofScience.com and other science media platforms stand testimony to this fact. However, not all people in STEM are equal, and therefore, not all of their mental healths are affected in a similar fashion. For queer-trans people (or, more commonly, LGBTQIA+ [lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other diverse gender and sexual identities] people), oppression due to their gender and/or sexual identities are additional factors that affect their mental health.

As a BSc student from a research institute mentions, *"The stress of being closeted and trying to*

figure out who you are at the same time [as] concentrating on studies is very mentally challenging and emotionally draining.” Another person who wishes to remain anonymous puts it aptly, “Simultaneously navigating being queer in the personal sphere along with dealing with academia in the professional sphere can be particularly taxing on one’s mental health and significantly affects both these roles.”

So, what affects the mental health of queer-trans people in STEM disciplines? To find answers to this question, I reached out to people from these communities using a survey-based questionnaire. The questionnaire asked a few simple questions: respondents’ gender and sexual identities, stage of the STEM career they were in, what kind of institution they came from (state/central/private universities, research institutes, etc.), whether they felt that their mental health had been affected due to being queer-trans in STEM, whether they had access to affordable and queer-trans-sensitive mental health practitioners and the elephant in the room – what could be done to make the situation better.

The survey was open only to people who identified as queer-trans/LGBTQIA+ and were in STEM disciplines. 47 respondents with various gender and sexual identities, coming from different institutions, filled the survey. This report summarises the findings from this survey. It highlights various issues that affect the mental health of queer-trans people in STEM and ends with action points for the STEM community to ponder over and work upon to make STEM more inclusive for queer-trans people.

What affects the mental health of queer-trans people in STEM?

When asked if being LGBTQIA+ in STEM has affected their mental health, 38% of respon-

dents responded with a yes, while a further 38% mentioned that being LGBTQIA+ in STEM may have impacted their mental health, although they weren’t sure.

The respondents identified a few key concerns: bullying and harassment, fear of ostracization, the silence about gender and sexuality in STEM spaces, and STEM syllabus that is discriminatory against queer-trans people.

Bullying and harassment

“I feel like the crowd in STEM fields tends to be less accepting of various communities, than in other fields...they have lesser awareness of issues such as queerphobia and really do not understand the scale and effect of these problems. So they will often make rude remarks, and support discriminatory views in the name of “brutal honesty”, and it becomes very stressful to either bear with or try to explain to them why this is bad. I feel exasperated with my friends sometimes and come away feeling small,” says a respondent who is a BSc student from a Private University.

Many respondents mention facing both overt and covert harassment for being queer-trans in STEM. This can take many forms, from disrespecting one’s gender and sexual identities to blatant discriminatory remarks. A BSc student from a private university mentions, *“Some people sometimes treat LGBTQIA+ people as a joke or raise eyebrows at it, which is disturbing.”*

Another respondent, pursuing a PhD from a research institute, says, *“Unfortunately, I’ve heard inappropriate comments and unsolicited advice, even from close peers, which has been hard to deal with. I’ve also not felt comfortable enough to discuss this with my superiors including my principal investigator (PI). All the lying by omission has taken a toll on me.”*

Respondents also mentioned a form of harassment on campuses that involves propagating rumours around a queer-trans person. This is quite common in a lot of campuses and can take a heavy toll on the mental health of the person concerned. Moreover, it also puts the person at risk of being outed without their consent to people who they do not yet feel comfortable being out to. For a lot of queer-trans people who live double lives, it is important to not be the centre of attraction, and spreading rumours about such people not only makes them a topic of discussion against their will but also risks their safety.

Fear of ostracization and exclusion

“A large part of my anxiety is the way I may be discriminated [against] by superiors who already would view me as incompetent if I was out to them. I had to learn to compartmentalise the two aspects of my life and move on. The constant fear of being unwantedly outed still lingers over my head,” says an MSc student from a private university. Many other respondents agree.

Ostracization, leading to exclusion, is a common fear among a lot of queer-trans people. Since any STEM endeavour is a collective effort, being ostracised due to one’s gender and/or sexual identities leads to a severe impact on one’s career, confidence, and consequently, mental health.

Silence about gender and sexuality in STEM spaces

Quite a few respondents also mention how people in STEM disciplines do not engage with questions of gender and sexuality. This non-engagement feeds into an environment where sensitization towards queer-trans issues is not considered important. This makes queer-trans people in STEM feel unwanted and takes a heavy toll on

their mental health. Also, they often do not have the option to go by their preferred pronouns, and even when they do, they are under constant fear of being sacked or discriminated against.

“In STEM for me, gender identities/sexual identities were also a hidden sort of thing. It’s more of a “don’t ask, don’t tell” situation as far as I have seen,” says a respondent working as a software engineer from a state university.

Another respondent, an MSc student from a central university, also points out how this non-engagement leads to STEM becoming an exclusionary and unsafe space for queer-trans people. He says that the *“lack of LGBTQIA+ representation in STEM leads us to believe that it’s difficult for people who are gender and sexual minorities to survive and thrive in this area.”*

A discriminatory and disrespectful STEM syllabus

Some respondents point out that the root of the discrimination might be in the STEM classroom itself. They mention how the representation of queer-trans people in STEM syllabi is often pathologized. Moreover, such topics are often taught by people who are not sensitive to queer-trans issues, making the classes a cause of mental health issues for many queer-trans people.

For example, Akasha, a research assistant at a private university mentions, *“Biology classes with backdated syllabi rife with prejudiced/un-nuanced research have to be reviewed and critically analysed before incorporating them into the course. The teaching of such materials jeopardises the mental health of queer people like me. A diverse faculty composition would have eased my mental health as opposed to all cis-heterosexual male faculty.”*

Anasuih P. Pridhvish, a student from a private university, also mentions how such materials in the classroom can be used against queer-trans

people by their cis-heterosexual colleagues. She says: *“Studying [a] syllabus which excludes me or claims my identity to be a disorder and realising that others who are studying along with me in the same class could use it against me if situations favour them triggers anxiety in me.”*

Accessing queer-trans – friendly support for mental health issues

About 53% of the respondents mention that they are not able to access affordable mental healthcare for their mental health issues. Interestingly, although about 75% of respondents mention having a mental health practitioner on campus, 78% of respondents also mention that the mental health practitioners are either not sensitised to queer-trans issues or are available too infrequently. They mention that often there are only one or two allocated mental health practitioners for the entire campus, and these practitioners are also available only on select days of the week. This leads to the practitioner not having enough time to deal with all the people.

Since most mental health practitioners are not trained to handle queer-trans issues, going to them sometimes runs the risk of feeding into the trauma that led to mental health issues in the first place. Respondents also mention how accessing mental healthcare on campus may lead to a breach of confidentiality or involvement of faculty/parents who they are not out to.

So what can be done to improve the accessibility of mental health services for queer-trans people in STEM spaces? The survey respondents point out the following:

1. Having mental health practitioners who are sensitised to queer-trans issues and have undergone special training to accommodate the needs of queer-trans people. These prac-

tioners also need to be available to students and staff either free of cost or at a nominal fee. Mental healthcare also needs to be included in the insurance policies of institutions to reduce the financial burden on people unwilling to access mental healthcare on campus.

2. More mental health practitioners, who are also available more frequently, so that the mental health services on campus are not overbooked and waiting times are reduced.

3. Strict confidentiality clauses to ensure the safety of the queer-trans people accessing the mental health service.

4. For queer-trans people who are considering sex reassignment surgeries (SRS), it is important that the mental health practitioners and the institution supports the people throughout the process.

Ways forward

Having discussed what affects the mental health of queer-trans people in STEM, it is important to spend some time on what can be done to improve the situation. The action points mentioned below are a starting point for people in STEM to start engaging in a more sensitive way with queer-trans people and collectively improving their mental health.

1. Dedicated bodies to tackle cases of harassment against queer-trans people in STEM.

2. Increased sensitization on campus about issues concerning queer-trans people.

3. Better access to mental health services.

4. Acknowledging the intersectionality of mental health and other forms of social marginalizations like caste, class, gender, sexuality, disability, etc., and tailoring mental health services accordingly.

5. More queer-trans role models and mentors to support and motivate young queer-trans people in STEM.

A lot of these are also mandated by the NALSA and ors. vs. Union of India judgement (2013) and the Navtej Singh Johar and ors. Vs. Union of India judgement (2018) from the hon'ble supreme court of India and the Transgender persons (protection of rights) act (2019) from the government of India. However, the implementation of these legal frameworks remains poor. The onus is on the current generation of people in STEM to start working on the action points and make STEM a more inclusive and welcoming space for queer-trans people.

Sayantana Datta (they/them) are a queer-trans aspiring feminist neuroscientist, science writer and communicator.

Resources

Dhruvi Nirmal and Karishma S Kaushik

General reading

- [Ally or oppressor? Exploring science through feminist lenses, Shilpa Elizabeth.](#)
- [DEI infographic by IndiaBioscience: 'Tenets of our Laboratory', Ankita Rathore & Karishma Kaushik.](#)
- [The future of STEM depends on diversity | TEDx Talks, Nicole Cabrere.](#)

Scientists with disabilities and impairments

- [Accessible interview practices for disabled scientists and engineers, Samuel M. Greene et al.](#)
- [Celebrating scientists with disabilities, The Royal Society.](#)
- [From DEI to DEIA: Why Adding Accessibility Is So Important, Morgan S Sorenson.](#)
- [Making space in STEM for people with disabilities, Krystal Vasquez](#)
- [Community voices: broadening participation in Science, Technology, Engineering, Mathematics, and Medicine among persons with disabilities, Siobhán M. Mattison, Logan Gin, Alistair A. Abraham, Megan Moodie, Feranmi Okanlami & Katherine Wander.](#)
- ['Doctors with Disabilities: Agents of Change' Health Professionals with Disabilities for Social Justice](#)
[Twitter page](#)
[Facebook page](#)

Scientists from historically-marginalised groups

- [New study details many ways scientists from minority groups are disadvantaged in STEM, Katie Langin.](#)
- [Grace Banu: A Dalit-Trans technologist fights for a better world, Sayantan Datta & Siddhesh Gautam.](#)

Scientists with neurodivergence

- [Being Neurodivergent in Academia: Why Sparks of Change is publishing stories from neurodivergent researchers, series of Articles by eLife.](#)
- [Navigating Academia as Neurodivergent Researchers: Promoting Neurodiversity Within Open Scholarship, Flavio Azevedo, Sara Middleton, Jenny Mai Phan, Steven Kapp, Amélie Gourdon-Kanhukamwe, Bethan Iley, Mahmoud Elsherif, and John J. Shaw.](#)
- [Inside the Differently Wired Brains, Shritama Saha.](#)

- [Supporting Neurodiverse learners in universities, Bhuvaneshwari B and Sharoon Sunny.](#)
- [Neurodiversity and Legal Framework in India: Navigating Inclusivity and Rights, Sanah Dhawan.](#)

Scientists from LGBTQIA+ groups

- [Pronouns Matter: Building LGBTQIA+ Inclusion in STEM, Reina McKeel, M.Ed.](#)
- [Empowering the Transgender Community in India: A situation analysis of initiatives of Govt. of India, Monojit Garai.](#)
- [Isolated, invisible: LGBTQ scientists talk about their experience at workplace, Priyanka Sahoo.](#)
- [Why it is Important for Queer People to be Seen in IISc, Rohith KMS.](#)
- [How LGBT+ scientists would like to be included and welcomed in STEM workplaces, Nature](#)
- [Stepping up to be a role model for LGBTQ inclusion in science, Nature](#)
- [On being LGBTQ+ in science – yes it matters, and here’s why, Elsevier](#)
- [Why I can’t ignore that I’m LGBT+ to do my job, Royal Society](#)
- [Exploring the workplace for LGBT+ physical scientists, Royal Society of Chemistry](#)
- [500 Queer Scientists](#)

Academic groups in India

[Pravritti](#)

[QUASI](#)

[Saathi \(IIT Bombay\)](#)

[Indradhanu \(IIT Delhi\)](#)

[Unmukt \(IIT Kanpur\)](#)

[Anchor \(BITS Pilani\)](#)

[Vannam \(IIT Madras\)](#)

[Lambda \(IIT Guwahati\)](#)

Ageism in science

- [Age Discrimination: A Personal View, Roland Smith.](#)
- [Women in Science: Farah Ishtiaq on studying avian diseases, and academia’s ageism problem, The Life of Science.](#)

- Discrimination is still a problem in STEM, Gege Li.

Women in STEM

- Women are credited less in science than men, Matthew B. Ross, Britta M. Glennon, Raviv Murciano-Goroff, Enrico G. Berkes, Bruce A. Weinberg & Julia I. Lane.

- For women in science, 'visibility' isn't always a good thing, Margaret Handley.

- Closing the gender gap in science, CP Rajendran.

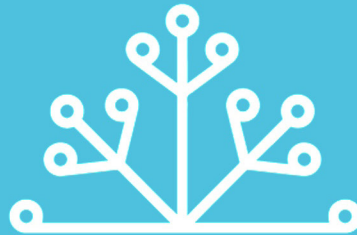
- Three trouble spots facing women in science—and how we can tackle them, Leah H Somerville & Jane Gruber.

- Indian Women Scientist's Associations

- Mothers in Science

- Lift Up: Women in Life Sciences

- Lotus STEMM



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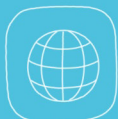
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