

GENDER AUDIT REPORT

SESSION :- 2014-2015 to 2019-2020



Internal Quality Assurance Cell
HINDOL COLLEGE, KHAJURIAKATA
DIST-DHENKANAL, ODISHA-759020

PREFACE

Gender is a key for maintaining sustainable and peaceful world order. Gender equity is more than just equal representation but its for the establishment of Womens right and requires policy changes.

Gender sensitization helps to increase understanding and knowledge about gender equality and encourages us to eradicate gender stereotype and conventional ideas regarding gender.

Gender audit aims to create a frame work to identify critical gender gaps and challenges. It helps to access the management on gender equity within the organization. The audit works towards recommendation of how gender disparities can be addressed through improvements and innovations.

CHAPTER – 1

INTRODUCTION

1. Introduction

Gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and / provision of services, structures proceedings and budgets. The college always has the student centric policies in academics and co-academics as well and special measures for girl students.

1.2 About the College

Effulgent with the elegance of natural flora and fauna, enriched with green resources encompassed by hills and adorned by forest streams Hindol Sub-Division was one of the princely states till 1950. When our nation attained independence from the British rule, the wind of progress and educational awakening started flowing throughout the length and breadth of our motherland. The noble thought of establishing an institution of higher education for spread of knowledge and development of the rural people hovered in the minds of some of the enthusiastic intellectuals, political, leaders, distinguished personalities and common mass. Attempts were made previously in 1974 and 1976 for establishing a college in Hindol Sub-Division but only in 1977 the dream became a reality.

Some education loving people led by retired army doctor captain Radhu Charan Pradhan consulted the then MLA Late Trinath Naik and took the necessary initiative with the support of the villagers of the nearby Panchayats as well as Government and chose Khajuriakata which was centrally located in the Sub-Division for setting up of a college of higher education and christened it as Hindol College. Thus, a long cherished aspiration of the people of Hindol was fulfilled on 5th September, 1977 i.e. Teachers Day.

A thirteen-member governing body was formed with Late Dhaneswar Sahu as president and Dr. R. C. Pradhan as secretary. Initially Intermediate Arts class was started with seventeen students. The abandoned CT school campus was occupied and

the buildings were renovated and reconstructed for the running of the classes. Aviram Samal, Lecturer in Economics was the first Principal of the College. The other teachers who were appointed in the beginning were Nagendranath Das, Lecturer in History, Umakanta Pradhan, Lecturer in Political science, Akshaya Kumar Mohapatra, Lecturer in Oriya and Narayan Chandra Choudhury, Lecturer in English. Two clerical staff Nirajan Biswal and Sudhakar Sahu was posted and Biprabar Muduli was appointed as Librarian.

In the early days the college passed through very hard times and the financial condition of the college was precarious. Dr. Pradhan with the support of the staff moved from village to village to muster help and support for the institution. Dharmananda Biswal of Ranjagol was very philanthropic to donate 1.13 acres of homestead land to the college. Dr. Chaitanya Sahu, Ex –MLA Rabi Narayan Naik, Ex-Sub-Collector, Hindol Ex-Tahasildar Brahmananda Rout are persons who will always be remembered for their self-less support for this august cause.

To promote science education the college opened Intermediate in science in 1985 with 64 seats which was increased to 128 in 1990-91. The number of seats in arts was increased to 256 in 1992. Degree classes in arts were opened in 1988 with 128 seats and the degree science stream with 96 seats was started in 1992. Further academic expansion was obtained by opening of honours subject in history and political science in 1994. Honours subject in physics, chemistry, mathematics botany and economics were opened in 2003.

The college also provides facilities for vocational education with courses like diploma in Medical Laboratory Technician and Diploma in Computer Science. The National Social Service (NSS) wing started functioning in the institution since 1990. Students of both +2 and +3 wings are part of the NSS. Different social service schemes are conducted by the NSS.

The Youth Red Cross started functioning in the college since 1995. The wing is involved various awareness programs and activities like AIDS awareness, blood donation and blood grouping etc.

The college has provided Bharat Scouts and Guides for +3 students.

The NCC Unit functioning in the college since 2012. The wing is involved various awareness programs and activities and all awareness, blood donation and blood grouping etc.

The college organizes extra-mural classes for the personality development of the students and classes on Yoga are also conducted for physical and moral strength.

The college magazine "SAMUKA" and wall magazine "SAMUDRA" provides platform for the literary creativeness of the students.

The college has a well-stocked library which has more than ten thousand books for higher secondary and degree levels. A good number of standard UGC books have been purchased. or reference, Journals for research work and general category are also available in the library.

The college has been residential committee to help students get proper accommodation. The employment cell helps to set information regarding jobs. The quality assurance cell helps for better education.

The college has been registered under UGC act 2 (f) and 12 (B) in 2006. Now the college is receiving financial assistance from UGC for infrastructural facilities, equipment, books and journals for the library helps for remedial classes.

The college is very much indebted to the President Governing Body Smt. Anjali Behera, MLA, Hindol without whose Co-operation and kind attitude all these developments work not have been possible.

The institution is grateful to Ex. Member of the parliament Brigadier K. P. Singh Deo who has contributed rupees five lakhs from his MP LAD fund for the construction of conference Hall.

Being the prime center of education in this Sub-division the college attracts love and good wishes from the people, students and guardians of this locality and with their support to the institution hopes to which forward with pride and in the days to come.

Vision-

- To promote Higher Education entailing new pedagogy, envisioning quality evaluation, promotion and sustenance for fostering global competencies among the students.

Mission-

- To promote student centric learning.
- To inculcate innovation skill, creativity and self-employability among the students.
- To propagate scientific temper.
- To involve all the stake-holders in the college tier system of parents, staff and alumni for holistic development of the students.
- To inculcate value system, enrich culture and heritage.
- To promote women empowerment for harmonious, healthy living in the society.
- To update the students with relevant knowledge, skill, technical knowhow to keep pace with the present work order.

OBJECTIVES AND SCOPE OF THE AUDIT

The major objectives of the present audit are as following-

- ❖ To find out the areas where gender balance exists and the factors behind the gender balance.
- ❖ To establish good gender balance in decision making processes in all areas of the college activities.
- ❖ To suggests measures for bridging the gender gap.
- ❖ To foster gender equality in all aspects of the college.
- ❖ To observe the works and capacity for prevention of sexual harassment, ragging of the students in the college.

METHODOLOGY

The Gender Audit was organized on four different dimensions like; Gender Analysis of students, Gender Analysis of Teaching Faculty, Gender Analysis of Non-teaching Faculty and Gender analysis of Institutional Policy and Provision. A common format for collecting baseline data was prepared and was distributed to all participants concerned in the process of Gender Audit. (Refer Annexure-1). In order to meet its objectives, this audit combined physical inspection with a review of relevant documentations and personal interviews with various stakeholders. The audit process involves collection of data, analysing policies/programmes and data to access the extent of gender equality and balance.

GENDER SENSITIVE FEATURES IN COLLEGE

The college ensures the safety of the college students for which handful numbers of CCTV are installed in Class rooms, Library, Administrative building, Hostel, Portico areas and two numbers of Security guards and one Night-watchman are employed by the colleges.

To ensure the safety measures of girls students, a girls common room with adequate place, sufficient numbers of chairs, water purifier, clean and safe toilets with access to water and garbage disposal and a lady attendant have been provided to address the needs of all adolescent girls.

Counselling of Students is done whenever required by teachers and professional counsellor. 'Mentor-Mentee' system has been introduced. Mentors motivate students to approach them for help and support of all kinds.

Women Harassment and Anti-sexual Harassment cell have been established to provide a healthy and congenial atmosphere and to resolve issues to develop non-threatening and non-intimidating atmosphere of mutual learning among all the girls.

Anti ragging cell has been constituted by the college which aims to keep a vigil and stop the incidence of ragging to ensure zero tolerance for ragging. The officials of the cell make regular inspection in the prominent places of the college and hostels to make the campus a ragging-free zone.

CHAPTER – 2

ANALYSIS AND

INTERPRETATION

2. ANALYSIS AND INTERPRETATION

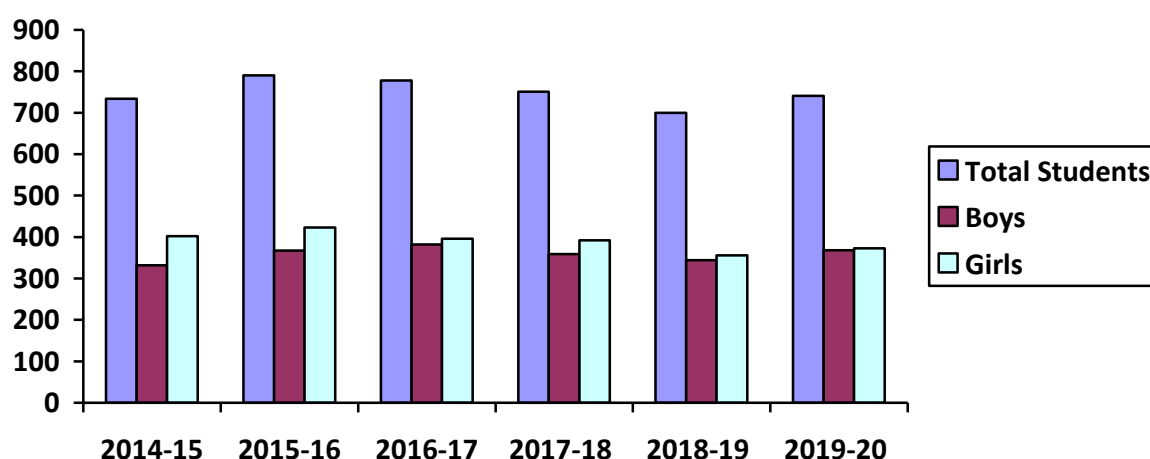
2.1 GENDER STATUS OF STUDENTS

The tables presented below gives the gender ratio both in count and in percentages for the past 5 years from 2015-16 to 2019-20.

Table 1: Year wise Gender Classification

Session	Total Students	Boys	Percentage of Boys	Girls	Percentage of Girls
2014-15	734	332	45.23	402	54.77
2015-16	790	367	46.46	423	53.54
2016-17	778	382	49.10	396	50.90
2017-18	751	359	47.80	392	52.20
2018-19	700	344	49.14	356	50.86
2019-20	741	368	49.66	373	50.34

Figure 1: Year wise Gender Classification.

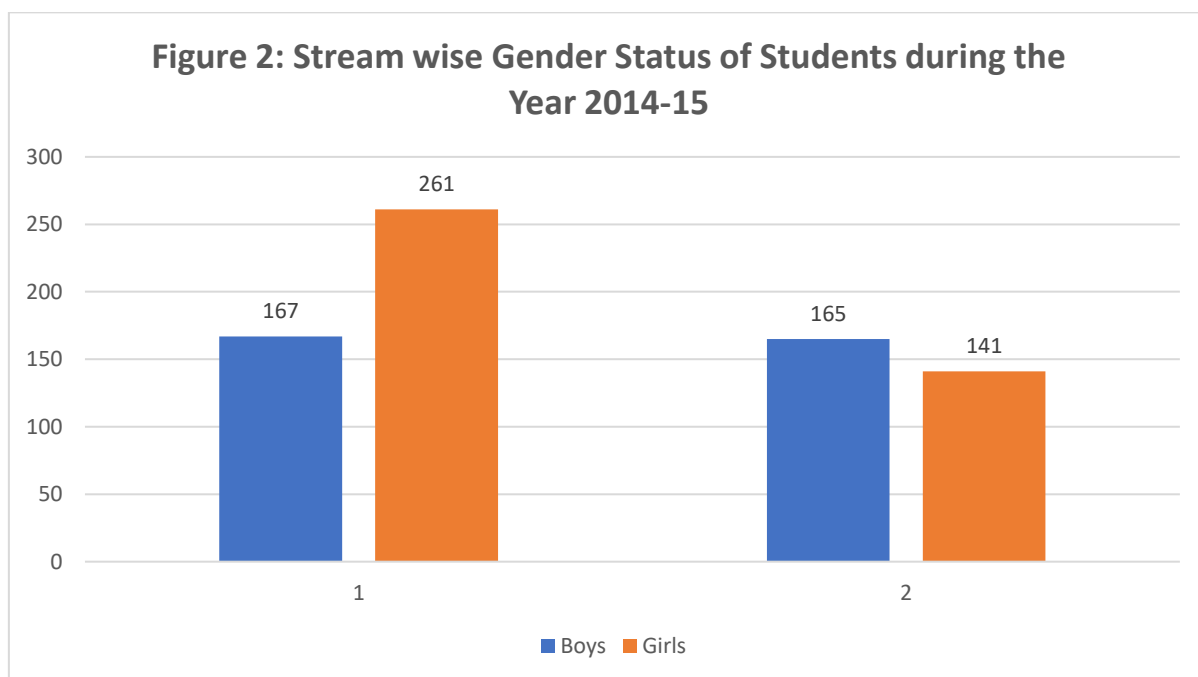


The table 1 describes the year wise classification of boys and girls students of the college for the past six years from 2014 till 2019. The figures are presented both in count and percentages. The strength of the students varies due to changes in Government rule for admission of students in different year with different capacities. In above three years the seats in every stream were filled up. The total strength of students in 2014 was 734 and by year 2019 it has come up to 741. From the above table it is evident that out of total strength in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 the percentage of girls is always higher than boys with the boys and girls' ratio of 45.23:54.77, 46.46:53.54, 49.10:50.90, 47.80:52.20, 49.14:50.86 and 49.66:50.34 respectively.

2.1.2 YEARWISE GENDER STATUS OF STUDENTS IN DIFFERENT STREAMS-

Table 2: Stream wise Gender Status of Students during the Year 2015-16

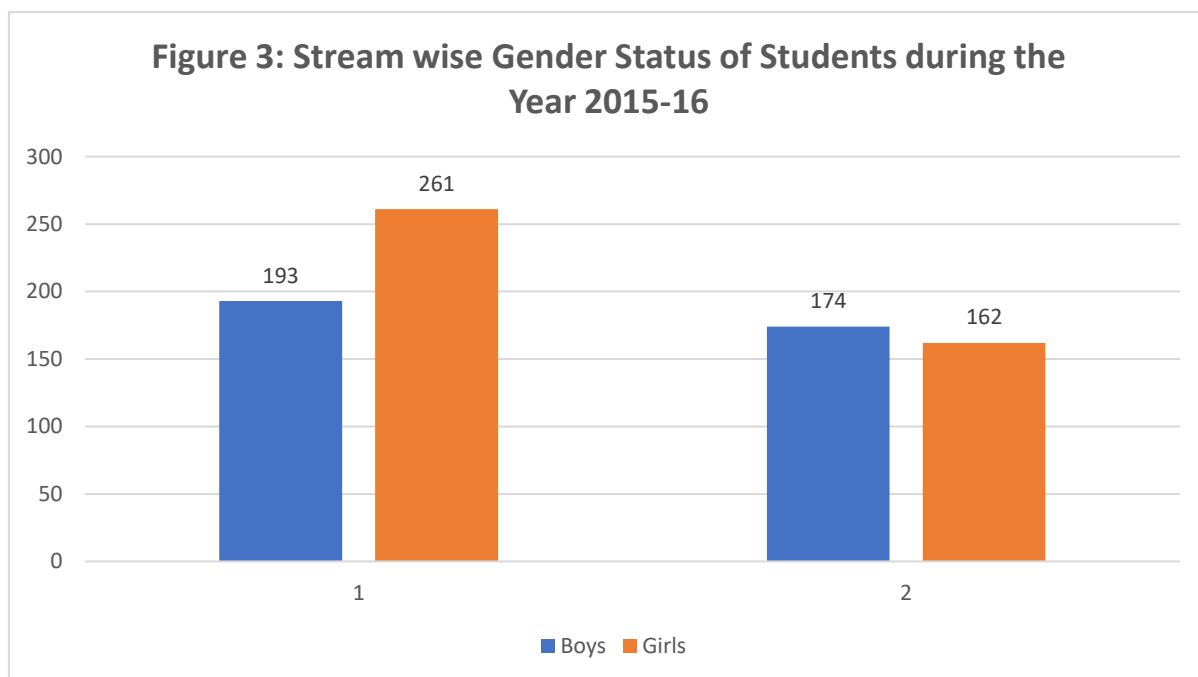
Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	167	39.02	261	60.98
2	Science	165	53.92	141	46.08



The table 2 shows the stream wise classification of boys and girls students of the college during the year 2014 - 2015. From the figure it is clear that the girl students' strength i. e. 60.98% (261 no.) against the boys strength of 39.02% (167 no.) which states that the percentage of girls enrolled during 2014-15 is much higher than the boys in Arts stream. But in Science stream, a reverse trend is witnessed among the students enrolled. Enrollment of boy students is slightly higher against the girls, with a percentage ratio of 53.92% (165 no) boys against 46.08% (141 no) of girls, which shows, girls are showing least interest in studying in studying science subjects.

Table 3: Stream wise Gender Status of Students during the Year 2015-16

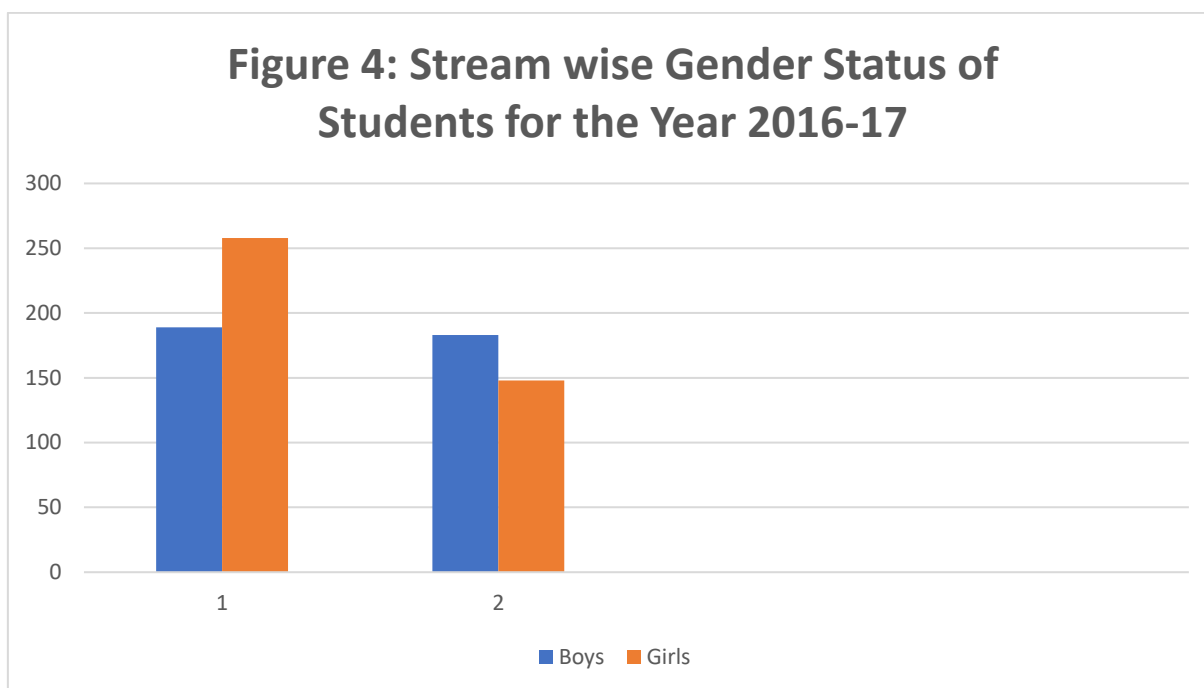
Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	193	42.51	261	57.49
2	Science	174	51.79	162	48.21



The table 3 shows the stream wise classification of boys and girls students of the college during the year 2015 - 2016. From the figure it is clear that the girl students' strength i. e. 57.49% (261 no.) against the boys strength of 42.51% (193 no.) which states that the percentage of girls enrolled during 2015-16 is much higher than the boys in Arts stream. But in Science stream, a reverse trend is witnessed among the students enrolled. Enrollment of boy students is slightly higher against the girls, with a percentage ratio of 51.79% (174 no) boys against 48.21% (162 no) of girls, which shows, girls are showing least interest in studying in studying science subjects.

Table 4: Stream wise Gender Status of Students for the Year 2016-17

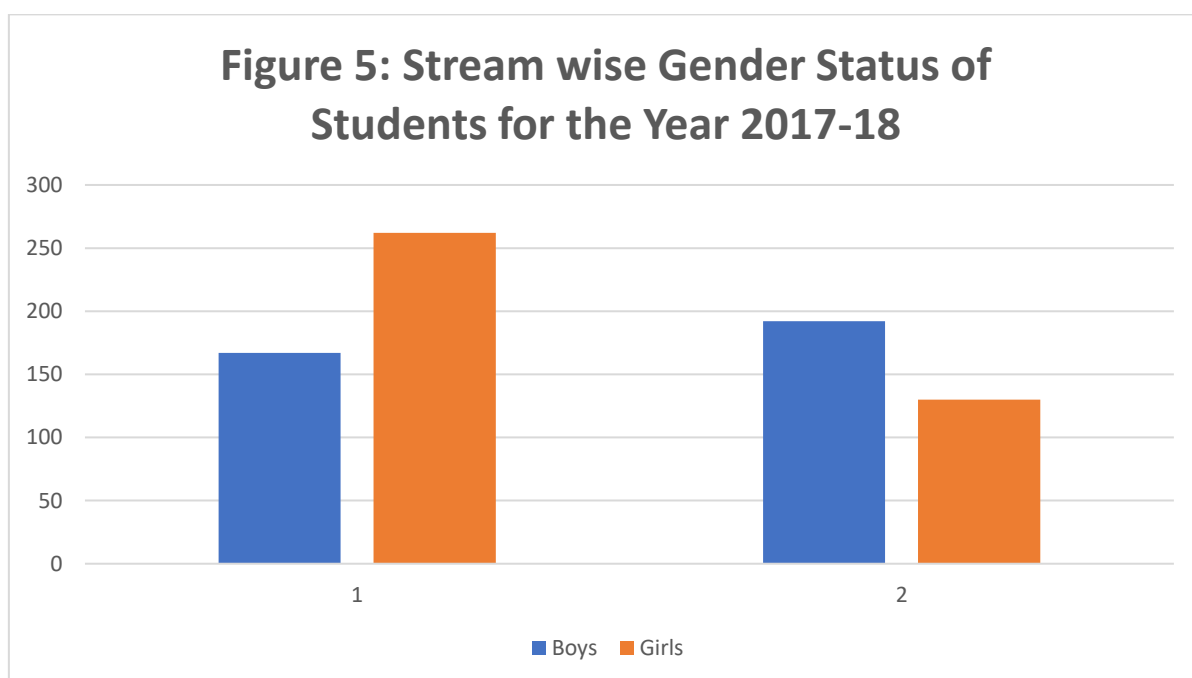
Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	189	42.28	258	57.72
2	Science	183	55.29	148	44.71



The table 4 depicts the stream wise classification of boys and girls students of the college for the year 2016- 2017. Continuing the same trend of the previous year it is clear from the above figure that the girl students' strength i.e. 57.72% (258 no.) is high in comparison to the strength of boys i.e., 42.28% (189 no.) in Arts stream. In Science stream the boy's students' strength i.e., 55.29% (183) which is slightly higher than girl's strength i.e. 44.71% (148 no.).

Table 5: Stream wise Gender Status of Students for the Year 2017-18

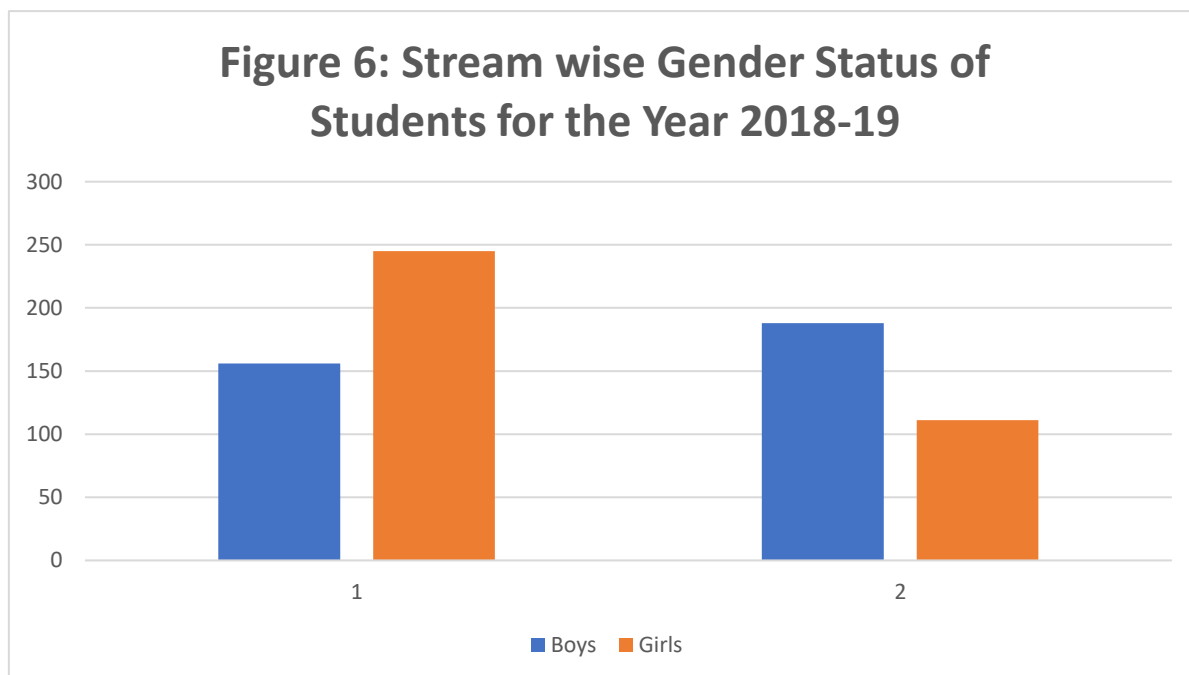
Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	167	38.93	262	61.07
2	Science	192	59.63	130	40.37



The table 5 shows the stream wise classification of boys and girls students of the college for the year 2017-2018. Continuing the same trend of the previous two years it is evident from the above figure that the girl students' strength i.e. 61.07% (262 no.) is much more than in comparison to the strength of boys i.e., 38.93% (167 no.) in Arts stream. In Science stream the girl students' strength i.e., 40.37% (130 no) which is slightly less than boy's strength i.e. 59.63% (192 no.).

Table 6: Stream wise Gender Status of Students for the Year 2018-19

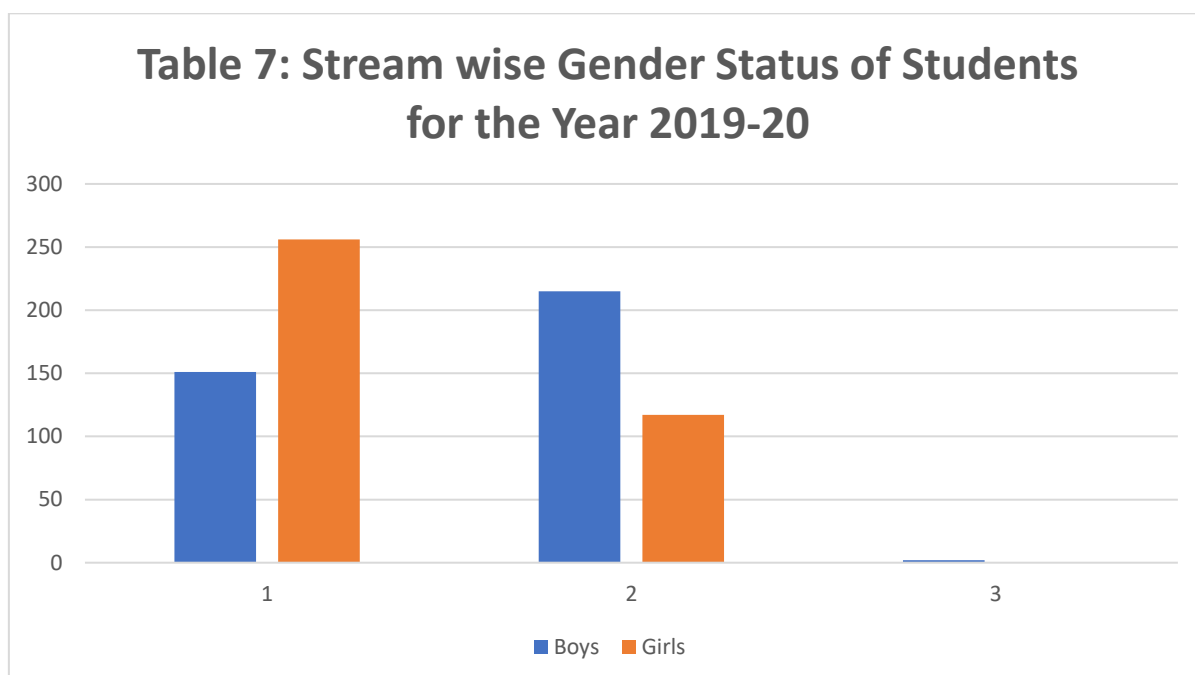
Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	156	38.90	245	61.10
2	Science	188	62.88	111	37.12



The table 6 shows the stream wise classification of boys and girls students of the college for the year 2018-2019. Continuing the same trend of the previous three years it is evident from the above figure that the girl students' strength i.e. 61.10% (245 no.) is much more than in comparison to the strength of boys i.e., 38.90% (156 no.) in Arts stream. In Science stream the girl students' strength i.e., 37.12% (111 no) which is more less than boy's strength i.e. 62.88% (188 no.).

Table 7: Stream wise Gender Status of Students for the Year 2019-20

Sl. No.	Stream	Boys	Percentage	Girls	Percentage
1	Arts	151	37.10	256	62.90
2	Science	215	64.76	117	35.24
3	Commerce	02	100	00	00



The table 7 shows the stream wise classification of boys and girls students of the college for the year 2019- 2020. Continuing the same trend of the previous four years it is evident from the above figure that the girl students' strength i.e. 62.90% (256 no.) is higher than in comparison to the strength of boys i.e., 37.10% (151 no.) in Arts stream. In Science stream the girl students' strength i.e., 35.24% (117 no) which is slightly less than boy's strength i.e. 64.76% (215 no.). While in the commerce stream where the boys strength i.e. 100% (2) is high than girls students strength i.e. 0% (0 no) due to new stream opening in that session.

2.1.3 REPRESENTATION IN DIFFERENT EXTENSION ACTIVITIES

Table 8: Representation in different extension activities for the year 2014-2015.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	34	68	16	32
3	YRC	50	25	50	25	50

From the table 8 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2014-15. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 32% (16 no) and boys for 68% (34 no). The total number of students in YRC is 50 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

Table 9: Representation in different extension activities for the year 2015-2016.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	32	64	18	36
3	YRC	50	25	50	25	50

From the table 8 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2015-16. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society

and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 36% (18 no) and boys for 64% (32 no). The total number of students in YRC is 50 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

Table 10: Representation in different extension activities for the year 2016-2017.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	35	70	15	30
3	YRC	50	25	50	25	50

From the table 9 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2016-17. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 30% (15 no) and boys for 70% (35 no). The total number of students in YRC is 54 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

Table 11: Representation in different extension activities for the year 2017-2018.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	36	72	14	28
3	YRC	50	25	50	25	50

From the table 10 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2017-18. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 28% (14 no) and boys for 72% (36 no). The total number of students in YRC is 50 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

Table 12: Representation in different extension activities for the year 2018-2019.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	29	58	21	42
3	YRC	50	25	50	25	50

From the table 11 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2018-19. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 42% (21 no) and boys for 58% (29 no). The total number of students in YRC is 50 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

Table 13: Representation in different extension activities for the year 2019-2020.

Sl. No.	Categories	Total	Boys	Percentage	Girls	Percentage
1	NSS	50	25	50	25	50
2	NCC	50	35	70	15	30
3	YRC	50	25	50	25	50

From the table 5 it is clear that there is an equal participation of boys 50 % and girls 50% in the NSS activities for the year 2019-20. The selection of NSS volunteers are on the basis of their attitude towards selfless service to society and also the ability to work in group is also considered. The total number of students in NCC is 50 where the girl students represent 30% (15 no) and boys for 70% (35 no). The total number of students in YRC is 50 wherein the girl students represent 50% (25 no) and boys for 50% (25 no).

2.1.4 Subject Topper (2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 academic sessions):

Table14: List of subject Topper

Sl. No.	Subject	Topper (2014-15)		Topper (2015-16)		Topper (2016-17)		Topper (2017-18)		Topper (2018-19)		Topper (2019-20)	
		Boy's	Girl's	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's
	Economics		✓		✓		✓		✓		✓	✓	
	Education		✓		✓	✓			✓	✓			✓
	History		✓	✓			✓		✓		✓	✓	
	Political Science		✓		✓		✓	✓			✓	✓	
	Odia												
	English												
	Botany		✓		✓		✓		✓	✓			✓
	Chemistry	✓		✓			✓	✓		✓			✓
	Physics	✓			✓	✓			✓		✓	✓	
	Mathematics		✓	✓			✓	✓		✓			✓
	Zoology		✓		✓	✓			✓		✓		✓
	Commerce												

In last Six years, Girls students are continuously showing their academic excellence in their respective departments. Among the topper of last six year, 64.81% (35 no) are girls and 35.19% (19 no.) are boys.

Table 15: Year wise List of Best Graduates

Year	Arts		Science		Commerce	
	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's
2014-2015		01		01		
2015-2016		01		01		
2016-2017	01			01		
2017-2018		01		01		
2018-2019		01		01		
2019-2020	01			01		

Total Boys-02

Total Girls -10

From the table 15 it is evident that the girls have an upper hand for the possession of the best graduate award for the last three years as girls represent 83.34% (10 no) and the boys represent for 16.66% (02 nos).

2.2.1. Grade Position

Table16- Grade Position of Faculties

No.	Grade	Total	Male	Percentage	Female	Percentage
1	Associate Professor	2	2	100	0	0
2.	Assistant Professor	27	22	81.49	5	18.51

There are 0% (00 no) female teacher and 100% (02 nos) male teachers as Associate Professor. There are 18.51% (09 nos) female teachers as Assistant Professor in comparison to male teacher 81.49% (22 nos).

2.2.2. PhD Holders (Up to 2020)

Table 17- List of PhD Holders

Year	Total	Male	Percentage	Female	Percentage
Up to 2019	04	3	75	1	25

Out of Total 29 regular staffs 4 no. of staffs are Ph.D. holder. Out of which 25% are female teacher and 75% are male teacher.

2.3 Gender Classification of Teaching Staff

2.3.1. Teaching Staff

Table 18- Gender Status of Teaching Staff

Year	Total	Male	Percentage	Female	Percentage
2014-2015	36	29	80.55	07	19.45
2015-2016	37	32	86.48	05	13.52
2016-2017	35	30	85.71	05	14.29
2017-2018	37	35	94.60	02	5.40
2018-2019	39	36	92.31	03	7.69
2019-2020	39	34	87.18	05	12.82

Out of total number teaching staff (including contractual & management), there are 87.18% (34 nos) male and 12.82% (05 nos) female staff in the year 2019-2020. For the year 2018-19 there are 92.31% (36 nos) male and 7.69% (03 nos) female staff, for the year 2017-18 there are 94.60% (35 nos) male and 5.40% (02 nos) female staff. For the year 2016-17, there are 85.71% (30 nos) male and 14.29% (05 nos) female staff, for the year 2015-16 there are 86.48% (32nos) male and 13.52% (05 nos) female staff and for the year 2014-15 there are 80.55% (29nos) male and 19.45% (07 nos) female staff.

2.3 Gender Classification of Non-Teaching Staff

2.3.1. Non-Teaching Staff

Table 19- Gender Status of Non-Teaching Staff

Year	Total	Male	Percentage	Female	Percentage
2014-2015	30	25	83.33	05	16.67
2015-2016	29	24	82.76	05	17.24
2016-2017	30	25	83.33	05	16.67
2017-2018	30	25	83.33	05	16.67
2018-2019	32	27	84.38	05	15.62
2019-2020	31	26	83.87	05	16.13

Out of total number of non-teaching employee (both management & contractual), there are 83.87% (26 nos) male and 16.13% (05 nos) female staff in the year 2019-2020. For the year 2018-19 there are 84.38 (27 nos) male and 15.62% (05 nos) female staff, in the year 2017-18 there are 83.33% (25 nos) male and 16.67% (05 nos) female staff, for the year 2016-17 there are 83.33% (25 nos) male and 16.67% (05 nos) female staff, for the year 2015-16 there are 82.76% (24 nos) male and 17.24% (05 nos) female staff, for the year 2014-15 there are 83.33% (25 nos) male and 16.67% (05 nos) female staff.

Table 20- List of Year wise Sexual Harassment Cases

Sl. No.	Year	Case Reported if any
1.	2014-2015	Nil
2.	2015-2016	Nil
3.	2016-2017	Nil
4.	2017-2018	01
5.	2018-2019	Nil
6.	2019-2020	Nil

In last five years one case of sexual harassment were brought to the notice of the members of Sexual Harassment Committee and was successfully addressed by Internal Complaint Committee (I.C.C.) (Sexual harassment prevention cell) in 2017-2018.

2.4.1 Present status of Hostel

Table 21- List of Hostel wise Intake Capacity

SL. No.	Name of the Hostel	No. of boarders	No. of seats	No. of applicants
1.	2014-2015	0	0	0
2.	2015-2016	0	0	0
3.	2016-2017	0	0	0
4.	2017-2018	0	0	0
5.	2018-2019	0	0	0
6.	2019-2020	0	0	0
7.	2020-2021	0	0	0
8.	2021-2022	16	16	40

There is a Womens hostels with 16 intake capacity 40 applicants had applied for the hostel seat, 16students were provided with the facility.

2.4.11- Toilet Provision

Table30- List of Toilet Provision

Sl. No.	Category	Number
1	Toilet for Boys	05
2	Toilet for Girls	06
3	Toilet for ladies staff	01
4	Common toilet facilities	03
5	Toilet for PWD girls	-
6	Toilet for PWD Boys	-

There are adequate number of toilets for boys, girls and staffs separately but unfortunately there are no toilets for CWSN.

CHAPTER – 3

CONCLUSION

FINDINGS:-

1. In respect of teachers more male teachers and less female teachers comprise teaching faculty statistics 33:08 i.e. approximately 75:25 ratio.
2. In respect of student enrolment and girl students outnumbered the boys from 2014-15 to 2019-20 data, their average enrolment is 52%.
3. Girls excel better than boys in both academic and extracurricular activities.
4. Maternity leave provision is available for lady faculties and other lady staff members.
5. Separate toilet and washroom available in the institution for both male and female.
6. More ladies hostel required as overwhelming number of girls enrolment is there.
7. No boys hostel is there, so boys' hostel is highly essential.
8. Gender sensitisation programmes are organised every year.
9. Self defence programmes are organised to provide safety and security to girl students.
10. However, there is one gender issue complain (Sexual harassment allegation) registered, which was successfully addressed by Internal Complaint Committee (I.C.C.) (Sexual harassment prevention cell) in 2017-2018. Action taken against the accused. Though the person is senior most teaching faculty is debarred from assignment of Principal I/C and all other statutory duties as suggested by President G.B. and subsequently approved by Higher Education Department, Government of Odisha. Principal has recommended transfer of the person from this institution.

RECOMMENDATIONS:-

The institution is having more strength and less weakness. Timely addressal of issues encourage girl students to take admission this institution. Different Gender Sensitization activities including prevention of sexual harassment help enable the institution a gender sensitive institution.

Dr. Nibedita Das

Dr. Nibedita Das

Jayanta Narayan Patra

[Signature]
PRINCIPAL
HINDOL COLLEGE
KHAJURIKATA