

# NIKHIL BANGA SIKSHAN MAHAVIDYALAYA

BISHNUPUR, BANKURA, WEST BENGAL



## GENDER AUDIT REPORT

For the Period 01.07.2023 to 30.06.2024



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## **PREFACE**

Gender audit aims at examining whether a satisfactory gender balance prevails in different segments of an institution and whether different laws, regulations, and initiatives designed to promote women in the society are adhered by an institution. The Gender Audit seeks to determine the effects of its proposed and existing policies pertaining to gender equality. The gender audit is carried out to find out suitable measures that make the institution safer for female members and to share the findings with the college administration so that the required policy measures can be implemented. The present Gender Audit report of Nikhil Banga Sikshan Mahavidyalaya presents the findings of the comprehensive assessment of the institution with respect to its commitment towards promoting gender equality in the campus. The objectives of the members of Gender Audit Committee were to identify opportunities to improve gender equity in the campus, offer practical suggestions to ensure that and establish a more equal and inclusive workplace by analyzing the policies, practices, and corporate culture with respect to gender prevail in the institution.

## Members of the Gender Audit Committee

| Sl. | Name                                       | Designation  | Capacity                   | Signature |
|-----|--|--|----------------------------|-----------|
| 1   | <b>Prof. (Dr.) Bhim Chandra Mondal</b>     | <b>Principal<br/>Nikhil Banga Sikshan<br/>Mahavidyalaya</b>                                      | <b>Chairperson</b>         |           |
| 2   | <b>Prof. (Dr.) Sonali Mukherjee</b>        | <b>Professor in Bengali<br/>Sidho-Kanho-Birsha<br/>University, Purulia</b>                       | <b>External<br/>Member</b> |           |
| 3   | <b>Prof. (Dr.) Pradipta Banerjee</b>       | <b>Professor in Commerce<br/>Sidho-Kanho-Birsha<br/>University, Purulia</b>                      | <b>External<br/>Member</b> |           |
| 4   | <b>Prof. (Dr.) Kakali Ghosh (Sengupta)</b> | <b>Principal<br/>Swami Dhananjoy Das<br/>Kathiababa Mahavidyalaya</b>                            | <b>External<br/>Member</b> |           |
| 5   | <b>Dr. Kalpataru Mondal</b>                | <b>Assistant Professor &amp;<br/>IQAC Coordinator<br/>Nikhil Banga Sikshan<br/>Mahavidyalaya</b> | <b>Convener</b>            |           |

## **Introduction**

The process of assessing and validating the institutionalisation of gender equality in organizations including in their budgets, policies, programs, projects, practices, structures, and procedures is termed as a gender audit. Giving men and women the same benefits, equal access to workspaces, similar opportunities for advancement, and a harassment and discrimination-free work environment for students of all gender are all the parts of gender equity and equality in the workplace.

## **About the Institution**

Nikhil Banga Sikshan Mahavidyalaya was founded on September 22, 1969 and is located in Bishnupur of Bankura District of the state of West Bengal. The Institute started with imparting training among 60% of the backlog of inexperienced instructors in the Bankura regions. It has an impressive infrastructure with lots of classroom space, a lab and a library. For the B.Ed. and B.P.Ed. programs, the college has been affiliated with The University of Burdwan since 1969 and 1978, respectively. By order no. WBUTTEPA/RO/AFFL/03/2021 dated 14.09.2021, the B.Ed program's affiliation has been shifted to BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY (formerly WBUTTEPA) w.e.f. September 14, 2021. UGC has officially recognised the Institute since 1969 under sections 2(f) and 12(B) vide UGC letter no. 13-2/71(CD), dated March 31, 1971. The National Council for Teacher Education (NCTE) recognised the institution by order no. ERC/7-71.6.4/2006/4962(1) dated 15.12.2006&F.ERC/NCTE/APE00316/B.P.Ed/ Revised order/2015/32349 dated 29.05.2015 for the B.P.Ed. program and ERC/7-74.7(1).5/2007/6994(1) dated 12.03.2007&F.ERC./NCTE/APE00336/B.Ed (Revised order)/2015/32250 dated 27.05.2015 for the B.Ed. program. Additionally, it received a grade B with a CGPA of 2.18 from NAAC on 02.12.2016.

## **Background of Gender Audit**

The gender audit at Nikhil Banga Sikshan Mahavidyalaya has been undertaken to assess whether the gender balance prevailing at the institute is satisfactory. It has tried to examine whether Nikhil Banga Sikshan Mahavidyalaya adheres the rules, policies, and actions as an affiliated institution of BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY (BSEU). It makes an effort to determine how its planned and existing policies have their impact on gender equality. The college has continuously prioritized, while maintaining gender equality, the qualitative performance of its students with regard to their overall personality development (holistic approach) and a

number of amenities and extra facilities are being provided to the women members of the institution.

### **Objectives of Gender Audit**

Gender equity is specifically mentioned as a desirable aim in the Preamble of the Indian Constitution, which also includes the Fundamental Rights, Fundamental Responsibilities, and Directive Principles. Therefore, in accordance with Article 14 of the Constitution, which protects universal rights for all persons regardless of their color, race, gender, or place of birth, it is necessary to advance gender equality and outlaw gender-based discrimination. It allows the state to refrain from treating people unfairly because of their caste, ethnicity, nationality, gender, race, or any combination of these issues. The goals of the gender audit are as follows:

- Ensuring security and safety of people of all genders.
- Outlawing all sorts of gender-based discrimination.
- Developing self-confidence and self-worth of female students, faculty members and college employees.
- Ensuring the non-existence of any sort of gender inequality in the collegiate environment.
- Establishing a culture of inclusive and equitable decision-making in all areas of academic life, with a focus on gender parity.
- Encouraging gender parity among students and staff on campus.
- Evaluating the efforts and potential of the college to stop any sort of sexual harassment.

### **Methodology**

As part of the audit, we conducted this Gender Audit in the campus through meeting in person with all the stakeholders of the institution namely, students, faculty member, and the non-teaching staff separately for male and female members to gather the respondent's perception on the prevailing gender sensitive practices/facilities in the college campus.

### **Details of the Programme offered by the Institution**

| <b>Sl No</b> | <b>Name of programme</b> | <b>Duration</b>     |
|--------------|--------------------------|---------------------|
| 1            | B.Ed.                    | 2 year (4 Semester) |
| 2            | B.P.Ed.                  | 2 year (4 Semester) |

## **Institutional Level Data Pertaining to Gender Equity**

Date of establishment of ICC: **10.01.2020**

No. of Complaints submitted (July 2023 to June 2024): **01**

No. of pending cases with ICC: **00**

No. of Seminar/Workshop related to gender issue: **00**

### **Gender Balance in Administration**

The management and operations of the institution are supervised by a Governing Body consisting of elected representatives from teaching and non-teaching staff members and students, representatives of the state government and the affiliating institution with ex-officio Secretary is the college principal. Beside this, IQAC also play a pivotal role in smooth running of the administration. The gender composition of different administrative bodies for the year 2023-2024 is given in Table 1.

**Table 1: Gender Balance in Administration**

| <b>Sl.</b> | <b>Name of the Body</b> | <b>Total</b> | <b>Male</b> | <b>Female</b> | <b>Trans gender</b> |
|------------|-------------------------|--------------|-------------|---------------|---------------------|
| 1          | Governing Body          | 10           | 9           | 1             | 0                   |
| 2          | IQAC                    | 9            | 9           | 0             | 0                   |

### **Gender Balance in Teaching Position**

Teachers play a vital role in higher education by fostering critical thinking, preparing students for future careers, and shaping their character. By acting as mentors and advisors, they support students' intellectual and personal development. In addition to imparting knowledge, teachers cultivate skills like creativity, problem-solving, and communication, all of which are essential for success in the present days highly competitive world. Gender balance in teaching position in 2023-2024 is given in Table 2.

**Table 2: Gender Balance in Teaching Position**

| <b>Sl No</b> | <b>Designation</b>                 | <b>Total</b> | <b>Male</b> | <b>Female</b> | <b>Trans Gender</b> |
|--------------|------------------------------------|--------------|-------------|---------------|---------------------|
| 1            | Professor                          | 1            | 1           | 0             | 0                   |
| 2            | Associate Professor                | 3            | 3           | 0             | 0                   |
| 3            | Assistant Professor                | 7            | 6           | 1             | 0                   |
| 4            | State Aided College Teacher (SACT) | 4            | 4           | 0             | 0                   |
| 5            | Part-Time Teacher                  | 2            | 1           | 1             | 0                   |

### Gender Balance in Non-teaching Position

In order to run the institute smoothly, non-teaching employees play a variety of administrative, technical, and logistical responsibilities that support the institution's primary academic objectives. In the year 2023-2024, the gender balance among the non-teaching staff is presented in Table 3.

**Table 3: Gender Balance in Non-teaching Position**

| SI No | Category | Designation                    | Total | Male | Female | Trans Gender |
|-------|----------|--------------------------------|-------|------|--------|--------------|
| 1     | Group B  | Head Clerk                     | 1     | 1    | 0      | 0            |
| 2     | Group C  | Clerk                          | 0     | 0    | 0      | 0            |
| 3     | Group D  | Peon, Field worker, Guard etc. | 4     | 3    | 1      | 0            |
| 4     | Casual   | Office and Hostel              | 6     | 5    | 1      | 0            |

### Gender-wise Enrollment Details of Students

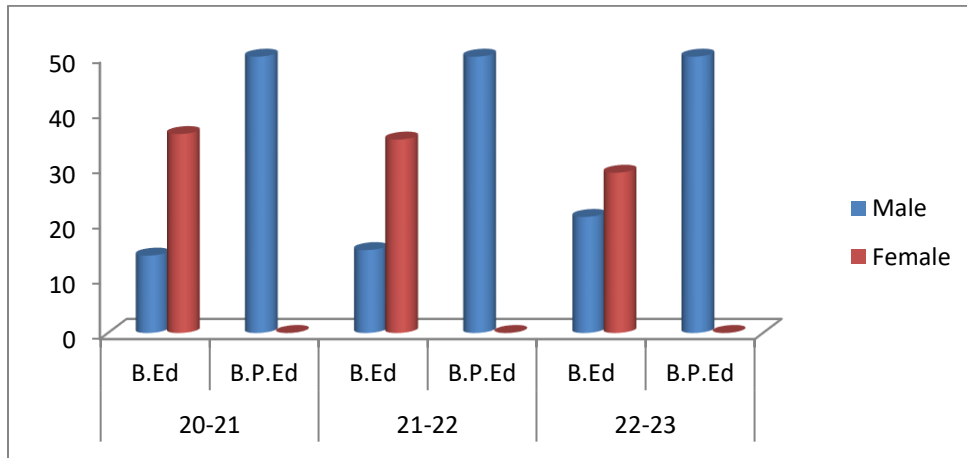
The college offers two UG Programmes viz B.Ed & B.P.Ed. Tables 4 and 5 and Figures 1 and 2 present the list of students enrolled during the last three years viz. 2020-21, 2021-22& 2022-23 in different programmes.

**Table 4: Gender-wise and Programme-wise Enrollment of Student in UG Course**

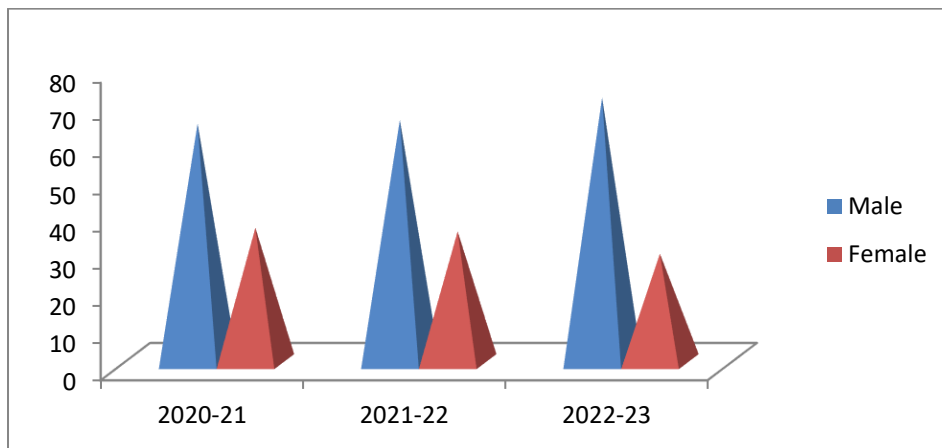
|                          | Programme    | Male      | Female    | Total      | % of total |           |
|--------------------------|--------------|-----------|-----------|------------|------------|-----------|
|                          |              |           |           |            | Male       | Female    |
| <b>Session 2020-2021</b> | B.Ed.        | 14        | 36        | 50         | 28         | 72        |
|                          | B.P.Ed.      | 50        | 0         | 50         | 100        | 0         |
|                          | <b>Total</b> | <b>64</b> | <b>36</b> | <b>100</b> | <b>64</b>  | <b>36</b> |
| <b>Session 2021-2022</b> | B.Ed.        | 15        | 35        | 50         | 15         | 35        |
|                          | B.P.Ed.      | 50        | 0         | 50         | 50         | 0         |
|                          | <b>Total</b> | <b>65</b> | <b>35</b> | <b>100</b> | <b>65</b>  | <b>35</b> |
| <b>Session 2022-2023</b> | B.Ed.        | 21        | 29        | 50         | 42         | 58        |
|                          | B.P.Ed.      | 50        | 0         | 50         | 100        | 0         |
|                          | <b>Total</b> | <b>71</b> | <b>29</b> | <b>100</b> | <b>71</b>  | <b>29</b> |

**Table 5: Gender-wise and Year-wise Summary of Admitted Students**

| Programme | Male | Female | Total | Male (%) | Female (%) |
|-----------|------|--------|-------|----------|------------|
| 2020-2021 | 64   | 36     | 100   | 64       | 36         |
| 2021-2022 | 65   | 35     | 100   | 65       | 35         |
| 2022-2023 | 71   | 29     | 100   | 71       | 29         |



**Fig 1. Gender wise and Programme-wise Enrollment of Students**



**Fig 2. Gender wise Enrollment of Students in UG Course**

**Analysis:** The data shows that no females have been admitted to the B.P.Ed. program during the period and the college administration has said that the program is exclusively for male applicants. The B.Ed. program maintains a consistent ratio of male and female students and over the past three years the admittance rate for the female has been higher than that of their male counterparts.

### Category-wise Gender Balance of Students

**Schedule Caste (SC):** Year-wise statement of admission of Schedule Caste (SC) students during the years 2020-2021, 2021-2022 and 2022-2023 are shown in the Table 6.

**Table 6: Year-wise Summary of Admission of SC Students**

| Programme | B.Ed. |        | B.P.Ed. |        | Total | Male(%) | Female (%) |
|-----------|-------|--------|---------|--------|-------|---------|------------|
|           | Male  | Female | Male    | Female |       |         |            |
| 2020-2021 | 7     | 10     | 12      | 0      | 29    | 19      | 10         |
| 2021-2022 | 5     | 8      | 13      | 0      | 26    | 18      | 8          |
| 2022-2023 | 4     | 7      | 19      | 0      | 30    | 23      | 7          |

**Analysis:** It is observed from the above table that percentage of SC students is satisfactory and balanced in the institution though the percentage for female SC students has decreased slightly during the period.

**Schedule Tribe (ST):** Year-wise statement for admission of Schedule Tribe (ST) students during the years 2020-2021, 2021-2022 and 2022-2023 are shown in the Table 7.

**Table 7: Year-wise Summary of Admission of ST Students**

| Programme | B.Ed. |        | B.P.Ed. |        | Total | Male (%) | Female (%) |
|-----------|-------|--------|---------|--------|-------|----------|------------|
|           | Male  | Female | Male    | Female |       |          |            |
| 2020-2021 | 1     | 3      | 6       | 0      | 10    | 7        | 3          |
| 2021-2022 | 1     | 2      | 10      | 0      | 13    | 11       | 2          |
| 2022-2023 | 1     | 3      | 10      | 0      | 14    | 11       | 3          |

**Analysis:** A steady percentage of admission of female students is there while that for male students has improved to an extent during last three years.

**Other Backward Community (OBC):** Year-wise statement for admission of Other Backward Community (OBC) students including OBC-A students during the year 2020-2021, 2021-2022 and 2022-2023 are shown in the Table 8.

**Table 8: Year-wise Summary of Admission of OBC Students**

| Programme | B.Ed. |        | B.P.Ed. |        | Total | Male (%) | Female (%) |
|-----------|-------|--------|---------|--------|-------|----------|------------|
|           | Male  | Female | Male    | Female |       |          |            |
| 2020-2021 | 3     | 8      | 21      | 0      | 32    | 24       | 8          |
| 2021-2022 | 3     | 9      | 13      | 0      | 25    | 16       | 9          |
| 2022-2023 | 7     | 6      | 10      | 0      | 23    | 17       | 6          |

**Analysis:** It is observed from the above table that percentage of OBC female admitted to different courses in total is seems steady but much lesser in comparison to their male counterpart and it may be due to not admitting Girls student in B.P.Ed. course.

**Minority Community:** Year-wise statement for admission of minority students during the year **2020-2021, 2021-2022 and 2022-2023** are shown in the Table 9.

**Table 9: Year-wise Summary of Admission of Minority Students**

| Programme | B.Ed. |        | B.P.Ed. |        | Total | Male (%) | Female (%) |
|-----------|-------|--------|---------|--------|-------|----------|------------|
|           | Male  | Female | Male    | Female |       |          |            |
| 2020-2021 | 0     | 1      | 4       | 0      | 5     | 4        | 1          |
| 2021-2022 | 0     | 5      | 6       | 0      | 11    | 6        | 5          |
| 2022-2023 | 3     | 3      | 4       | 0      | 10    | 7        | 3          |

**Analysis :** It is observed from the above table that percentage of minority female admitted to different courses in total is seems steady as well as their male counter part also increasing.

**General Category:** Year-wise statement for admission of general category students during the year **2020-2021, 2021-2022 and 2022-2023** are shown in the Table 10.

**Table 10: Year-wise Summary of Admission of General Category Students**

| Programme | B.Ed. |        | B.P.Ed. |        | Total | Male(%) | Female (%) |
|-----------|-------|--------|---------|--------|-------|---------|------------|
|           | Male  | Female | Male    | Female |       |         |            |
| 2020-2021 | 3     | 14     | 7       | 0      | 24    | 10      | 14         |
| 2021-2022 | 6     | 11     | 8       | 0      | 25    | 14      | 11         |
| 2022-2023 | 9     | 13     | 11      | 0      | 33    | 20      | 13         |

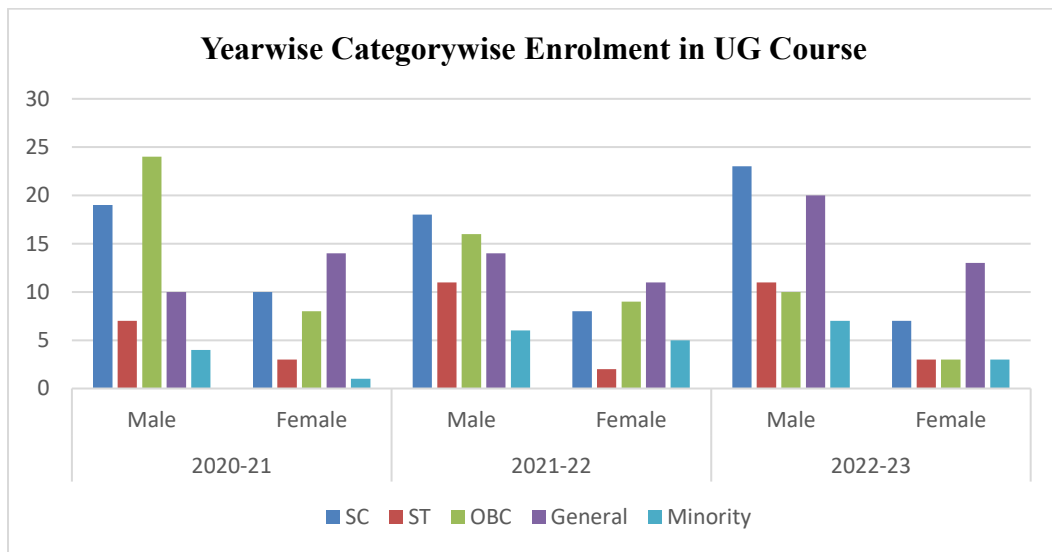
**Analysis:** It is observed from the above table that percentage of general student from both male and female category remains steady during the period.

**Table11: Distribution of Admitted Students under Different Categories during Last Three Years**

| Categories | 2020-2021 |        | 2021-2022 |        | 2022-2023 |        |
|------------|-----------|--------|-----------|--------|-----------|--------|
|            | Male      | Female | Male      | Female | Male      | Female |
| SC         | 19        | 10     | 18        | 8      | 23        | 7      |

|             |     |    |     |    |     |    |
|-------------|-----|----|-----|----|-----|----|
| ST          | 7   | 3  | 11  | 2  | 11  | 3  |
| OBC         | 24  | 8  | 16  | 9  | 10  | 3  |
| General     | 10  | 14 | 14  | 11 | 20  | 13 |
| Minority    | 4   | 1  | 6   | 5  | 7   | 3  |
| Total       | 64  | 36 | 65  | 35 | 71  | 29 |
| Grand Total | 100 |    | 100 |    | 100 |    |

**Analysis:** It is observed from the above table that admission to female students remain satisfactory though the female students were not eligible for admission in B.P.Ed. course.



**Fig 3. Categorywise Enrollment of Students in UG Course**

### Hostel Facility

The college has two Hostels one for Boys and another for Girls named **MAA SARADA CHATRI NIVAS**, the details of which are given in Tables 12 and 13.

**Table 12: Details of Hostel in Campus**

| Hostel       | Intake capacity | No.of Rooms | No. of Toilets | No. of Bathrooms |
|--------------|-----------------|-------------|----------------|------------------|
| Boys Hostel  | 100             | 13          | 05             | 07               |
| Girls Hostel | 50              | 10          | 07             | 06               |

**Table 13: Students' Enrolment in Hostel for last Three Years**

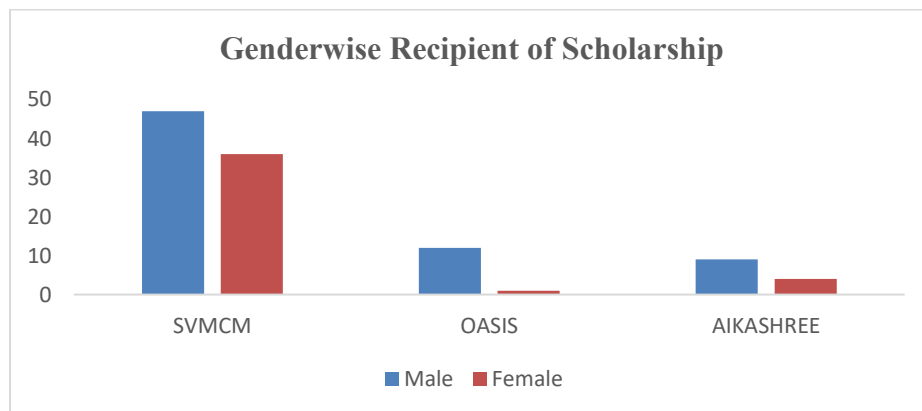
| Year      | Male | Female | Total | % of Male | % of Female |
|-----------|------|--------|-------|-----------|-------------|
| 2020-2021 | 74   | 38     | 112   | 66        | 34          |
| 2021-2022 | 95   | 42     | 137   | 69        | 31          |
| 2022-2023 | 70   | 42     | 112   | 62.5      | 37.5        |

### Scholarship Received (Gender Wise)

With the goal of ensuring that everyone has access to higher education, the West Bengal government offers scholarships and other forms of assistance to students throughout the state. Over time, both the number of scholarships and their recipients have grown, inspiring students to pursue their aspirations in higher study. The students of Nikhil Banga Sikshan Mahavidyalaya has received the scholarship from Govt. of West Bengal like SVMCM, OASIS etc. and the details of recipients for the year 2022-2023 are given in Table 14.

**Table 14: Scholarship Received by the Student Gender-wise**

| Scholarship | Male | Female | % Male | % Female |
|-------------|------|--------|--------|----------|
| SVMCM       | 47   | 36     | 56.62  | 43.37    |
| OASIS       | 12   | 1      | 92.30  | 7.70     |
| AIKASHREE   | 9    | 4      | 69.23  | 30.77    |



**Fig 4. Gender-wise Recipient of Scholarship**

### Gender-wise Participation in Sports

Nikhil Banga Sikshan Mahavidyalaya organized annual sports every year. Besides this, the students of the Institute also participated WBCIPE Meet and FTEI Sports organized by other Institutions where considerable number of girl students participated in different events. The details of participation in sports by the students are given in the following Table 15.

**Table 15: Number of Students Participated in Sports**

| Year      | Sports Participation Ratio |        |        |        |           |        |      |        |            |        |
|-----------|----------------------------|--------|--------|--------|-----------|--------|------|--------|------------|--------|
|           | Annual sports              |        | WBCIPE |        | BU Sports |        | FTEI |        | DPI Sports |        |
|           | Male                       | Female | Male   | Female | Male      | Female | Male | Female | Male       | Female |
| 2021-2022 | 56                         | 52     | 05     | 00     | 00        | 00     | -    | -      | -          | -      |
| 2022-2023 | 104                        | 50     | 10     | 00     | 13        | 00     | 10   | 08     | 12         | 03     |

### Gender Balance in NSS Programme

NSS promotes community development through hands-on service activities in the institution and in the society. It also helps to empower communities by addressing issues like education, health, and environmental conservation with others. This college has one NSS unit which was approved by the affiliating University i.e. BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY (BSAEU) vide letter no. WBUTTEPA/RO/616/2022 dated 16.11.2022. Gender balance in NSS unit in given in Table 16.

**Table 16: Gender Balance in NSS Programme**

| Year      | Total Volunteer | Male | Female |
|-----------|-----------------|------|--------|
| 2022-2023 | 50              | 42   | 8      |

### Gender Sensitive Features of the Institution

Gender sensitive features are carefully observed in every corner of the college by forming various committees like Anti-ragging, Sexual Harassment Prevention, and providing adequate facilities to girls.

## **Facilities for the Girls Students in the Campus**

Hostel Facility: As the institution is a professional Institution and residential in nature, separate hostel for boys and girls are there an intake capacity of 50 students in Girls hostel with adequate number of toilets and bathrooms.

Ladies Room:

Provision is there for girls students for resting in ladies room. The institution has a Girls Common Room with required amenities

Girls Washroom: Adequate number of Washrooms and Toilets are there meant for girls students with sufficient supply of water and regular cleaning facilities. A separate washroom is available for female staff.

Sport facility for Girls in campus: Apart from having gymnasium, indoor games like badminton, Table tennis are also available Sports students and females with disabilities receive special attention from the B.P.Ed. department through tutoring and mentoring. Every year, the B.P.Ed department hosts events such as badminton competitions and athletic meets. Every year, students from the B.P.Ed. department take part in the WBCIPE Meet. When needed, the college also provides professional training to the pupils. Students are able to train and play sports at all levels - from university to the international level.

## **Statutory Committees Meant for Addressing Misconduct against Women**

### **Anti Ragging Committee**

- ❖ During three years of assessment, zero ragging cases at the campus were observed.
- ❖ The college's Anti-Ragging Committee works to address relevant issues.
- ❖ Permanent notice boards bearing the names of Committee members and their contact details are put up at convenient locations.
- ❖ An anti-ragging undertaking is obtained from each student upon enrollment, bearing the signature of a parent.
- ❖ Faculty members and the disciplinary committee closely monitor the behavior of the pupils.
- ❖ There was no instances of ragging in campus over the three years of the assessment.

### **Prevention of Sexual Harassment Cell**

- ❖ The Prevention of Sexual Harassment Committee (PSH) is functioning in the college to resolve problems pertaining to sexual harassment.

- ❖ Through this committee the female students are made aware of issues regarding gender rights in case of complaints against abusive behavior.
- ❖ Every year the role and objectives of the committee and laws pertaining to the subject are brought to the notice of all students through notification.
- ❖ Complaints from girl students are received and registered by the committee and proper resolution and follow-up is done. Generally the problems are solved through dialogue and counseling.
- ❖ Gender sensitization programmed and self-defence training programmes are organized every year.

### **Observation**

A gender-neutral healthy work environment prevails in the campus where students, faculty members and non-teaching faculty members freely discharge their responsibilities. A good representation of women is there in different committees wherever possible and women take active role in decision-making processes in those committees. However the major challenge of the institution in promoting gender equity in the campus is the lack of female faculty members and non-teaching staff as well as admission rule in B.P.Ed. course for the girls students which is beyond the control of the authority of the institution.

### **Recommendation**

After going through all the relevant data and information gathered through personal interaction with different stakeholders during physical visits in the campus, the following recommendations are putting forwarded to the authority of the institution to promote and ensure gender equity in the campus in a better way.

1. If Government regulation permits, girls students be allowed for admission to B.P.Ed. course as the institution has adequate hostel facility.
2. Adequate CCTV surveillance should be installed and ensured in the important areas in the campus
3. Lady sweeper be deputed in the Girls Hostel.
4. Canteen facility be provided for the students of the institution.
5. The institution is encouraged to organize gender sensitization programme for different batches of the students. The institution is also advised to impart amongst the girls students awareness on importance women empowerment and initiate efforts to make them empowered in all the areas of the institution.