

GENDER AUDIT REPORT

Session: 2016-21

CKB COMMERCE COLLEGE, JORHAT

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GENDER AUDIT FOR THE SESSION 2016-2021



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PREFACE

“Gender equality, equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.” –United Nations Educational, Scientific and Cultural Organization (UNESCO)

Gender equity refers to the equal treatment of men and women based on their individual needs. This could involve equal treatment or differential treatment that is deemed equivalent in terms of rights, benefits, obligations, and opportunities.

Gender equality is a worldwide problem, and talks about women's emancipation and rights at the forefront of many formal movements around the world. Women spontaneously take action against women's oppression and exploitation as their awareness of gender issues grows. Gender awareness enables women to break free from traditional gender stereotypes and inflexible gender roles. The goal of the gender audit was to find measures to make college campuses safer for women. The audit process included selecting the audited sites, selecting the participants, providing orientation to the participants, preparing the checklist and writing down the findings, and sharing the findings with the college's principal for implementation of the recommendation.

ACKNOWLEDGEMENT

We could tell that the activity was timely as we were completing the survey and talking with the students and staff. The move was warmly received by those who wished to be heard. It was critical to look into the gender balance and perceptions that exist inside the Institution. The Gender Audit would not have been possible without the assistance of Dr. Ranjit Sarma, Principal, CKB Commerce College, faculty members, non-teaching staff, students, and the IQAC Cordinator and the IQAC team, who contributed the necessary information. Dr. Sarat Borah, Mrs. Rupasree Dutta, and Mrs. Mallika Das assisted me with their guidance. Bulbul Sahariah and Rituparna Sarma deserve special mention for their unwavering assistance and support.

INTRODUCTION

Chandra Kamal Bezbaruah Commerce College, Jorhat ,Assam, is one of the premier institutions imparting Commerce education in the north east region situated at the heart of the Jorhat Town. The college was established in the year 1965 under the leadership and able guidance of founder principal Madhab Chandra Chakrabarty and promoted by Jorhat Education Society with the vision of producing a good number of able commerce graduates to promote entrepreneurial activities and to shoulder various responsibilities in Trade, Industry and Commerce and also to provide them with the opportunity to build up their professional careers. The college is affiliated under Dibrugarh University. With the gaining popularity of Commerce Education it is hoped that this college will fulfill the needs and aspirations of the younger generation. The college offers B.Com (Honours and Non-Honours) under CBCS. The college also runs BBA self financed course under the Dibrugarh University and Higher Secondary under Assam Higher Secondary Education Council. The college has various departments such as Department of Accountancy, Assamese, Business Management, Banking, Commerce, Computer Application, Economics, English, Hindi, and Statistics and Mathematics with sincere, dedicated, hardworking and enthusiastic faculties always ready to serve the students and the society at large. At present the college imparts quality education to 1208 students (B.Com- 998, BBA- 90 and HS- 210). In addition to regular courses, the college offers various courses of distance and open learning under IDOL, IGNOU, KKHSOU and DODL.

Vision of the College

To establish itself as a centre of excellence for ensuring quality in higher education, by shaping the human resource in the right way and thereby contribute towards upliftment of the society and development of the Nation.

Mission of the College

- To offer innovative career oriented programmes
- To inculcate independent thinking in learners
- To ensure competence building and employability to serve the society.
- To empower stakeholders by exploring their hidden potential.
- To contribute towards growth and preservation of heritage, culture and congenial academic atmosphere by creating awareness in coming generation.

GENDER AUDIT: CONCEPT AND OBJECTIVES

Gender Audit: A Brief History

About 20 years ago, in 1983, the Australian parliament made a precedent-setting decision. At the initiative of "femocrats" from the Labor Party, the political party then in power, a resolution was passed to look into how the national budget of Australia was likely to affect the status of women in the country. A year later that resolution was implemented, when the national budget was presented to the Australian parliament together with the first Women's Budget Statement. The Statement was an extensive report detailing the implications of the proposed budget for Australian women and girls. Since then national budgets of around 40 countries have integrated the gender concern in their plan documents.

Adaptation to Higher Education Institutions

Education plays a crucial role in promoting the egalitarian commitments of Equality and Justice enshrined in the Constitution of India. The University Grants Commission (UGC) fully recognizes how integral such education, and especially access to higher learning, is for all to reach their fullest potential, and more especially for the disadvantaged and the marginalized groups, including women. Promoting equity through higher education has always been at the very heart of the agenda of the UGC and reflects its commitment to nurture and preserve democracy within spaces of learning. It promoted this commitment through introduction of schemes for the marginalized sections of the society, particularly the Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Differently-abled Persons, and especially, participation of women, cutting across regional and aforementioned social groups, to increase their access to, and retention and success in higher education. The outcome of these efforts touched different levels of satisfaction. But some special efforts were still needed to create a more conducive environment for girls and women for their participation and success in higher education. Institutions of higher education in India today are at a critical juncture in relation to the basic ideals of equality enshrined in the Constitution. The recent expansion in higher education has made colleges and universities more demographically democratic than ever before, with growing diversity and heterogeneity among social groups. Women constitute 42 per cent of all students in higher education in India today. At the same time this closing gender gap hides on-going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combines gender with region, class, caste, religion, ability and sexuality among others. As institutions of higher education engaged in teaching, research and the spread of knowledge, (Higher Educational Institutions (HEIs) are well placed to reflect on, become sensitized to and oppose all forms of discrimination and harassment, especially sexual harassment on campuses across the country. Claims of equality, dignity and the ability to live, work and study without fear of harassment are intrinsic ingredients of this moment. It is essential for the colleges to conduct Gender Audit for accreditation and assessment by NAAC.

Gender Audit?

A gender audit is a technique for evaluating and verifying the institutionalisation of gender equality in organisations, including policies, programmes, projects, and/or service provision, structures, procedures, and budgets.

The basic assumption of gender audit is that public policy affects men and women differently. The disparity originates from the distinct duties of men and women in the household, as well as women's lower economic status. The goal of a gender audit is to influence changes in public policy that will improve gender equality. Until we conduct a gender audit, we won't be able to answer the question: Is the Institution doing everything it can to enhance the situation of women in general, and the representation of women's voices in particular? Secondly, rationale for doing gender audit is that they raise women's awareness about their rights and claims and also their access to resources and opportunities.

Gender audits enable organisations to "put their own house in order" and improve aspects of their culture that discriminate against women employees and "beneficiaries." Gender audits are a way for identifying and understanding gender patterns in an organization's composition, structures, processes, organisational culture, and human resource management, as well as in the formulation and execution of policies and services. They also assist in determining the influence of organisational performance and management on gender equality. Gender audits offer a baseline against which progress can be monitored over time, highlighting major gender inequalities and issues, and recommending changes and solutions to address them.

Although there is no universally accepted method for conducting a gender audit, international organisations commonly employ two approaches: participatory gender auditing and the gender integration framework. In most cases, a gender audit has two dimensions.

1. Internal audit: This dimension measures how much an organisation promotes gender equality within its organisational, administrative, and internal work structures, as well as if these factors contribute to gender equality within the organisation. An internal gender audit tracks and evaluates gender mainstreaming progress, contributes to capacity building and collective organisational ownership of gender equality programmes, and sharpens gender learning within the organisation.
2. External audit: In terms of content, delivery, and assessment, this dimension assesses how gender is mainstreamed in an organization's policies, programmes, initiatives, and services. External gender audits assess how well gender integration promotes the involvement of women and men who are affected or involved in the organization's policies, programmes, initiatives, or services. A gender audit, when applied to policies, programmes, projects, or services, begins by determining how gender equality is incorporated into high-level policy

objectives and priorities, and then analyses how well policy intentions are implemented in specific efforts (e.g. programmes, projects, services).

Gender Policy of CKB Commerce College, Jorhat

The Gender Audit undertaken by the CKB Commerce College, Jorhat intended to enquire into the gender balance within the institution and its practices. The gender policy of CKB Commerce College are as follows:

- There shall not be any kind of discrimination on the basis of Gender.
- The institution shall provide equal opportunity for all genders.
- Freedom for all genders to express of free and fair opinion.
- There must be an accessible, active, unbiased and confidential grievance redressal cell.
- The institute shall arrange effective measures for the safety and security of all the employees and students.

OBJECTIVES

The Gender Audit of CKB Commerce College is focused on the following objectives:

- a) To know about the gender balance in the institution
- b) To examine the gender policies of the college and to understand the needs and interest of both male and female.
- c) To know about gender perception in the Campus
- d) To find out the areas where gender imbalance exists and the factors behind it
- e) To establish good gender balance in decision-making processes in all areas of the college activities.
- f) To suggest measures for bridging the gender gap.
- g) To see the work and capacity for prevention of sexual harassment at the college.

METHODOLOGY

The Gender Audit is an attempt to determine whether or not the college is gender balanced. It examines whether the college adheres to government laws, policies, and actions aimed at improving the status of women in society. The Gender Audit seeks to figure out how current and prospective policies affect gender equality. The Audit was organized into four steps:

1. Planning and preparing the college to carry out a Gender Audit.
2. Surveying staff and students to uncover their perceptions regarding gender equality in the organization and programs.
3. Draft the report
4. Final report presentation and creating a roadmap for gender action.

The survey was conducted among Staff and Students via Google forms. Two questionnaires were presented and the responses were analyzed to arrive at a conclusion that whether gender equality prevails in the college. A part from that there was a physical verification made on the gender sensitive infrastructure in the Campus.

GENDER SENSITIVE FEATURES

Gender sensitivity refers to a desire to meet and accept people without preconceived notions. The goal of a gender sensitive approach is to open, reconstruct, and widen gender expectations and behavioural patterns. Gender sensitive structures respond equally to the individual interests of men and women, without any presupposition based on outdated beliefs.

The college was founded in the early 1960s at a period when gender equality was not a major priority, especially in a region like ours. When gender became a crucial criterion for institutional governance, the institutional leadership moved ahead. A general infrastructure survey does reflect the real picture, however it cannot be considered to be perfect.

An Audit of gender sensitive features in the Institution yielded the following notable points. A physical verification was made about the nature of the gender sensitive features within the Campus. The following features were found present:

1) Common Facilities:

A] Entrance: The total strength of the college is only about 1200 students. The college has two entrance gate and it never pose any inconvenience for girls students.

B] Parking facility: The College is located on 4.96 acres of land and it has ample space to accommodate all the vehicles of employees and students. Although all the students do not use their vehicles to commute to college and that leaves the abundant space for all student vehicles who so ever brings in.

C] Corridors and Stair case: The original structural design of the College was Assam type and has enough corridors. The stair cases of RCC building have a width of about three meters making it possible for convenient and safe passage of students.

D] Separate Study Room: An independent Study room is made available for all the students in the Central Library of the college. Separate seating arrangement is provided for teachers in the reading room of the library.

F] Girls' Common Room and Wash Room: The College has made a provision for a Common Room for girl students. This room serves to provide the essential privacy to all female students. It is equipped with all the basic necessities for female students like tables, chairs, large mirror, dustbins, first-aid kit and wash room enclosed. A coin operated sanitary napkin vending machine is also made available in the Girls' common room. A separate Aquaguard for drinking water has been installed in the Girl's Common Room.

G] Boys' Common Room: The College has made a provision for a Common Room for boy students. This room serves to provide the essential privacy to all male students. It is equipped with all the basic necessities for male students like tables, chairs and dustbins. For recreation of the students, Carom board, Chess etc are there.

H] Drinking Water: Drinking water facility is provided at a central locations making it convenient for all the students reach for it. Along with that temporary arrangement for drinking water is made during examinations near the examination rooms.

I] Canteen: The College has a hygienic canteen within the campus that serves the hunger need of the students. The staffs and students are provided with separate seating arrangement within the canteen. The food items are made available at affordable prices.

J] Toilets: The college has two toilets each for both male and female students in the ground floor. Two separate toilets are available in the first floor especially BBA students.

K] Washrooms for Staff: Separate male and female washrooms are available for the staffs. Moreover, an attached washroom is there in the Principal's Chamber.

L] Room for PWD: A disabled friendly room is available with all the basic necessities.

M] Under CCTV Surveillance: Everyone is protected and safe in the college campus as college is under CCTV surveillance and any untoward happening is being recorded in the CCTV and immediate action can be taken.

N] Women's Cell: Aastha, the College Women cell plays significant roles to ease the lives of the girl students. Aastha organises various activities and programmes at college and inter collegiate level to create awareness and empower women students in the campus.

O] Health Centre: Basic health care facilities are provided by the college to students and employees.

2). Anti-Ragging and Discipline Committee: The College has constitutes Anti Ragging and Discipline Committee as a part of the UGC mandatory committee. The College prospectus clearly states about the anti-ragging policy of the college. Ragging is a criminal offence and UGC has notified regulations on curbing the menace of ragging in higher educational institutions in order to prohibit, prevent and eliminate the scourge of ragging. The college has a fully functional committee of members including Principal and a female teacher compulsorily.

3). NSS Unit: The College has a very active NSS unit that is again dominated by female students. The NSS unit through its practical participation in social issues provides them the most needed social awareness. It also gives them the first hand opportunity to serve the society with selfless desire. As such it prepares them with knowledge of burning social issues and the social action as a remedy for the social evils. Students also learn the importance and benefits of pro-

social behaviors like volunteering, mentoring, civic responsibilities and environmentally responsible behaviors.

4). Prevention of Sexual Harassment: As an institution of higher education engaged in teaching, research and promotion of knowledge, the College takes its responsibility in sensitizing its students about all forms of discrimination and harassment, especially sexual harassment on College campus. Whereas sexual harassment results in violation of the fundamental rights of a woman to equality under articles 14 and 15 of the constitution of India and her right to life and to live with dignity under article 21 of the constitution and right to practice any profession or to carry any occupation, trade or business which includes a right to a safe environment free from sexual harassment. Whereas the protection against sexual harassment and the right to work with dignity are universally recognized human rights by international conventions and instruments such as Convention on the Elimination of all forms of discrimination against Women, which has been ratified on the 25th June 1993 by the Government of India. The same act of parliament received the assent of the President on 22nd April, 2013 and is hereby published for general information —The Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013 (No.140f 2013).

5). Internal Complaint Committee: As per rules and regulations the Internal Complaint Committee (ICC) is formed to solve the problems of girl student and women at work place under the title —The Sexual Harassment of women at work place (prevention, prohibition and redressal). The work of committee involves counselling, research and extension. The committee along with the various other committees of the college conducts programs such as counselling on self-defence, yoga, women empowerment, gender sensation etc.

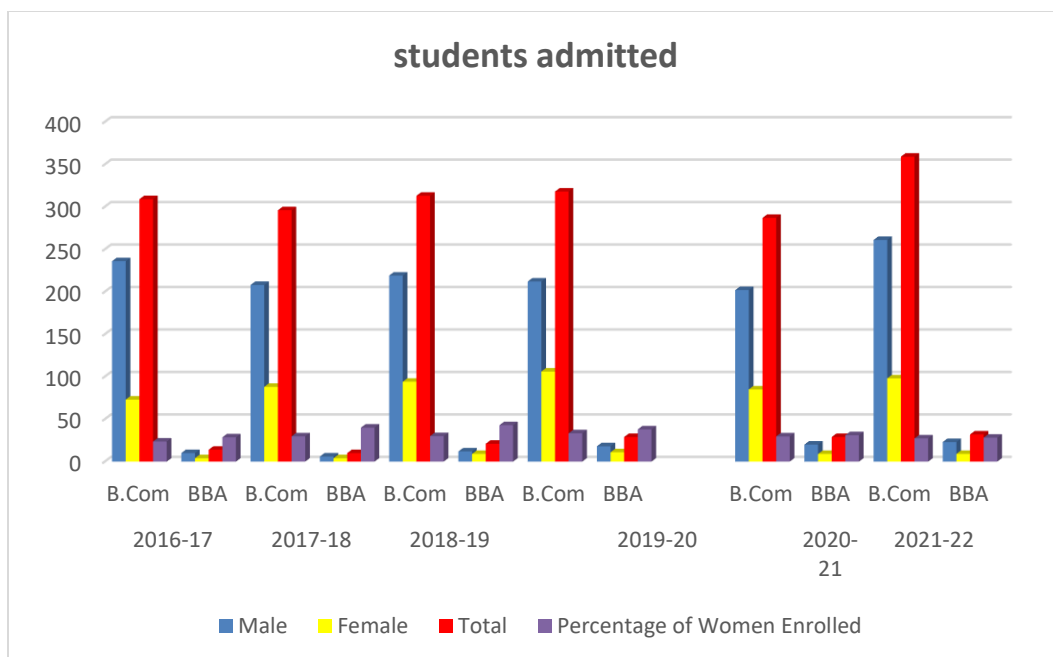
7). Girl's hostel: The College has a Girl's Hostel that can accommodate 35 girl students in its 12 rooms. The hostel was established in 2009 with the financial support from the college. The hostel was built essentially for the sake of those girl students who have difficulty in commuting to college because of long distance and transport facilities.

ANALYSIS

The tables presented below gives the gender ratio both in count and in percentages for the last 6 years from 2016 to 2022:

Table No.1: Gender Balance among students

Year	Programme	Total Application Received	Total Students Admitted			Percentage of Women Enrolled
			Male	Female	Total	
2016-17	B.Com	450	236	73	309	23.63
	BBA	40	10	4	14	28.57
2017-18	B.Com	420	208	88	296	29.73
	BBA	35	6	4	10	40
2018-19	B.Com	480	219	94	313	30.03
	BBA	55	12	9	21	42.86
2019-20	B.Com	450	212	106	318	33.33
	BBA	60	18	11	29	37.93
2020-21	B.Com	390	202	85	287	29.62
	BBA	60	20	9	29	31.03
2021-22	B.Com	520	261	98	359	27.30
	BBA	60	23	9	32	28.13



The table shows an increasing trend of girl student's enrollment in both B.Com and BBA programme. From the year 2016-17 the percentage has increased from 23.63% in 2016-17 to 27.30% in B.Com.

Table No.2: Social Composition of Female Students

Categories	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	25	4	17	8	19	8	7	3	22	5	23	7
ST	14	2	7	2	14	6	15	11	12	6	17	5
OBC	98	28	84	26	85	25	77	24	71	30	110	35
GENERAL	85	37	87	51	94	53	107	64	93	40	104	48
OTHERS	14	2	13	1	7	2	6	4	4	4	7	3
BBA	10	4	6	4	12	9	18	11	20	9	23	9
TOTAL	246	77	214	92	231	103	230	117	222	84	284	107

Over the academic sessions, there is a rising trend in the admission taken by the SC, ST, General and OBC categories. SC and BBA students have recorded a high rise in the number of women students taking admission in the institution in the last three sessions, which is definitely a positive trend.

Table No.3a: Gender Balance among Employees for the session 2016-17

Category		Female	Male	Total	Female Percentage
Teacher	B.Com (Permanent)	8	17	25	32
	BBA (Appointed by Management)	0	1	1	0
Office Staff(Permanent	1	3	4	25
	Appointed by Management	0	2	2	0
Group D	Permanent	0	4	4	0
	Appointed by Management	1	5	6	16.67

The above table projects the combined gender profile of the employees of the college. The projection includes all categories of employees, teaching and non-teaching employees of the college. 32% permanent female teachers, and 25% female office staff in the session 2016-17.

Table No.3b: Gender Balance among Employees for the session 2017-18

Category		Female	Male	Total	Female Percentage
Teacher	B.Com (Permanent)	8	17	25	32
	BBA (Appointed by Management)	0	1	1	0
Office Staff	Permanent	1	3	4	25
	Appointed by Management	0	2	2	0
Group D	Permanent	0	4	4	0
	Appointed by Management	1	5	6	16.67

The gender balance among employees is shown in the table as 32% permanent female teachers and 25% female office staff in the session 2017-18.

Table No.3c: Gender Balance among Employees for the session 2018-19

Category		Female	Male	Total	Female Percentage
Teacher	B.Com (Permanent)	7	15	22	31.82
	BBA (Appointed by Management)	0	1	1	0
Office Staff	Permanent	1	5	6	16.67
Group D	Permanent	0	4	4	0
	Appointed by Management	1	6	7	14.29

The gender balance among employees is shown in the table as 31.82% permanent female teachers and 16.67% female office staff and 14.29% Group D (Appointed by Management) in the session 2018-19.

Table No.3d: Gender Balance among Employees for the session 2019-20

Category		Female	Male	Total	Female Percentage
Teacher	B.Com (Permanent)	7	15	22	31.82
	BBA (Appointed by Management)	1	1	2	50
Office Staff	Permanent	1	3	4	25
Group D	Permanent	0	4	4	0
	Appointed by Management	1	5	6	16.67

The gender balance among employees is shown in the table as 31.82% permanent female teachers, 50% in BBA (Appointed by Management) and 25% female office staff and 16.67% Group D (Appointed by Management) in the session 2019-20.

Table No.3e: Gender Balance among Employees for the session 2020-21

Category		Female	Male	Total	Female Percentage
Teacher	B.Com (Permanent)	8	14	22	36.36
	BBA (Appointed by Management)	1	1	2	50
Office Staff(Permanent	1	3	4	25
Group D	Permanent	0	4	4	0
	Appointed by Management	1	5	6	16.67

The gender balance among employees is shown in the table as 36.36% permanent female teachers, 50% BBA Teachers (Appointed by Management) and 25% female office staff and 16.67% Group D (Appointed by Management) in the session 2020-21.

Table No. 4a: Gender Balance among Teaching Position (Rank-wise Breakup)

For 2016-17

Position	Male	Female	Total	Percentage
HOD	8	3	11	27.27
Associate Professor	12	6	18	33.33
Assistant Professor	5	2	7	28.57

Table No. 4b: Gender Balance among Teaching Position (Rank-wise Breakup)

For 2017-18

Position	Male	Female	Total	Percentage
HOD	7	4	11	36.36
Associate Professor	12	6	18	33.33
Assistant Professor	5	2	7	28.57

Table No. 4c: Gender Balance among Teaching Position (Rank-wise Breakup)

For 2018-19

Position	Male	Female	Total	Percentage
HOD	7	4	11	36.36
Associate Professor	10	5	15	33.33
Assistant Professor	5	2	7	28.57

Table No. 4d: Gender Balance among Teaching Position (Rank-wise Breakup)

For 2019-20

Position	Male	Female	Total	Percentage
HOD	8	3	11	27.27
Associate Professor	10	5	15	33.33
Assistant Professor	5	2	7	28.57

Table No. 4e: Gender Balance among Teaching Position (Rank-wise Breakup)

For 2020-21

Position	Male	Female	Total	Percentage
HOD	8	3	11	27.27
Associate Professor	8	4	12	33.33
Assistant Professor	6	4	10	40

Table No. 4 a,4b,4c,4d,4e shows gender balance among teaching position and rankwise break including HODs, Associate Professors and Assistant Professors in the college and depicts a fair picture of where presence of both male and female individuals are there in every session.

The Survey conducted among the faculty, non-teaching staff and the students of the college yielded at the following findings:

Gender equality is incorporated into the college's programme objectives to ensure that there is no discrimination based on gender. There is no gender discrimination in the college's stakeholder activities. The institution views men and women as equal stakeholders rather than as separate genders. The college takes a unisexual approach, with the exception of woman-specific programmes. The college does not distinguish between sexes except in the issue of Girls' Hostel,

as it does not have Boys' Hostel. The college, on the other hand, pays special attention to improving amenities for women, such as hostel, toilets, and security. Gender-related decisions have an impact on the overall goals of programmes, as well as the gender gap, if one exists, while drafting development plans. However, there is no gender-specific information.

The items that have been conducted/installed/policy measures taken keeping in mind gender equality are the following:

- i) Construction of more women's toilet and rooms in Girls' hostels.
- ii) Initiatives to introduction of UG level/ certificate/ Diploma course on Feminism.
- iii) Specific seminars, workshops on gender sensitization.
- iv) Essay competitions conducted on the women issues.
- v) Awareness programme on Women's Health.
- vi) MoU with Jorhat Muaythai Association for regularly conducting coaching on self defense etc.

Response of the Staff:

The results of a survey of the institution's staff revealed a largely positive picture of gender sensitivity on campus and in the workplace. Gender responsiveness is desirable in order to improve institutional gender sensitivity. The following is an example of how the employees perceive gender:

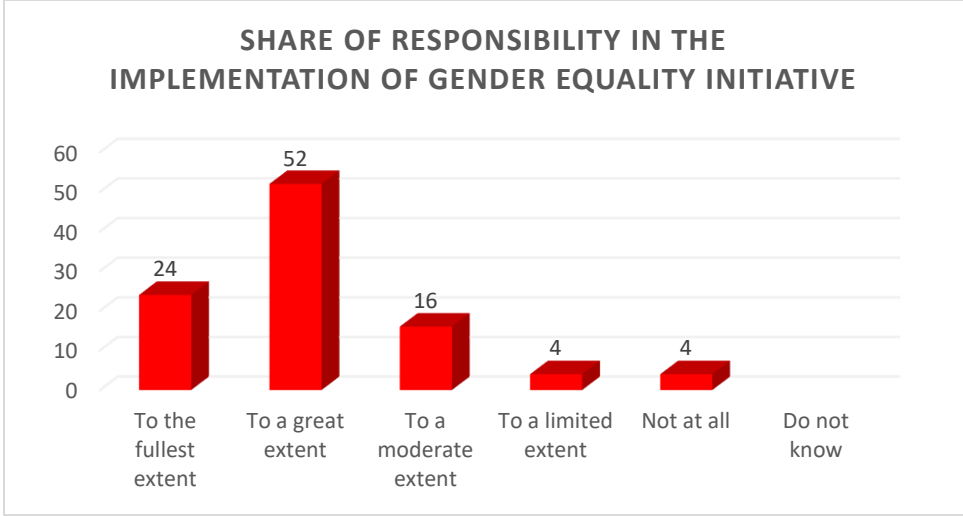


Fig.No. 1.: Share of responsibility in the implementation of Gender Equality Initiative in the College

The college has a share of responsibility in the implementation of gender equality initiative and the figure represents total of 72% to a maximum extent and only 8% respondents says to a limited extent.

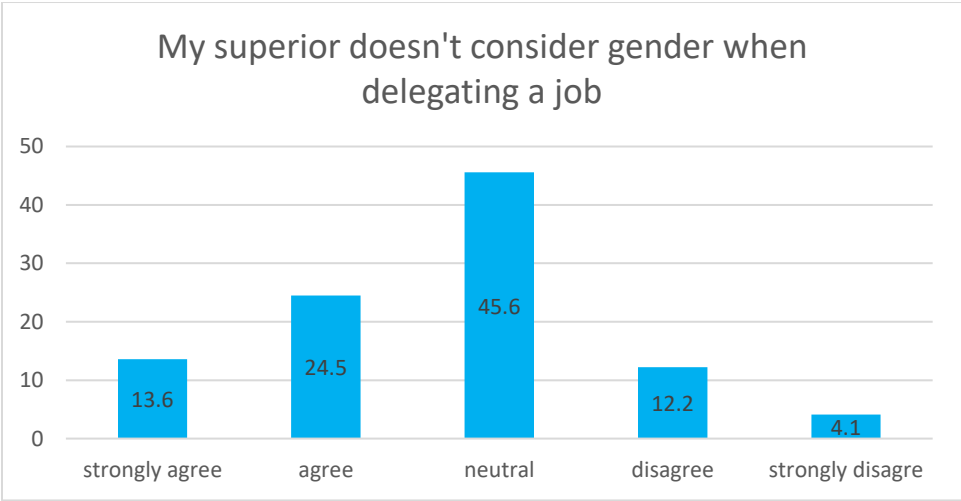


Fig.No.2: Superior does not consider gender when delegating a job

The figure shows 13.6% employees strongly agree, 24.5% employees agree, 45.6% are neutral, 12.2% disagree and only 4.1% strongly disagree that the superior in the college does not consider gender when delegating a job.

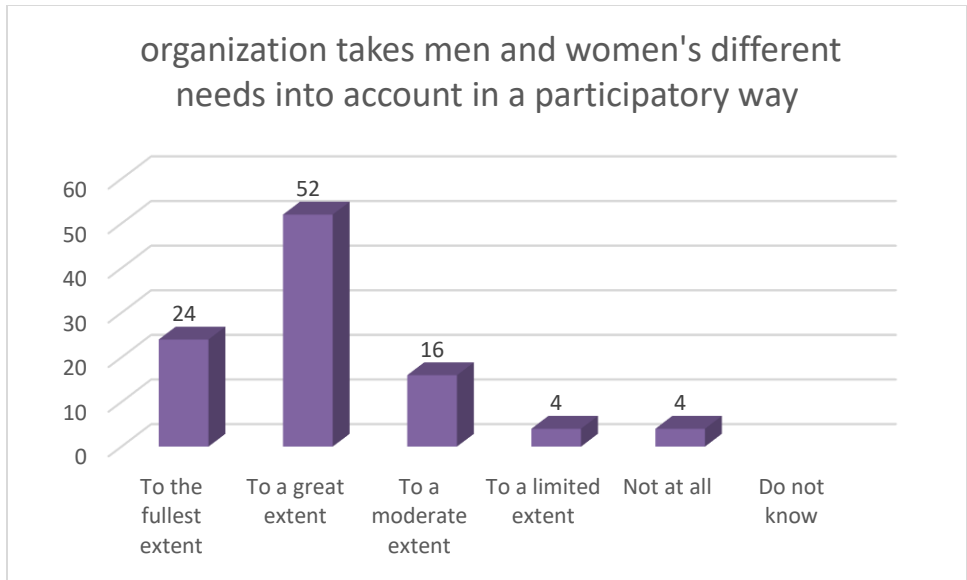


Fig.No.3: Organisation takes men and women’s different needs into account in a participatory way

The figure above shows 24% respondents agree to the fullest extent, 52% agree to a great extent, 16% to a moderate extent, 4% to a limited extent and 4% not at all.

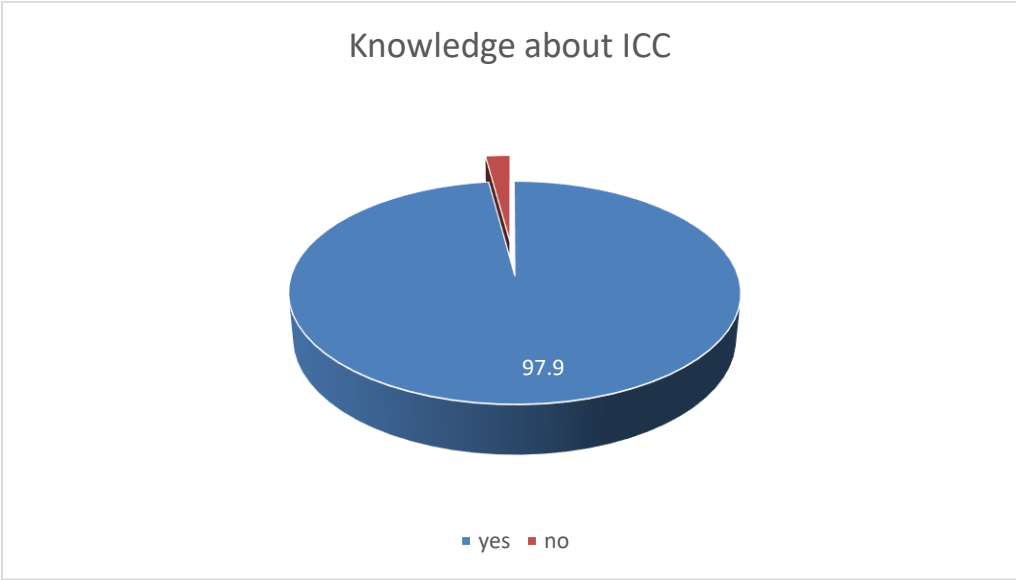


Fig.No. 4: Knowledge about Internal Complaint Committee

The figure indicated that only 2% donot have knowledge about ICC and rest of the 99% are aware of ICC at the college.



Fig.No.5.: Aware of the organisation's policies as well as tools

The figure indicates total of 79 % are aware and 21% are unaware of the organisation's policies and tools.

Responses of Students

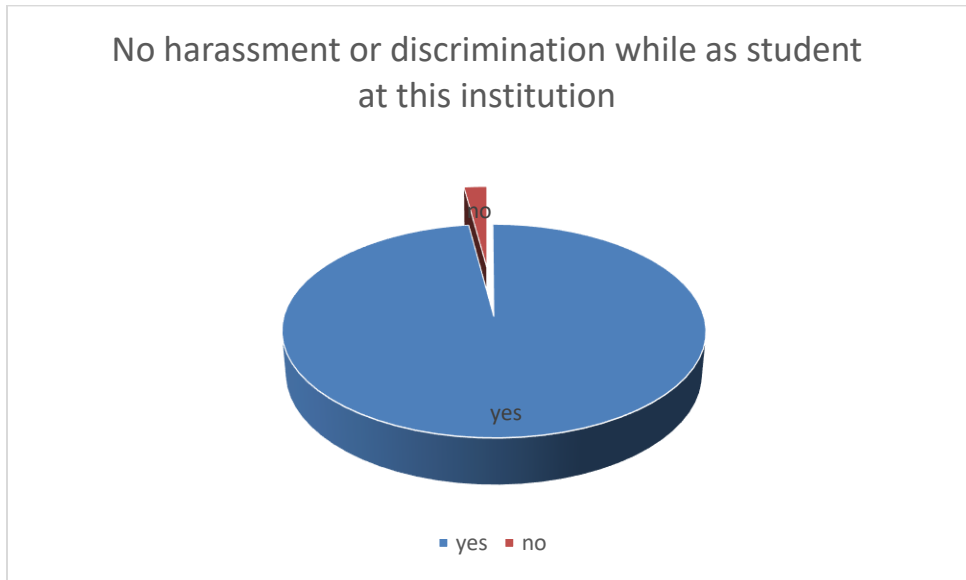


Fig.No.6: Students are harassed or discriminated at the institution

The figure indicates that 98% students say that they are not harassed and discriminated at the institution.

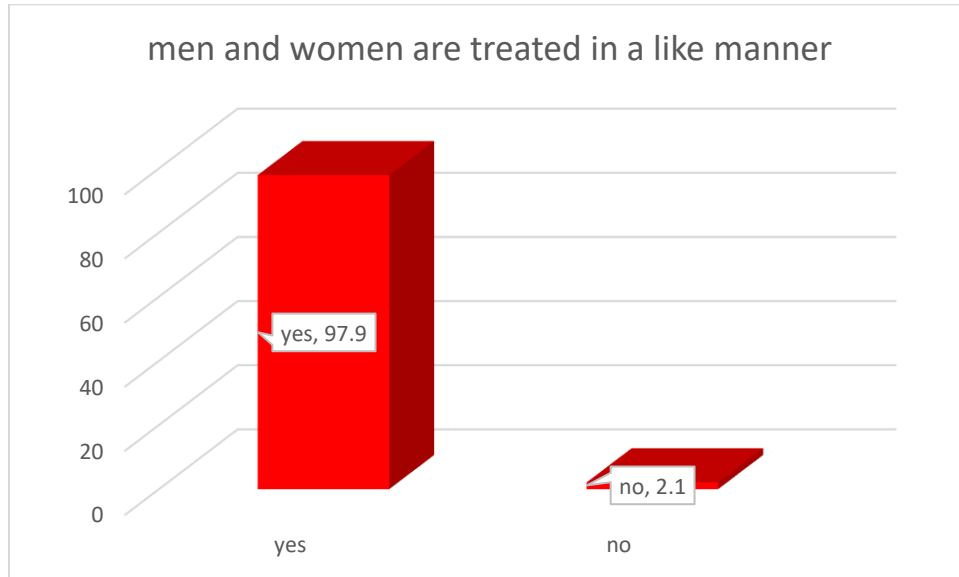


Fig.No.7: Men and Women (students) are treated in alike manner

The figure speaks 97.9% says men and women are treated in a like manner.

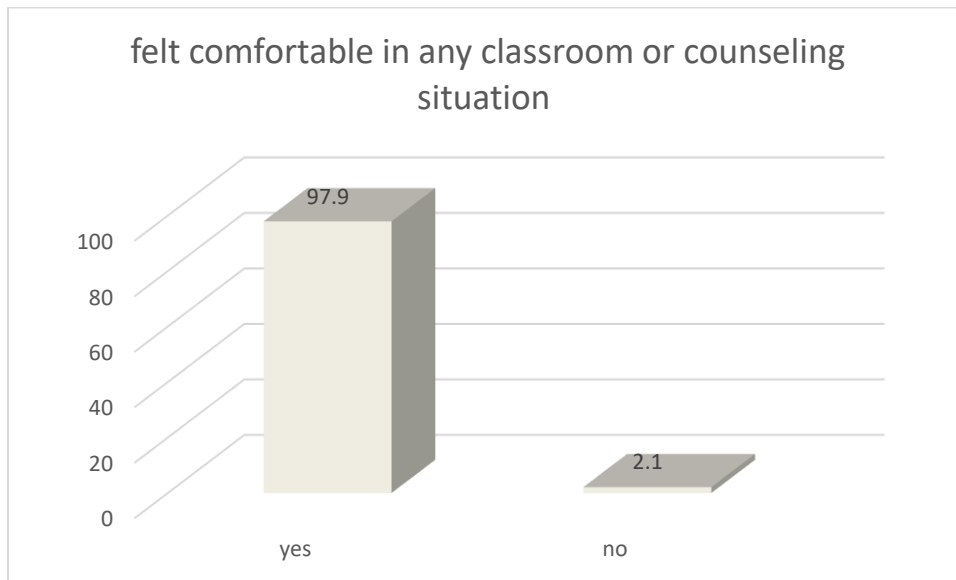


Fig. No.8.: Felt comfortable in any classroom or counseling situation

97.9% students say they feel comfortable in any classroom or counseling situation and not discriminated against gender, race etc.

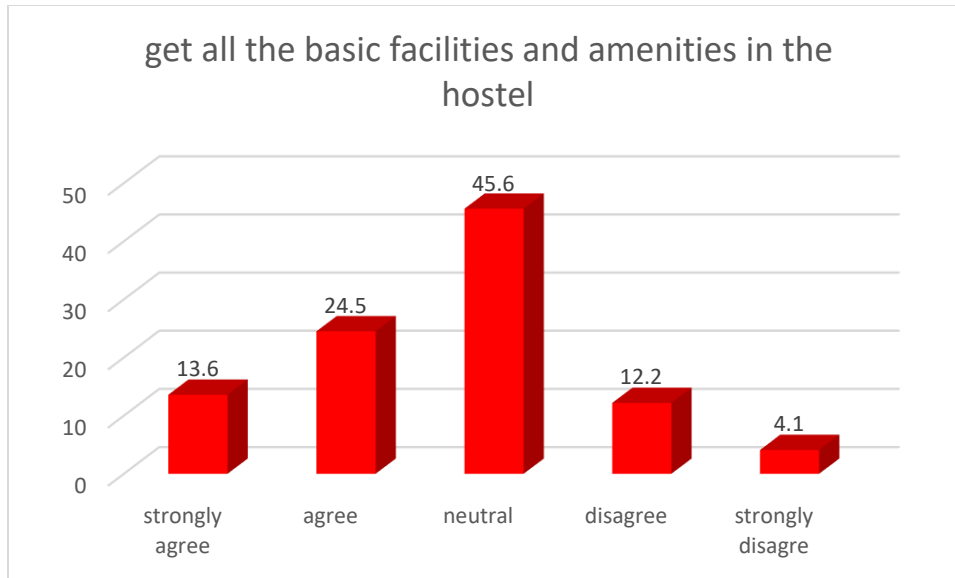


Fig.No.9.:Get all basic facilities and amenities in the hostel

The figure indicates 13.6% strongly agree, 24.5% agree, 45.6% neutral, 12.2% disagree and 4.1% strongly disagree that the college hostel provides all basic facilities and amenities. This picture is of all students and may not represent the actual case.

PREVENTION OF SEXUAL HARASSMENT

Prevention of Sexual Harassment: As an institution of higher education engaged in teaching, research and promotion of knowledge, the College takes its responsibility in sensitizing its students about all forms of discrimination and harassment, especially the evil of sexual harassment on College campus. Whereas sexual harassment results in violation of the fundamental rights of a woman to equality under articles 14 and 15 of the constitution of India and her right to life and to live with dignity under article 21 of the constitution and right to practice any profession or to carry any occupation, trade or business which includes a right to a safe environment free from sexual harassment. Whereas the protection against sexual harassment and the right to work with dignity are universally recognized human rights by international conventions and instruments such as Convention on the Elimination of all forms of discrimination against Women, which has been ratified on the 25th June 1993 by the Government of India. The same act of parliament received the assent of the President on 22nd April, 2013 and is hereby published for general information —The Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013 (No.140f 2013).

Anti-Ragging Committee and Discipline: Being constituent part of the Dibrugarh University, the college follows the directions and guidelines proposed by Dibrugarh University with regard to discipline in the academic institutions. The college publishes its rules and regulations in prospectus. Ragging is a criminal offence and UGC has notified Regulations on curbing the menace of ragging in higher educational institutions in order to prohibit, prevent and eliminate the scourge of ragging. The college has Discipline Committee that looks in to issues of ragging including cross gender ragging. The students in distress owing to ragging related incidents can have access the committee.

Internal Complaints Committee: The College has constituted an Internal Complaints Committee as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. The process of inquiry followed by this Committee includes the rules and regulations of Violation of the Article 5 (d) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. The committee endeavors to create zero tolerance to issues of sexual harassment in campus.

RECCOMENDATIONS AND CONCLUSION

Recommendations:

Education is essential for women's economic empowerment, health, and well-being. Women's political and civic participation, as well as the prevention of gender-based violence and insecurity, all benefit from education. Greater gender equality can boost productivity, improve next-generation development outcomes, and make colleges more representatives in line with international norms. As a result, gender sensitization is required. In higher education, 'gender sensitisation' is getting popular. It is mentioned in the 'Draft National Policy for Women - 2016', and it is also a key recommendation of the University Grants Commission's (UGC) study 'Saksham' – Measures for guaranteeing the Safety of Women and Programmes for Gender Sensitization on Campuses', which was released in 2013. After conducting the gender audit the following recommendations and suggestions are put forward:

- Define and expand on gender equality concepts such as gender equity, women's empowerment, men's empowerment, and masculinities.
- It might be possible to increase the number of female employees in decision-making bodies.
- Although many co-curricular activities are being organized by the college from time to time but the documentation is not properly maintained genderwise. So it is recommended to keep the records of any such event in proper format and genderwise.
- More legal rights awareness programmes are needed to be organised.
- It is recommended to introduce self-employment training in a variety of areas.
- Increase the marketability of student-made products.
- The sanitary napkin vending machines may be installed in the Girls' hostel.

CONCLUSION

According to the audit gender equity goals and objectives are integrated in all of the college's policies and programmes and staff members report having no concerns with the gender criterion. The Gender Audit discovered that the college's management and staff promote gender equality and sensitivity, and that they engage in gender sensitive behavior. The College is discovered to have several strengths and a few flaws. The flaws can be overcome by making modest changes to the value setup. Without a doubt, the number of girls enrolled is increasing from all walks of life, and there are no concerns about gender issues. Gender Sensitive Initiatives undertaken by the Committees have bearing their fruit by creating atmosphere of gender equality and respect to

members of opposite sex. After the audit report, it believes that the Gender Equality initiatives will assist the College in meeting the requirement to promote gender equality and eliminate sex discrimination through the action plan it plans to follow over the next few years.

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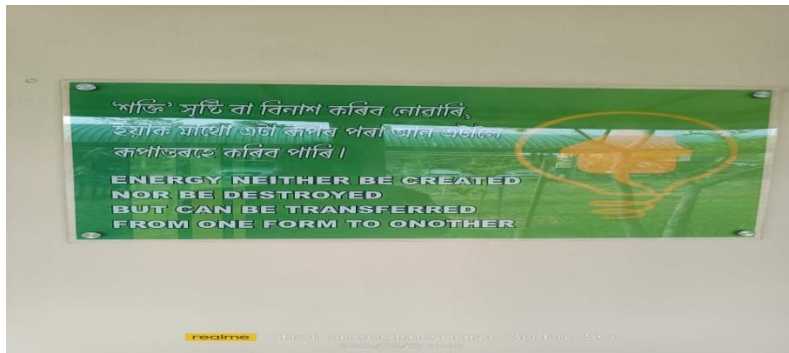
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Annexure

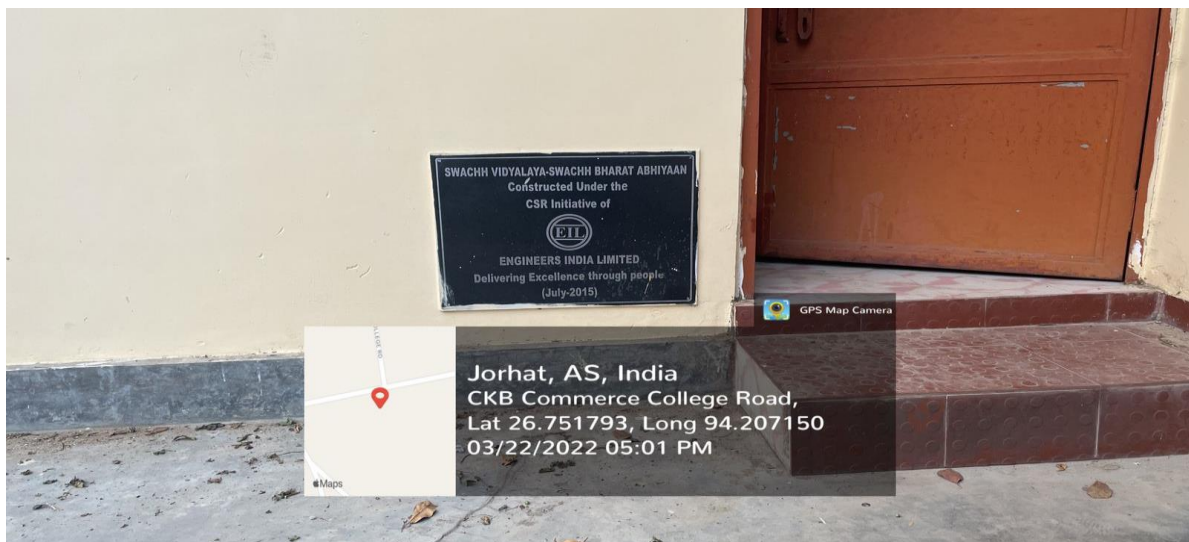
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Snapshots of Gender Sensitization activities



EIL TOILET BLOCK



Gender sensitization



Girls Common room



Health Awareness Programme



Inauguration of Tejaswini



Jewellery Making



Pre and Post Natal Health Camp



Vending Machine

