An abstract graphic on the left side of the cover is composed of various overlapping geometric shapes in shades of red, purple, blue, cyan, green, and yellow. The shapes include triangles, rectangles, and circles, creating a dynamic, layered composition.

# **GENDER EQUALITY AND MAINSTREAMING**

A Practical Approach to Gender Planning,  
Budgeting and Auditing

Women's Studies Centre,  
CMS College Kottayam  
(Autonomous)

*Where there is respect for women; there will be divine presence: The Vedas*

# **Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing**



**Dr. Sumi Mary Thomas**

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# Forward



**Dr. Roy Sam Daniel**

Principal

CMS College Kottayam (Autonomous)

Women empowerment has become a significant subject of deliberations in the contemporary scenario. The Government of India has ushered a new vision where women are equal to men. The last few decades have witnessed some basic changes in the state and role of women in our society.

Women have the power or capacity to regulate their day to day life in the social, political and economic terms; a power which enables them to move from the periphery to the centre stage.

I am delighted that the Women's Studies Centre, CMS College Kottayam (Autonomous) took the initiative for a conducting a Gender Auditing , Planning and Budgeting in order to attain a gender friendly campus. I am sure that this innovative project will ignite the girl students and teachers to come forward to the vistas and opportunities of the society. Best wishes to the Women's Studies Centre team in this appreciable endeavour.





**Dr . Leelakumari**  
**(Rtd)Professor & Consultant**  
**Institute of Management in Government, (IMG)**  
**Thiruvananthapuram**

Gender planning is a new development process whose goal is to ensure that women and men can achieve equality and equity .Gender awareness allows women to move beyond other conventional gender stereotypes and rigid gender role definitions .The present study on **Gender Equality and Mainstreaming through Institutional Planning, Budgeting and Auditing** is a new area in education sector which is an attempt to understand gender indicators which can contribute much to make the CMS College campus a gender friendly institution. The report provides deep insights into the overall strength and weakness of the gender friendly atmosphere including infrastructure.

One of the important gains in the 2030 agenda of sustainable development is the adoption of sustainable development goals, an ambitious and transformative standalone goal to achieve gender equality and empower all women and girls. Now CMS College has taken an initiative to create the college campus gender friendly due to recognize the need to respond and address gender needs. It called for and reaffirmed the commitment of Management in ensuring budgetary policies.

This is the first comprehensive situation analysis of the college with a gender perspective. It highlights the variety of gender indicators as well as key factors that enables and constrains their implementation. It also identifies key achievement gaps, and opportunities for promoting and institutionalizing gender friendly campus.

I would like to take this opportunity to congratulate all the team members, especially, the Project manager, Dr. Roy Sam Daniel, Nodal officer Dr. Sumi Mary Thomas and all the teachers and students who took part in this project work and make this endeavor a successful one.





**Dr. Sumi Mary Thomas**  
**Director**  
**Women's Studies Centre**

Women in India are relatively disempowered and they enjoy lower status than that of men in spite of many efforts undertaken by the Government. It is found that acceptance of unequal gender norms by women are still prevailing in the society.

The concept of Women empowerment has undergone far reaching changes from welfare oriented approach to equity approach. Empowerment particularly includes control over the resources. It can be defined as a change in the context of women's life, which enables her increased capacity for leading a fulfilling human life. It gets reflected in health, education, status in the family, participation in the decision making etc.

Gender Budgeting is an approach to budgeting that uses fiscal policy and administration to promote gender equality and girls and women's development. In order to attain a gender friendly campus, Women's Studies Centre, CMS College Kottayam (Autonomous), took an initiative for a gender planning, budgeting and auditing processes. It attempts to study various aspects and dimensions of gender perspective, concerns and main streaming in development policy, planning and programmes. It also attempts to assess the impact of gender budgeting on women empowerment. It is hoped that the present study will immensely help the campus to attain the status of a gender friendly campus.

I take this opportunity to acknowledge our Principal, Dr. Roy Sam Daniel (Principal, CMS College Kottayam) for giving me the privilege for conducting this project. I am indebted to Dr. Leelakumari, (Retired Professor, and Gender Consultant, Institute of Management in Government, Trivandrum), the Project Consultant for her valuable advices and guidance. I thank Dr. Joji John Panicker, the IQAC Director, CMS College (Autonomous) and all the team members of this project for their guidance and support. I acknowledge with gratitude the



this project. I am indebted to Dr. Leelakumari, (Retired Professor, and Gender Consultant, Institute of Management in Government, Trivandrum), the Project Consultant for her valuable advices and guidance. I thank Dr. Joji John Panicker, the IQAC Director, CMS College (Autonomous) and all the team members of this project for their guidance and support. I acknowledge with gratitude the wholehearted cooperation of the teachers and the students of the department of Sociology for their support and selfless service. I am also thankful to Sri. Midhun R Mohan for the gorgeous cover photo and design. While we are proud to say that we were the first college to take steps to attain the rare honor of a gender friendly campus, we are fully aware that we have promises to keep and miles to go in our onward march.



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Chapter

# 1

## Introduction

Gender refers to the socially constructed characteristics of women and men, such as norms, roles and relationships of and between groups of women and men. It includes the roles and responsibilities of men and women that are created in our families, our societies and our cultures. It denotes the social roles that men and women play and the power relation between the concepts of gender roles activities by them on the basis of their differences. Although gender has not looked the same in all places, at all times, during the last few hundred years (and under

western influence) gender has become widely divided between two opposing options. If you are male, you must look, act, and dress according to a certain set of rules. If you are female, you must look, act, and dress according to a different set of rules. In our society, gender is a form of categorization and social control. It tells us how to treat and respond to others (similar to other identity markers, such as race, class, and ability). Our learned responses to gender cover a wide range of interactions.

Gender roles and expectations change over time and they vary within



and between cultures. Gender roles in some societies are more rigid than those in others. The degree of decision making and financial responsibility expected of each gender and the time that women or men are expected to spend on homemaking and rearing children varies between cultures. Within the wider culture, families too have their norms. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age etc. modify the gender roles.

Gender inequality has been a social issue in India for centuries. Women, young and old, continue to suffer discrimination and violence in every part of the world. Unfortunately, in the current scenario, 1 in 5 women (or girls) between the ages of 15-49 have reported experiencing physical or sexual violence within a 12-month period.



While women have made important inroads into political office across the world, their representation in national parliaments at 23.7 per cent is still far from parity. In 46 countries, women now hold more than 30 percent of seats in national parliament in at least one chamber.

It is a sad truth that, in many parts of India, the birth of a girl child is not welcomed. The birth of a boy child is celebrated with great pomp and ardour, but the birth of a girl child is received with dismay. The girl child is discriminated against in most Indian households. The discrimination starts from even before the girl child is born and sometimes she is killed as a fetus, and if she manages to see the light of day, she is killed as an infant. Such disheartening incidents still take place in this developing nation and makes up the highly skewed child sex ratio where for every 1000 boys in India, there are only 908 girls. The practice of female feticide to be practiced in spite of the Prenatal Diagnostic Technique Act of 1994. Patriarchal norms have marked women as inferior to men In India. Be



education, health, protection or participation, the girl child is always treated unequally. Indian society still hasn't been awakened to the importance of empowering the women. The statistics still narrate a grim story of female feticide, girl child discrimination and gender bias. Forty percent of married women in India were married below 18 years (District Information System for Education (DISE)).



In the 1980s and 1990s the discourse was one of integrating women in development through women specific anti-poverty programmes, micro-credit programmes making use of women's efficiency, and equal opportunity legislation, the 2001 National Policy on empowerment of women emphasises the need for women's empowerment to challenge the socially constructed (gender) power relations between men and women. Gender focal points have

been established in several social sector departments. Improved female literacy, women's access to drinking water, electricity, and sanitation etc. were the major achievements in women development. However, enrolment of Indian girls is lower than that of boys at secondary and tertiary levels, Indian women continue to own little property (be it house or land). Lower female labour force participation, women earn much less than men, gender based violence, atrocities against women and girls, poor representation of women governance, low level of exercising power and lower rate of political decision making, poor knowledge regarding women's rights, no control over their reproduction and sexuality are some factors which are yet to be improved. The position of Dalit women, tribal women and Muslim women are worse than that of men from privileged caste





empowerment issues, awareness consciousness etc. By addressing strategic gender needs in planning the project out have a transformatory potential for large section of women in society.

### **Gender Budgeting**

Gender Budgeting refers to a variety of processes and tools aimed at facilitating an assessment of the gendered impacts of Government Budget. Gender responsive Budgeting is now seen as a socio-economic tool for ensuring gender equity in development process. The main objective of Gender Budgeting is to address the gap between policy commitment and resource allocation for women through gender sensitive programme formulation and implementation.

Several Ministries have different gender policies. Gender specific guidelines have been evolved for integrating gender into planning, and gender indicators for monitoring. New guidelines on sexual harassment at the work place and legislation on Domestic Violence Act have been passed. National Commission on Women has come into

being, though with limited powers. It is high time in institutionalizing gender sensitive processes within various systems such as law and programmes. While the world has achieved progress towards gender equality and women empowerment under several Ministries, many gender policies and specific guidelines have been evolved for integrating gender planning, and gender budgeting. Gender budgeting exercise has been undertaken by the Indian government at the national level with the support of UN bodies.

Gender budgeting has been internationally recognized as a key tool for empowering women by incorporating gender perspective and concerns in the budgetary process. Government of India has adopted gender budgeting for gender equity as a mission widely disseminating tools and strategies across ministries and departments. In order to reduce gender inequalities, the efforts should be made in incorporating gender needs in planning, budgeting and auditing is essential. Here is the relevance of institutional planning budgeting and



Every child should be treated equally and given every opportunity required to grow to his or her full potential. The need of the hour is to make a change in the mind set of the society and destroy the prejudices that damage the future of the girl child. What is required is a concerted effort to sensitize the society in eradicating this issue of gender inequality. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world



## **Gender Planning, Gender Budgeting, Gender Auditing;**

Gender planning refers to the process of planning and designing the implementation phase of policies, programmes, or project from a gender perspective.

Gender planning is needed to eradicate gender-gap in access to and control of

resources, opportunities and privileges. Gender Planning will fulfil the needs and demands of women when it is executed through a participatory approach by evolving all women and men in society.

## **What are gender needs?**

Planners should accept the reality that women and men have differential needs and responsibilities in society. So it is pertinent to say that the identification of gender need is an important component of gender planning. There are two types of gender needs.

### **1. Practical Gender Needs**

Practical Gender Needs are related to day to day activities of women with respect to their role and responsibilities. They are primary and basic needs (water, food, housing/shelter, which are immediate, specific needs of different daily requirements.

### **2. Strategic Gender Needs**

Strategic Gender Needs are needs related to relationship, role and responsibilities, differential social status of men and women in society. It also depends on women's backwardness, deprivation of opportunities, denial of Rights, discriminatory practices,



auditing with a gender perspective for maintaining gender equality and mainstreaming gender issues. Gender budgeting initiatives around the world have attempted to systematically examine how government budgets address discrimination with regard to women's access in housing, employment, health, education, and other services. Often these exercises have been eye-openers: A budget analysis of domestic violence policies and laws in seven countries in Latin America, for example, revealed that appropriations for domestic violence programs and interventions were non-existent in cases. Similar evidence of gender discrimination is found when examining taxation policies. This publication adds a landmark to the discourse on the link between human rights standards and government budgets. It elaborates on how budgets and budget policy making processes can be monitored for compliance with human rights standards, in particular with the convention of the elimination of all forms of discrimination against women. Providing women and girls with equal

access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.

Gender Budgeting is a powerful tool for achieving gender mainstreaming so as to ensure the benefits of development reach to women as much as men. It is not an accounting exercise but an ongoing process of keeping a gender perspective in policy/ programme formulation, its implementation and review. Gender Budgeting involves division of the Government budgets to establish its gender differential impacts and to ensure that gender commitments are translated in to budgetary commitments.

The foundation for gender budgeting arises from recognition of the fact that national budgets impact men and women differently through the pattern of resource allocation. Women, constitute 48% of India's population, but they lag behind men on many social indicators like health, education, economic opportunities, etc. Hence, they warrant special attention due to their vulnerability



and lack of access to resources. The way Government budgets allocate resources, has the potential to transform these gender inequalities. In view of this, Gender Budgeting, as a tool for achieving gender mainstreaming, has been propagated.

Gender budgeting is a part of maintain gender equity through resource allocation. Gender budgeting focuses on a gender-based analysis and an equality-oriented evaluation of the distribution of resources. To make sure that there is a really gender-equal distribution of resources amongst women and men, it is necessary not only to include the "official" monetary economy (money flows, income, paid work) but also private, unpaid reproduction work (care, child care, care for the elderly, voluntary services).

In addition, the Ministry of WCD, Ministry of Finance, and Planning Commission have undertaken gender audits of public expenditure, programmes, and policies....." The commitment to Gender Auditing is reemphasized in the 12th FYP -Ministries/ Departments which undertake gender audits of major

programmes, schemes and policies. Efforts were taken to mobilise structures of 'gender infrastructure' in development organisations and bringing about gender aware 'organisation change'.

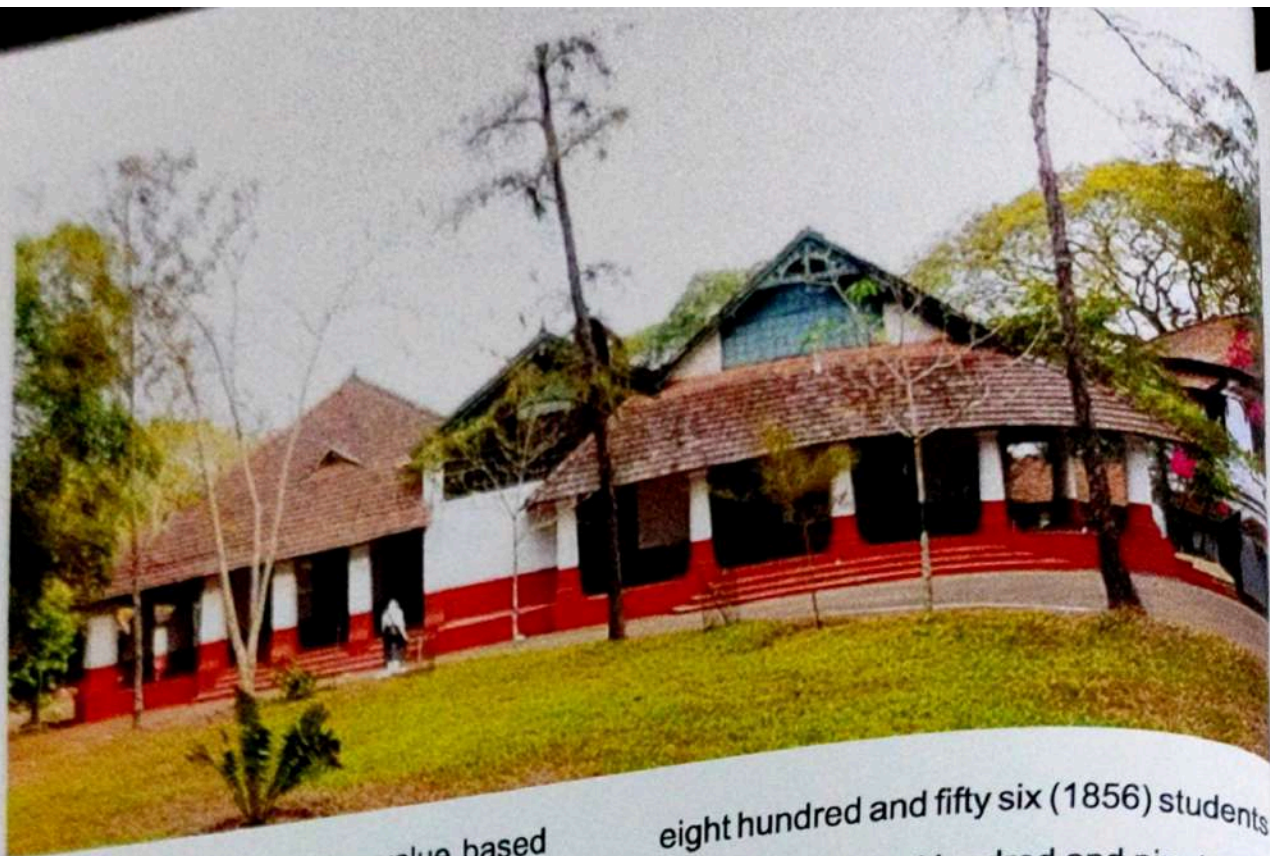
### **Gender Auditing**

Gender Auditing would examine the existing reality of different aspects of policies, programmes, schemes, and approaches from a gender perspective. The process would assess the ways and means by which are conducive to gender equality, indifferent dimensions of culture as well as structural enabling environment. The importance of gender auditing has been derived from this angle.

### **Scope of Gender Friendly Campus in CMS College**

The College *Cotym* which later came to be known as CMS College, Kottayam was established in the year 1817 by the Church Missionary Society England. It was a pioneering institution of higher education in India. It was a college with a history of two hundred years which have witnessed historic events and experiences for both men and women. The college shall be a centre of





excellence for imparting value based liberal education aimed at promoting the overall growth of the students. The University Grants Commission has accorded special Heritage Status to CMS College in the year 2015, thereby providing the opportunity of preserving the Heritage Halls and other intellectual assets.

The CMS College offers 15 Undergraduate and Post graduate programmes. Two thousand four Hundred and Ninety Three students (2493) are studying in this college and majority of the students in this college are Girls. In the Under Graduate section there are total One thousand

eight hundred and fifty six (1856) students out of which Five Hundred and ninety two (592) are male students, One thousand two hundred and sixty three (1263) are girl students and one transgender student. In the Post Graduate stream there are total Six Hundred and Thirty Seven (637) students out of which Hundred and One (101) are male and Five Hundred and Thirty Six are females (536). Taking its impetus from the willing sacrifice of the Missionaries who have strived to Women's education, the Women's Studies Centre provides a space for women to come together as an empowered and empowering group. Women's Studies Centre, CMS College is



planning to maintain the college with gender friendly amenities/and gender friendly campus. Compared to other colleges there is gender equality in CMS College in all sectors including infra-structure, social protection to women etc. However there may be some lacunae in gender sensitivity which is essential for making people aware of power relations between men and women in society. In this backdrop CMS College has taken interest in conducting a situational analysis with the help of exclusively developed gender indicators to understand how much gender concerns are incorporated in the structure, and functions of the college and whether it is a gender friendly campus .It will also helpful to understand the importance of

treating men and women equally, providing opportunity for women to participate in decision making process etc.

The purpose of this study is to understand the gender friendly amenities including infra-structure, capacity building on gender sensitivity, gender participation in major activities, whether there is any inequalities existed in the campus. The study is intended to identify gender sensitive facilities available and also to discuss the issues and gaps reflected in the situational analysis.

The findings and suggestions/ recommendations which has to be used in planning and framing an action plan to attain a gender friendly campus in CMS College.



## Chapter

# 2

# Methodology

It was decided to conduct a situational analysis through specifically developed gender indicators which are essential for a gender friendly campus. The responsibility for conducting gender auditing has envisaged to Women's Studies Centre, CMS College Kottayam in association with the Department of Sociology. About 10 teachers from various departments and 15 students were engaged in the Gender Auditing Process. Dr Roy Sam Daniel, Principal of CMS College acted as the Project head, and Dr. Sumi Mary Thomas, Director of Women's Studies Centre acted as the Nodal officer of the programme. Dr. Leelakumari (Retired Professor, and Gender Consultant, Institute of

Management in Government, Trivandrum) was the Project Consultant. First round of inputs from Management, especially Manager and Principal has taken keen interest in providing adequate information for developing gender sensitive indicators for the study.

The methodology originally planned for this situational analysis was based on the secondary data accessible from different sources and response collected through Focus Group Discussions with the stakeholders of the College. However as the project progressed, it became clear through articulations of stakeholders regarding the gender concerns for a gender friendly campus and thereby developed the methodology.



Several one day workshops were organised for the stakeholders of the college with the aim of sensitizing and familiarising with the project and seeking their engagement for data collection, validation as well as ensuring the project was broadly on right track.

### Objectives

In the Broader sense, main objective of the programme is to create a gender friendly campus in CMS College.

The enabling objectives are

- \* To identify the gender sensitive indicators for formulating gender balance document for the institution.
- \* Capacity building and strengthening of stake holders in gender mainstreaming.

- \* Formulate plan document for addressing major identified issues for materialising gender friendly campus.

- \* Capacitate the stakeholders on gender sensitivity and Preparing gender development projects cater to the strategic and practical needs of the women,

As a preliminary step, a capacity building programme was planned and conducted in order to empower our girl students and teachers. The first programme on Gender Auditing and Budgeting Process was officially inaugurated by **Rt. Rev. Jenny Andison** (Bishop U Suffragin, Diocese of Toronto Canada) on 15<sup>th</sup> January 2019.

The next process was preparing the







concept note of the Project on "Initiating, Institutionalising and Strengthening Gender Friendly Campus through Gender Budgeting and Gender Auditing".

Three major gender sensitive indicators were identified broadly for conducting this situational analysis.

1. Physical space – Infra structure

*Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing*

2. Socialisation space – Representative Committees

3. Learning /Academic Space

Technical Session was started by chief resource person, Dr Leelakumari P (Professor, Institute of Management in Government, Trivandrum) An Action plan was prepared for conducting the gender

Stakeh

For the following identified

1 Te

2

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## **Stakeholder Identification**

For the conduct of the Auditing process following stakeholders groups were identified from our Institution.

- 1 Teachers / Non Teachers
- 2 Students , both UG & PG
- 3 Parents
- 4 Management
- 5 Board Committee Members
- 6 Alumni
- 7 Hostellers
- 8 Sports Students
- 9 Management
- 10 Non-Teaching staff

## **Methods of Data Collection**

1. Focus group discussion
2. Pre-Tested the questionnaire and conducted pilot study for validating the indicators and make further changes until the groups are confident that they are useful, measureable and workable

Duration of three months

## **Data Analysis and Interpretation**

The collected data was edited, coded and tabulated. Analysis has done with the help of SPSS computer package.

## **Expected Outcome**

Understanding of how to institutionalise gender in the following:

Vision, mission and strategy

Programme planning

Programme monitoring and evaluation

To understand steps in analysis and develop budgets from a gender lens

To become familiar with strategies to institutionalise gender within, which combine the infrastructural, organisational, and institutional approach.

To assess the degree of institutionalisation of gender within their own organisation, and reflect on which strategy could be appropriate for strengthening the process



auditing process. The workshop continued on 16<sup>th</sup> January also and the concept note of Gender Auditing and Budgeting was explained and familiarised among teachers and students.:

The promotion of gender equality (benefits for women as well as men) should be an aspect of the purpose and goal of any development project concerned with improving women's lives. Increasing the effectiveness and sustainability of gender mainstreaming initiatives promote a better equitable working environment within the institution and society.

It helps to equip the stake holders with the capacity to identify and respond to gender concerns and opportunities. The following steps were adopted for the successful completion of the project.

1. Logistic arrangements
2. Consultation workshops with stake holders
- a. Capacity building on Gender Audit Philosophy and Concepts
- b. Project idea generation

*Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing*

- c. Project Proposal draft preparation
- d. Proposal Presentation and approval
3. Tools preparation for data collection
4. Focus Group Discussion
5. Situation Analysis
  - a. Gap Identification/Need Analysis
  - b. Programme planning (Participatory Methods)
  - c. Process sheet Preparation
  - d. Responsibility matrix for Project implementation
  - e. Capacity building on project methodology
  - f. Pre-tests of Questionnaire
  - g. Identification of statistical tools for data analysis
  - h. Chapter scheme preparation
  - l. Data compilation and validation
6. Report preparation
7. Validation of report (additions/Deletions if any)
8. Finalisation of report
9. Publishing the report
- a gender balanced atmosphere in the organisation/gender friendly society.



Chapter

# 3

## **Gender Sensitive Indicators Based Situation Analysis and Interpretation of data**

The collected data was coded edited and tabulated. Statistical analysis has done by using SPSS. The scaling measurement adopted in this questionnaire is a 4-point scale where 1, 2, 3 and 4 refers to most unfavourable response, unfavourable, favourable, most favourable response respectively. Since this study doesn't require a neutral response, a 4-point scale is used.

### **Inside classroom situations:**

#### **Physical environment:**

The physical environment plays a pivotal role, in an Institutions life. To survive and thrive, it has to have a wonderful physical environment, in terms of building, classroom, cafeteria, rest room etc.



### Physical Access

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	10.0	10.0	10.0
2	23	46.0	46.0	56.0
3	17	34.0	34.0	90.0
4	5	10.0	10.0	100.0
Total	50	100.0	100.0	

The above table represents the physical access to college/classroom. From the table it is clear that,

### Classroom Space

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	22	44.0	44.0	44.0
2	8	16.0	16.0	60.0
3	8	16.0	16.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table shows the classroom space. 44% opted for 1, 16% opted for 2 and 3, 24% opted for

### Lighting and air flow

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	17	34.0	34.0	34.0
2	12	24.0	24.0	58.0
3	10	20.0	20.0	78.0
4	11	22.0	22.0	100.0
Total	50	100.0	100.0	

The above table shows the lighting and air flow in the classroom. 34% opted for 1, 24% opted for 2, 20% opted for 3 and 22% opted for 4.



		Furniture			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	20.0	20.0	20.0
	2	10	20.0	20.0	40.0
	3	21	42.0	42.0	82.0
	4	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

The above table represents gender friendly, student sized furniture. From this table it is evident that 20% opted for 1, another 20% opted for 2, 42% opted for 3 and 18% opted for 4.

		Seating arrangement			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	16.0	16.0	16.0
	2	20	40.0	40.0	56.0
	3	15	30.0	30.0	86.0
	4	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

The above table shows the seating arrangements. Here 40 % opted for 2, 16 opted for 1,30% opted for 3,14% opted for 4.

**Learning environment:** Institutions in order to thrive cannot just vest on physical environment, but also have to provide the best classroom or learning environment. Learning environment viewed those places, where students are given equal opportunity, if they are encouraged to participate in academic and non-academic events.

#### Enrolment and completion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	24.0	24.0	24.0
	2	16	32.0	32.0	56.0
	3	13	26.0	26.0	82.0
	4	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

The above represents access to college enrolment and completion. From this table it is clear that 24% rated 1, 32% rated 2, 26% rated 3 and 18% rated 4.



		Competition			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	28.0	28.0	28.0
	2	11	22.0	22.0	50.0
	3	16	32.0	32.0	82.0
	4	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

This table shows the competition/academic achievement of students. 28% opted for 1, 22% opted for 2, 32% opted for 3 and 18% opted for 4.

### Learning or special training process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	36.0	36.0	36.0
	2	7	14.0	14.0	50.0
	3	14	28.0	28.0	78.0
	4	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

The above table deals with learning or special training process for students. 36% rated 1, 14% rated 2, 28% rated 3 and 22% rated 4.

### Respect and encouragement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	22.0	22.0	22.0
	2	20	40.0	40.0	62.0
	3	16	32.0	32.0	94.0
	4	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

The table above shows the respect and encouragement. It shows that 22% opted for 1, 40% opted for 2, 32% opted for 3 and 6% opted for 4.



**Students abilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	20	40.0	40.0	66.0
3	9	18.0	18.0	84.0
4	8	16.0	16.0	100.0
Total	50	100.0	100.0	

The table above represent the student abilities to learn. 26% opted for 1, 40% opted for 2, 18% opted for 3 and 16% opted for 4.

**Equal access to essential learning materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	22.0	22.0	22.0
2	11	22.0	22.0	44.0
3	12	24.0	24.0	68.0
4	16	32.0	32.0	100.0
Total	50	100.0	100.0	

The above table shows the equal access to essential learning materials. 22% rated 1, another 22% rated 2, 24% opted for 3 and 32% opted 4.

**Gender friendly Environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	15	30.0	30.0	30.0
2	11	22.0	22.0	52.0
3	15	30.0	30.0	82.0
4	9	18.0	18.0	100.0
Total	50	100.0	100.0	

The above table represents gender friendly environment. 30% opted for 1, 22% opted for 2, 30% opted for 3 and 18% opted for 4.



		Learning materials		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	1	14	28.0	28.0	28.0
	2	10	20.0	20.0	48.0
	3	10	20.0	20.0	68.0
	4	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

The table above shows the learning materials free of gender bias. From this table it is clear that 28% rated 1, 20% rated 2, another 20% rated 3 and 32% rated 4.

**Teaching Learning Process: This section deals with the teaching learning process.**

**Critical thinking capacities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	20.0	20.0	20.0
	2	23	46.0	46.0	66.0
	3	13	26.0	26.0	92.0
	4	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

The above table deals with critical thinking capacities. In this, 20% opted for 1, 46% opted for 2, 26% opted for 3 and 8% opted for 4.

**Thoughts and feeling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	28.0	28.0	28.0
	2	10	20.0	20.0	48.0
	3	18	36.0	36.0	84.0
	4	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

The above table represents the stating of thoughts and feelings of students. 28% opted for 1, 20% opted for 2, 36% opted for 3 and 16% opted for 4.



**Equal opportunity to achieve academic success**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	22	44.0	44.0	44.0
2	6	12.0	12.0	56.0
3	9	18.0	18.0	74.0
4	13	26.0	26.0	100.0
Total	50	100.0	100.0	

The table above represents equal opportunity to achieve academic success. From this table it is evident that 44% rated 1, 12% rated 2, 18% rated 3 and 26% rated 4.

**Voice in planning institutional activities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	28.0
2	18	36.0	36.0	64.0
3	12	24.0	24.0	88.0
4	6	12.0	12.0	100.0
Total	50	100.0	100.0	

This table deals with children's voice in planning in institutional activities. It shows that 28% opted for 1, 36% opted for 2, 24% opted for 3 and 12% opted for 4.

**Teacher Performance:**

Teacher plays a vital role, in moulding the life of a student, the space of a teacher in an institution, in incomparable, they create, recreate, mould the students and also acts as a catalyst of change. The teacher invokes the minds of students.

**Voicing opinions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	32.0	32.0	32.0
2	16	32.0	32.0	64.0
3	14	28.0	28.0	92.0
4	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The above table explains the voicing of opinions by the students. Here, 32% opted both 1 and 2, 28% opted for 3 and 8% opted for 4.



### Students centred teachers' approach

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	14	28.0	28.0	54.0
3	20	40.0	40.0	94.0
4	3	6.0	6.0	100.0
Total	50	100.0	100.0	

The above table shows the teacher's approach is student centered. Here, 40% opted for 3, 28% opted for 2, 26% opted for 1 and 6% opted for 4.

### Teachers sensitiveness towards special needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18.0	18.0	18.0
2	20	40.0	40.0	58.0
3	12	24.0	24.0	82.0
4	9	18.0	18.0	100.0
Total	50	100.0	100.0	

The above table explains the teachers are sensitive to student's special needs. Here, 40% opted for 2, 24% opted for 3 and 18% is opted by both 1 and 4.

### Model good experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	42.0	42.0	42.0
2	11	22.0	22.0	64.0
3	12	24.0	24.0	88.0
4	6	12.0	12.0	100.0
Total	50	100.0	100.0	

This table shows encouragement to children to share their model good experience with others. From this table it is clear that 42% opted for 1, 22% opted for 2, 24% opted for 3 and 12% opted for 4.



### Role models

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18.0	18.0	18.0
2	13	26.0	26.0	44.0
22	1	2.0	2.0	46.0
3	13	26.0	26.0	72.0
4	14	28.0	28.0	100.0
Total	50	100.0	100.0	

The above table deals with role models for children. 18% opted for 1, 26% opted for 2, another 26% opted for 3 and 28% opted for 4.

### Regular attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	20	40.0	40.0	40.0
2	7	14.0	14.0	54.0
3	11	22.0	22.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above tables show the regular attendance by students and teachers expected. 40% opted for 1, 24% opted for 4, 22% opted for 3 and 14% opted for 2.

### Students from different backgrounds

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	36.0	36.0	36.0
2	6	12.0	12.0	48.0
3	16	32.0	32.0	80.0
4	10	20.0	20.0	100.0
Total	50	100.0	100.0	

The above table describes the girls and boys from different background. Here 36% opted for 1, 32% opted for 2, 20% opted for 2 and 12% opted for 2.



### Teachers are not prejudiced

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	20.0	20.0	20.0
2	15	30.0	30.0	50.0
3	12	24.0	24.0	74.0
4	13	26.0	26.0	100.0
Total	50	100.0	100.0	

The above table which describe the teachers are supportive and non-judgemental. Here, 30% opted for 2, 26% opted for 4, 24% opted for 4 and 20% opted for 1.

### Equal opportunities for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	42.0	42.0	42.0
2	7	14.0	14.0	56.0
3	9	18.0	18.0	74.0
4	13	26.0	26.0	100.0
Total	50	100.0	100.0	

The above tables which deals with the equal opportunities for students. Here, 42% opted for 1, 26%, 265 opted for 4, 18% opted for 3 and 14% opted for 2.

### Teachers workload

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	32.0	32.0	32.0
2	9	18.0	18.0	50.0
3	11	22.0	22.0	72.0
4	14	28.0	28.0	100.0
Total	50	100.0	100.0	

The above table which explain the teacher's workload is within their comfort level. Here, 32% opted for 1, 28% opted for 4, 22% opted for 3, and 18% opted for 2.



### Gender sensitization training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	24.0	24.0	24.0
2	13	26.0	26.0	50.0
3	18	36.0	36.0	86.0
4	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The above table which illustrate the gender sensational training. Here 36% opted for 3, 26% opted for 2, 24% opted for 1, 14% opted for 4.

### Evaluation of books

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	42.0	42.0	42.0
2	15	30.0	30.0	72.0
3	11	22.0	22.0	94.0
4	3	6.0	6.0	100.0
Total	50	100.0	100.0	

The above table which examine the books are evaluated for gender basis. Here, 42% opted for 1, 30% opted for 2, 22% opted for 3 and 6% opted for 4.

### Gender studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	20.0	20.0	20.0
2	17	34.0	34.0	54.0
3	21	42.0	42.0	96.0
4	2	4.0	4.0	100.0
Total	50	100.0	100.0	

The above table which explains the books and learning materials account for gender specific needs and preferences. Here, 42% opted 3, 34% opted 2, 20% opted 1 and 4% opted for 4.



### Participation in the selection of books

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	
2	16	32.0	32.0	28.0
3	13	26.0	26.0	60.0
4	7	14.0	14.0	86.0
Total	50	100.0	100.0	100.0

The above table which explains the girls and women participate in the selection of books. Here, 32% opted for 2, 28% opted for 1, 26% opted for 3 and 14% opted for 4.

### Clean separate toilets for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	12.0		
2	9	18.0	12.0	12.0
3	17	34.0	18.0	30.0
4	18	36.0	34.0	64.0
Total	50	100.0	36.0	100.0

The above table explains the provision of separate clean toilets for the students. Here, 36% opted for 4, 34% opted for 3, 18% opted for 2 and 12% opted for 1.

### Clean separate toilets for faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1				
2	9	18.0		
3	11	22.0	18.0	18.0
4	14	28.0	22.0	40.0
Total	16	32.0	28.0	68.0
	50	100.0	32.0	100.0

The above table shows the provision for separate clean toilets for faculty. Here, 32% opted for 4, 28% opted for 3, 22% opted for 2, and 18% opted for 1.



### Women friendly toilet facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	16.0	16.0	16.0
2	20	40.0	40.0	56.0
3	10	20.0	20.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table shows the women friendly toilet facilities. Here, 40% opted for 2, 24% opted for 4, 20% opted for 3 and 16% opted for 1.

### Clean water

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	16.0	16.0	16.0
2	21	42.0	42.0	58.0
3	13	26.0	26.0	84.0
4	8	16.0	16.0	100.0
Total	50	100.0	100.0	

The above table which explains the access to clean water source. Here, 42% opted for 2, 26% opted for 3 and the 16% opted by both 1 and 4.

### Mixed group of gender participation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	20.0	20.0	20.0
2	16	32.0	32.0	52.0
3	17	34.0	34.0	86.0
4	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The above table shows the mixed group gender participation. Here, 34% opted for 3, 32% opted for 2, 20% opted for 1 and 14% opted for 4.



### Equal participation in cultural competitions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	24.0	24.0	24.0
2	14	28.0	28.0	52.0
3	13	26.0	26.0	78.0
4	11	22.0	22.0	100.0
Total	50	100.0	100.0	

The above table explains the equal participation in the cultural groups. Here, 28% opted for 2, 26% opted for 3, 24% opted for 1 and 22% opted for 4.

### Interest of students on sports

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	22.0	22.0	22.0
2	12	24.0	24.0	46.0
3	13	26.0	26.0	72.0
4	14	28.0	28.0	100.0
Total	50	100.0	100.0	

The above table which explains the interest of students on sports. Here 28% opted for 4, 26% opted for 3, 24% opted for 2 and 22% opted for 1.

### Gender friendly playground

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	24.0	24.0	24.0
2	15	30.0	30.0	54.0
3	14	28.0	28.0	82.0
4	9	18.0	18.0	100.0
Total	50	100.0	100.0	

The above table shows the assessment of playground on the basis of gender friendly. Here, 30% opted for 2, 28% opted for 3, 24% opted for 1 and 18% opted for 4.



**Equal opportunity to participate in sports, games**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	22.0	22.0	22.0
2	12	24.0	24.0	46.0
3	18	36.0	36.0	82.0
4	9	18.0	18.0	100.0
Total	50	100.0	100.0	

The above table explains the equal opportunity to participate in sports and games. Here 36% opted for 3, 24% opted for 2, 22% opted for 1 and 18% opted for 4.

**Games promotes team building**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18.0	18.0	18.0
2	12	24.0	24.0	42.0
3	16	32.0	32.0	74.0
4	13	26.0	26.0	100.0
Total	50	100.0	100.0	

The above table shows whether then team promotes team building. Here, 32% opted for 3, 26% opted for 4, 24% opted for 2, 18% opted for 1.

**Assembly provide a proactive environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	15	30.0	30.0	30.0
2	14	28.0	28.0	58.0
3	16	32.0	32.0	90.0
4	5	10.0	10.0	100.0
Total	50	100.0	100.0	

The above tables which explains about assembly as a protective environment, here, 32% opted for 3, 30% opted for 1, 28% for 2 and 10% for 4.



### Assembly offers leadership opportunities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	36.0	36.0	36.0
2	14	28.0	28.0	64.0
3	13	26.0	26.0	90.0
4	5	10.0	10.0	100.0
Total	50	100.0	100.0	

The above table examines whether assembly offers leadership opportunities. Here, 32% opted for 1, 28% opted for 2, 26% opted for 3 and 10% opted for 4.

### Equal access to safe drinking water

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6.0	6.0	6.0
2	16	32.0	32.0	38.0
3	19	38.0	38.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table shows the equal access to safe drinking water. Here, 38% opted for 3, 32% opted for 2, 24% opted for 4 and 6% opted for 1.

### Nutritional supplements are provided

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	14.0	14.0	14.0
2	13	26.0	26.0	40.0
3	11	22.0	22.0	62.0
4	18	36.0	36.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The above table illustrate the supply of nutritional supplements. Here 36% opted for 4, 26% opted for 2, 22% opted for 3, 14% opted for 1 and 25 opted for 5.



### Orientation to parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	28.0
2	22	44.0	44.0	72.0
3	4	8.0	8.0	80.0
4	9	18.0	18.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The above table shows the orientation to parents. Here 44% opted for 2, 28% opted for 1, 18% opted for 4, 8% opted for 3 and 2% opted for 5.

### Linkages to health service providers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18.0	18.0	18.0
2	12	24.0	24.0	42.0
3	17	34.0	34.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table shows the linkage to health service providers. Here, 34% opted for 3, 24% opted for both 2 and 4 and 18% opted for 1.

### Health records

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	8	16.0	16.0	42.0
3	10	20.0	20.0	62.0
4	18	36.0	36.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The above table shows the health records are kept for each student. Here, 36% opted for 4, 26% opted for 1, 20% opted for 3, 16% opted for 2 and 2% opted for 5.



### Sex education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	28.0
2	12	24.0	24.0	52.0
3	10	20.0	20.0	72.0
4	13	26.0	26.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The above table explains the sex education among the students. Here, 28% opted for 1, 26% opted for 4, 24% opted for 2, 20% opted for 3, 2% opted for 5.

### Girls access to feminine hygiene products

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	17	34.0	34.0	60.0
3	6	12.0	12.0	72.0
4	13	26.0	26.0	98.0
5	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The above table shows the girls access to feminine hygiene products. Here, 34% opted for 2, 26% opted for both 1 and 4, 12% opted for 3 and 2% opted for 5.

### Participation of girls are encouraged

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.0	2.0	2.0
2	6	12.0	12.0	14.0
3	12	24.0	24.0	38.0
4	20	40.0	40.0	78.0
5	11	22.0	22.0	100.0
Total	50	100.0	100.0	

The above table explains the participation of girls is encouraged. Here, 40% opted for 4, 24% opted for 3, 22% opted for 5 and 12% opted for 1.



**Female teachers accompany class on excursions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	28.0
2	12	24.0	24.0	52.0
3	10	20.0	20.0	72.0
4	14	28.0	28.0	100.0
Total	50	100.0	100.0	

The above table shows the female teachers accompany class on excursions. Here, 28% opted for both 1 and 4, 24% opted for 2 and 20% opted for 3.

**Supervisors accompany excursions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	36.0	36.0	36.0
2	11	22.0	22.0	58.0
3	10	20.0	20.0	78.0
4	11	22.0	22.0	100.0
Total	50	100.0	100.0	

The above table shows the supervisors accompany excursions. Here, 36% opted for 1, 22% opted for both 2 and 4 and 20% opted for 3.

**Parents participation in planning field trips**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	24.0	24.0	24.0
2	20	40.0	40.0	64.0
3	6	12.0	12.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table explains the parents' participation in planning field trips. Here, 40% opted for 2, 24% opted for both 1 and 4 and 12% opted for 3.



Escort programmes				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	28.0	28.0
	2	18	36.0	64.0
	3	12	24.0	88.0
	4	6	12.0	100.0
	Total	50	100.0	

The above table shows the escort programmes. Here, 36% opted for 2, 28% opted for 1, 24% opted for 3 and 12% opted for 4.

Policy against sexual harassment				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	22.0	22.0
	2	16	32.0	54.0
	3	11	22.0	76.0
	4	12	24.0	100.0
	Total	50	100.0	

The above table shows the policies against the sexual harassments. Here, 32% opted for 2, 24% opted for 4 and 22% both 1 and 3.

#### Committee on sexual harassment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	16.0	16.0
	2	17	34.0	50.0
	3	14	28.0	78.0
	4	11	22.0	100.0
	Total	50	100.0	

The above table shows the committee on sexual harassment. Here, 34% opted for 2, 28% opted for 3, 22% opted for 4 and 16% opted for 1.



### Regular community campaigns are conducted

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	18.0	18.0	18.0
2	23	46.0	46.0	64.0
3	14	28.0	28.0	92.0
4	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The above table shows the regular community campaigns are conducted. Here, 46% opted for 2, 28% opted for 3, 18% opted for 1 and 8% opted for 4.

### Community act as a monitor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	18	36.0	36.0	62.0
3	13	26.0	26.0	88.0
4	6	12.0	12.0	100.0
Total	50	100.0	100.0	

The above table shows community act as a mother. Here, 36% opted for 2, 26% opted for both 1 and 3, and 12% opted for 4.

### Women representation on college management committee

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	17	34.0	34.0	34.0
2	13	26.0	26.0	60.0
3	5	10.0	10.0	70.0
4	15	30.0	30.0	100.0
Total	50	100.0	100.0	

The above table shows women representation on collage management committee. Here, 34% opted for 1, 30% opted for 4, 26% opted for 2 and 10% opted for 3.



### Escort programmes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	28.0	28.0	28.0
2	18	36.0	36.0	64.0
3	12	24.0	24.0	88.0
4	6	12.0	12.0	100.0
Total	50	100.0	100.0	

The above table shows the escort programmes. Here, 36% opted for 2, 28% opted for 1, 24% opted for 3 and 12% opted for 4.

### Policy against sexual harassment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	22.0	22.0	22.0
2	16	32.0	32.0	54.0
3	11	22.0	22.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table shows the policies against the sexual harassments. Here, 32% opted for 2, 24% opted for 4 and 22% both 1 and 3.

### Committee on sexual harassment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	16.0	16.0	16.0
2	17	34.0	34.0	50.0
3	14	28.0	28.0	78.0
4	11	22.0	22.0	100.0
Total	50	100.0	100.0	

The above table shows the committee on sexual harassment. Here, 34% opted for 2, 28% opted for 3, 22% opted for 4 and 16% opted for 1.



### College provides safe and comfortable environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	32.0	32.0	32.0
2	11	22.0	22.0	54.0
3	11	22.0	22.0	76.0
4	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The above table provide safe and comfortable environment. Here, 32% opted for 1, 24% opted for 4 and 22% opted for both 2 and 3.

### Community College Relations

College is not an isolated institution, it is in the community, and in the recent era, the educational institute has to give away what it gets.

#### PTA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	42.0	42.0	42.0
2	12	24.0	24.0	66.0
3	13	26.0	26.0	92.0
4	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The above table shows the PTA is established. Here, 42% opted for 1, 26% opted for 3, 24% opted for 2 and 8% opted for 4.

### Community organisations work with college

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	22.0	22.0	22.0
2	12	24.0	24.0	46.0
3	22	44.0	44.0	90.0
4	5	10.0	10.0	100.0
Total	50	100.0	100.0	

The above table shows the community organisations work with college. Here 44% opted for 3, 24% opted for 2, 22% opted for 1 and 10% opted for 4.



### Women leadership position on college committees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	9	18.0	18.0	44.0
3	13	26.0	26.0	70.0
4	15	30.0	30.0	100.0
Total	50	100.0	100.0	

The above table shows the women leadership position on collage committee. Here, 30% opted for 4, 26% opted for both 1 and 3 and 18% opted for 3.

### Day care facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	26.0	26.0	26.0
2	10	20.0	20.0	46.0
3	13	26.0	26.0	72.0
4	14	28.0	28.0	100.0
Total	50	100.0	100.0	

The above table shows the day care facilities. Here, 28% opted for 4, 24% opted for both 1 and 3 and 20% opted for 2.

### Institution and community have a shared vision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	14.0	14.0	14.0
2	16	32.0	32.0	46.0
3	17	34.0	34.0	80.0
4	10	20.0	20.0	100.0
Total	50	100.0	100.0	

The above table shows the institution and company have shared vision. Here, 34% opted for 3, 32% opted for 2, 20% opted for 4 and 14% opted for 1.



Chapter

# 4

## **Findings, Recommendations and Conclusion**

The present study on Initiating, Institutionalizing, and Strengthening Gender Friendly academic campus through Gender Budgeting and Gender Auditing has explained the existing situation of college campus regarding gender concerns in gender friendly physical environment, class room space, lighting and airflow, furniture, seating arrangement. Another aspect covered was Learning environment such as enrolment and completion, competition,

Learning or special training process, respect and encouragement, recognition and identifying student abilities, access to essential learning materials regarding free of gender bias, critical thinking capacity, thoughts and feelings, opportunity to achieve academic success, voice in planning institutional activities ,encouragement in acting as role model with adaptable good experience, regular attendance, prevalence of discriminatory practices of students from different social



backgrounds. Another aspect covered was teacher's performance in promoting freedom of expression in voicing opinion, student centered teacher's approach, and teacher's gender sensitivity towards gender specific special needs, prejudiced behavior, attitude and approach, lack of time due to workload of teachers ,availability of gender sensitization training, and open forum discussion on gender issues etc.

Student's participation in selection of books for the library and its availability and usage, efforts in participating both male and female students in sports, team building process, equal participation in cultural competitions, opportunity to perform leadership qualities, were also examined .

It was also verified the availability of gender friendly infrastructure such as clean separate toilet facilities for students and teachers, proper pathways, access to clean drinking water, gender friendly playground ,day care facilities for children, rest room for ladies etc. While assessing about the status and care in gender health ,organizing of health camps and linkage with health

institutions ,supply of nutritional supplements, orientation to parents regarding gender health issues, sex education, growth monitoring and keeping records, access to feminine hygiene products, etc. were analyzed.

The care and social protection of girls during off campus programmes, involvement of Parents Teacher's Association with planning outside programmes,,male escort system etc. were also examined for assessing the social protection role taken by the college. The structure and functions of sexual harassment committee, complaint redress mechanism were also studied.

For assessing the social relations of the college with the community programmes, community campaigns as extension work, representation of women in college management committee, membership status and their role, shared vision of community and college etc. were studied.

The quality of gender sensitive indicators and its availability has reflected in both inside and outside the classroom perspective. The opinion has



examined and assessed through scaling techniques. A four point scaling has used to measure the degrees of freedom in various aspects of gender concerns in framing and formulating an action plan for gender friendly campus.

The four point scale and level of success in achieving each indicator represents one as most unfavourable, two for unfavourable, three for favourable and four as Most favourable. Column three offers space for indicating the method of verification, such as review of documentation/texts/learning materials; responsibility fixing technique, Interviews with students, teachers, parents, school administrators or members of the community; observation method, and checklists and surveys.

A fourth column has added to provide recommendation to allocate responsibility for the implementation, such as student, teachers, administrators, PTA members, Mothers' Group, Self Help Groups, Community-Based Organizations, or Management Committee.

.The situation analysis has done with the help of specifically framed gender

sensitive indicators which is prepared for understanding the present gender sensitive scenario of the campus and what should be done for a gender friendly campus in CMS college.

The result of the situation analysis /gender auditing process by using specifically devised gender indicators essential for a gender friendly campus is depicted in the following table by using logical framework .The findings of the study revealed the existing gender sensitive indicators and the gap /lacunae of gender friendly indicators. The results shown in the table can be used for planning future course of action in maintaining gender friendliness in the campus.



## Gender Friendly Atmosphere inside the Class room

Process Indicators	Ratings	Required action	Responsibility To whom
<b>Physical Environment</b>			
1. Ready physical access to College/classroom	56% as unfavourable	Needs improvement	Management
2. Adequate classroom space per student.	60% as most unfavourable	Need action	Management/ PTA
3. Adequate lighting and air flow (ventilation).	58% as most unfavourable	Required action	Management
4. Adequate Gender friendly, Student sized furniture provided.	40% as favourable	No immediate action required	
5. Seating arrangement facilitates teacher-student and student to student interaction	56% as most unfavourable	Action required	Management/PTA



and is not segregated.			
<b>Learning Environment</b>			
6. All students are given equal access and opportunity to college enrolment and completion.	56%as most unfavourable	Needs immediate attention	Management and PTA
7.Students are given equal opportunity for competitions/academic achievement.	50% as most unfavourable	Needs action	Management/PTA//Student's union
8.All students are encouraged to participate actively in the learning /special training process.	50%as unfavourable	Required action	Management/student council
9. Acceptance, respect and encouragement of all students are clearly communicated. (Notifications, Public functions etc)	62% as most unfavourable	Action required	Management



10. All student's abilities to learn are affirmed.	66% most unfavourable	Need attention	Management and teachers
11. Students have equal access to essential learning materials irrespective of gender.	56% most favourable	No action required	
12. Gender- friendly institutional environment is cultivated by teachers and students.	52% as unfavourable	Need attention	Management
13. Learning materials are free of gender bias.	52% as most favourable	No action required	
<b>Teaching/Learning Processes</b>			
14. All students are encouraged to explore, experiment and develop critical thinking capacities.	66% as most unfavourable	Needs attention	Teachers
15. Equal opportunities are provided for students to state their thoughts and feelings. (special seminars on social issues etc)	52% as favourable	No action required	Teachers and Management



16. All students are given equal opportunity to achieve academic success irrespective of gender.	56% as unfavourable	Needs immediate action	Teachers
17. All students are given opportunities to have a voice in planning institutional activities.	64% as unfavourable	Needs immediate action	Teachers and Management
18. All students are encouraged to share their model good experiences with others.	64% as unfavourable	Needs immediate action	Teachers
19. Both female and male teachers are adequately represented to provide role models for boys and girls.	54% as most favourable	No action required	
20. Regular attendance by students and teachers is expected.	54% as unfavourable	Required action	Teachers
21. Girls and boys from different backgrounds and from both urban and rural communities are thoughtfully presented in teaching and learning materials	52% as unfavourable	Action required	Teachers and Management



22. Teachers have a space to voice their opinions in institutional activities.	64% as unfavourable	Needs attention	Management
<b>Teacher Performance</b>			
23. Teachers' approach is student's centred.	54% as unfavourable	Action required	Management
24. Teachers are sensitive to student's special needs.	58% as unfavourable	Action required	Management
25. Teachers are supportive and non-judgmental (Not prejudiced).	50% as most unfavourable	No Action required	
26. Teachers provide equal opportunities for girls and boys in assignments and in academic and non-academic activities	56% as most unfavourable	Action required	Management
27. Teacher's workload is within their comfort level and manageable.	50% as unfavourable	Required immediate attention	Management



28. Teachers have undergone gender sensitization training.	50% as favourable	More attention in capacity building programmes for teachers	Management
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### Outside The Classroom (within the institutional jurisdiction)

Library and Laboratory			
29. Books are evaluated for identifying gender bias.	72% as most unfavourable	Need immediate attention	Management
30. Books and learning materials account for gender specific needs and preferences. (gender studies)	54% as unfavourable	Need immediate attention	Management
31. Students and teachers participate in the selection of books.	60% as most unfavourable	Need action	Management
Facilities			



32. Provision of clean separate toilets for girls and boys.	70% as most unfavourable	Needs most urgent action	Management / PTA
33. Provision of clean separate toilets for men and women faculty in the college.	60% as most unfavourable	Needs immediate attention	Management/PTA
34. Women-friendly, age appropriate toilet facilities ensure privacy and facilitates menstrual hygiene.	56% as most unfavourable	Needs urgent action	Management/PTA

**Cultural Activities, Music and Drama**

36. Mixed groups of all genders participate in activities that go beyond stereotypes.	52% participation as unfavourable	Needs attention	Management/College Union
37. All students are given equal opportunities to participate in cultural competitions in	52% as unfavourable	Needs action	Management/ College



college/university levels.			
<b>Games and Sports</b>			
38. Whether the interest of students on sports has been assessed by teachers/ management.	54% as favourable	No action required	
39. Playground has been assessed for genderfriendliness.	54% as unfavourable	Action required	Management
40. Irrespective of gender, students have equal opportunities to participate in sports, games and other extracurricular activities.	54% as favourable	No action required	
41. Games promote team building, cooperation and self-confidence and avoid	58% as favourable	No action required	



sex-stereotyping through mixed teams.			
<b>Assemblies</b>			
42. Assembly/ general meetings provide a proactive environment, promoting gender-friendly behaviour.	58% as unfavourable	Need action	Management
43. Assembly offers opportunity to build leadership skills among boys as well as girls.	64% as unfavourable	Need action	Management
<b>Health and Nutrition</b>			
44. Girls and boys have equal access to a source of safe drinking water.	64% as favourable	No action required	



sex-stereotyping through mixed teams.			
<b>Assemblies</b>			
42. Assembly/ general meetings provide a proactive environment, promoting gender-friendly behaviour.	58% as unfavourable	Need action	Management
43. Assembly offers opportunity to build leadership skills among boys as well as girls.	64% as unfavourable	Need action	Management
<b>Health and Nutrition</b>			
44. Girls and boys have equal access to a source of safe drinking water.	64% as favourable	No action required	



45. Iron tablets and other nutritional supplements are provided.	58% as favourable	No action required	
46. Orientation is provided to parents to avoid gender discriminatory practices.	72% as unfavourable	Action required	Management/ College
47. Linkages to health service providers exist.	58% as favourable	No action required	
48. Frequent/regular health check-ups are provided for girls and boys.	56% as favourable	No action required	
49. Health records are kept for each student	56% as favourable	No action required	
50. Sex education and individual counselling is available.	54% as unfavourable	Immediate action needed	Management
51. Girls /Women have access to feminine hygiene products.	60% as unfavourable	Action required	Management
Field Visits /Social Exposure			



52. Girls participation is encouraged.	62% as favourable	No action required	
53. Mothers/ female teachers accompany class on excursions.	52% as unfavourable	Needs improvement	Management
54. Adequate number of supervisors accompanies excursions to ensure safety and security.	58% unfavourable	Needs improvement	Management
55. Parents, especially mothers participate actively in planning field trips.	64% unfavourable	Needs improvement	Management
<b>Security, Safety,Atrocities and Harassment</b>			
56. Escort programmes provided to ensure	64% unfavourable	Needs improvement	Management



student's safety between home and college.			
57. Policy Against Sexual Harassment and Bullying established.	54% as unfavourable	Action required	Management
58. Committee on Sexual Harassment and Bullying formed and consists of representation from members of the community and students.	50% as favourable	Needs improvement	Management/Women Cell
59. College provides a safe and comfortable environment for students.	54% as unfavourable	Needs improvement	Management

### Community College Relationship

60. PTA is established and is holding regular meetings.	66% as unfavourable	More attention	management
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61. Community organizations work with the college to create an enabling and supportive institutional environment	54% as favourable	No action required	
62. Regular community campaigns are conducted to encourage parents to provide gender equality at family.	64% as unfavourable	Need more attention	Management
63. Community acts as a monitor to ensure standards of gender equity within the institution.	62% as unfavourable	Need action	Management
64. Women are represented on college management committee.	62% unfavourable	Required more attention	Management
65. Women are in leadership positions on	56% as favourable	No action required	



college committees.		No action required	
66. Day care facilities have been established at the institutional level	54% favourable		
67. Institution and community have a shared vision of quality and equity of education.	54% as favourable	No action required	

### Recommendations.

The understanding of organizations recommended mandatory structural policies, processes, norms and its interface with stakeholders. It also includes an understanding of the institution's informal structures, processes, and its constraints. The findings of the situational analysis call for the attention in three major areas.

#### A. Capacity building

- \* Gender sensitivity training programmes for attitudinal change
- \* Open forum discussion on gender issues

- \* Workshops, seminars, symposiums on women development perspective

#### B. Infrastructure Development

- \* ....Construction of proper
- \* Gender friendly toilets

Immediate attention and urgent action may be taken for the construction of gender friendly toilets for both boys and girls, lady faculties and men faculties. Detailed project plan may be prepared and special attention has to be given for incorporating gender friendly facilities inside the bathrooms.

- \* Construction of Rest Rooms

Adequate rest room may also be



constructed with proper furniture along with related facilities to the lady faculties and students separately.

### **C. Framing gender friendly, Participatory policies for addressing strategic gender needs.**

\*. Gender friendly policies may be framed for ensuring women's participation in all major decision making committees

### **D. Convergence of Services with other linkage institutions/ community extension activities**

\*.. With the participation of student community several extension activities may be planned for the betterment of village community to

address gender issues

· Convergence of service may be utilized from Health Department, Police Department, and other related women development sectors like *Kudumbasree* Mission etc.

After the approval of recommendations made in report Detailed Project Action Plan may be planned, prepared, and implemented by the Management , PTA or Alumni . Proper attention and care may be taken while planning the projects with proper monitoring gender indicators.



Prepared by

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**Guidelines**

These quality and gender sensitive indicators reflect perspectives from both inside and outside the classroom.

The indicators devised have been placed in the first column of the framework.

Column two provides space for rating the level of success in achieving each indicator. Levels one, two, three and four will have to be clearly defined for each and every indicator.

Column three offers space for indicating the method of verification, for example:

- review of documentation/texts/learning materials;
- interviews with students, teachers, parents, school administrators or members of the community;

- observation;
- checklists and surveys.

A fourth column could be added to allocate responsibility for the verification, for example, student, teachers, administrators, PTA members, Mothers' Group, Self Help Groups, Community-Based Organizations, or Management Committee.

The scaling measurement adopted in this questionnaire is a 4-point scale where 1, 2, 3 and 4 refers to most unfavourable response, unfavourable, favourable, most favourable response respectively. Since this study doesn't require a neutral response, a 4-point scale is used.



8. All students are encouraged to participate actively in the learning /special training process.			
9. Acceptance, respect and encouragement of all students are clearly communicated. (Notifications, Public functions etc)			
10. All student's abilities to learn are affirmed.			
11. Students have equal access to essential learning materials irrespective of gender.			
12. Gender- friendly institutional environment is cultivated by teachers and students.			
13. Learning materials are free of gender bias.			
<b>Teaching/Learning Processes</b>			
14. All students are encouraged to explore, experiment and develop critical thinking capacities.			
15. Equal opportunities are provided for students to state their thoughts and feelings. (special seminars on social issues etc)			
16. All students are given equal opportunity to achieve academic success irrespective of gender.			
17. All students are given opportunities to have a voice in planning institutional activities.			



# GENDER SENSITIVE INDICATORS AND CHECKLIST FOR GENDER FRIENDLY INSTITUTION

## INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Methods and Means of Verification</i>	<i>Responsibility To whom</i>
<b>Physical Environment</b>			
1. Ready physical access to College/classroom			
2. Adequate classroom space per student.			
3. Adequate lighting and air flow (ventilation).			
4. Adequate Gender friendly, Student sized furniture provided.			
5. Seating arrangement facilitates teacher-student and student to student interaction and is not segregated.			
<b>Learning Environment</b>			
6. All students are given equal access and opportunity to college enrolment and completion.			
7. Students are given equal opportunity for competitions/academic achievement.			
8. All students are encouraged to participate actively in the learning /special training process.			



18. All students are encouraged to share their model good experiences with others.			
19. Both female and male teachers are adequately represented to provide role models for boys and girls.			
20. Regular attendance by students and teachers is expected.			
21. Girls and boys from different backgrounds and from both urban and rural communities are thoughtfully presented in teaching and learning materials			
22. Teachers have a space to voice their opinions in institutional activities.			
<b>Teacher Performance</b>			
23. Teachers' approach is student's centred.			
24. Teachers are sensitive to student's special needs.			
25. Teachers are supportive and non-judgmental (Not prejudiced).			
26. Teachers provide equal opportunities for girls and boys in assignments and in academic and non-academic activities			
27. Teacher's workload is within their comfort level and manageable.			
28. Teachers have undergone gender sensitization training.			



# OUTSIDE THE CLASSROOM (within the institutional jurisdiction)

<b>Library and Laboratory</b>		
29. Books are evaluated for identifying gender bias.		
30. Books and learning materials account for gender specific needs and preferences. (gender studies)		
31. Students and teachers participate in the selection of books.		
<b>Facilities</b>		
32. Provision of clean separate toilets for girls and boys.		
33. Provision of clean separate toilets for men and women faculty in the college.		
34. Women-friendly, age appropriate toilet facilities ensure privacy and facilitates menstrual hygiene.		
35. Access to a clean water source is available		
<b>Cultural Activities, Music and Drama</b>		
36. Mixed groups of all genders participate in activities that go beyond stereotypes.		



37. All students are given equal opportunities to participate in cultural competitions in college/university levels.		
<b>Games and Sports</b>		
38. Whether the interest of students on sports has been assessed by teachers/ management.		
39. Playground has been assessed for gender friendliness.		
40. Irrespective of gender, students have equal opportunities to participate in sports, games and other extracurricular activities.		
41. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.		
<b>Assemblies</b>		
42. Assembly/ general meetings provide a proactive environment, promoting gender-friendly behaviour.		



54. Adequate number of supervisors accompanies excursions to ensure safety and security.		
55. Parents, especially mothers participate actively in planning field trips.		
<b>Security, Safety, Atrocities and Harassment</b>		
56. Escort programmes provided to ensure student's safety between home and college.		
57. Policy Against Sexual Harassment and Bullying established.		
58. Committee on Sexual Harassment and Bullying formed and consists of representation from members of the community and students.		
59. College provides a safe and comfortable environment for students.		

### COMMUNITY-COLLEGE RELATIONSHIP

60. PTA is established and is holding regular meetings.		
61. Community organizations work with the college to create an enabling and supportive institutional		



environment		
62. Regular community campaigns are conducted to encourage parents to provide gender equality at family.		
63. Community acts as a monitor to ensure standards of gender equity within the institution.		
64. Women are represented on college management committee.		
65. Women are in leadership positions on college committees.		
66. Day care facilities have been established at the institutional level		
67. Institution and community have a shared vision of quality and equity of education.		



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**Joji George**

(II MA Sociology Student)

**Theresa Mary Sabu**

(II MA Sociology Student)

**Geethu T S**

(II MA Sociology Student)

**Sonu Elizabeth Sam**

(II DC History Student)





## **WOMENS STUDIES CENTRE**

CMS College Kottayam (Autonomous)

**Organizes**

*Two days state level workshop on*

*Gender Equality and Mainstreaming; A practical approach to Gender Planning Budgeting and Auditing*

*Inauguration : Rt. Rev. Jenny Andison*  
(Bishop U Suffragin, Diocese of Toronto, Canada)

**Chief Resource Person : Dr. Leelakumari P.**  
(Prof. Institute of Management in Government, Trivandrum)

**Date : 15th & 16th January 2019**

**Venue : Rev. Joseph Fenn Hall**

**Time : 10 am to 4 pm**

Dr. Roy Sam Daniel  
Principal,  
CMS College Kottayam

Dr. Sumi Mary Thomas  
Director,  
Womens Studies Centre  
CMS College Kottayam

**All are cordially invited to the programme**



Two days workshop on  
**GENDER CONCEPTS, GENDER BUDGETING,  
GENDER PLANNING & GENDER AUDITING**  
Resource Person: Dr. Leela Kumari



Theme:

- Project idea generation
- Project proposal draft
- Proposal presentation

Venue: Rev. Joseph Fenn Hall

Date: 30, 31 January 2019





**Women's Studies Centre  
CMS College Kottayam**

Two days workshop on  
**GENDER CONCEPTS,  
GENDER BUDGETING,  
GENDER PLANNING  
& GENDER AUDITING**

Resource Person: Dr. Leela Kumari

Theme:

- Need identification and Situation Analysis
  - Process sheet preparation
- Responsibility matrix for project implementation and logistics arrangements



Venue: Rev. Joseph Fenn Hall

Date: 14, 15 February 2019

*Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing*





## Women's Studies Centre CMS College Kottayam

Two days workshop on  
**GENDER CONCEPTS,  
GENDER BUDGETING,  
GENDER PLANNING  
& GENDER AUDITING**

Resource Person: Dr. Leela Kumari

### Theme:

- Capacity building on project methodology
- Gender sensitive Indicators identification and finalization
  - Tools preparation

Venue: Rev. Joseph Fenn Hall

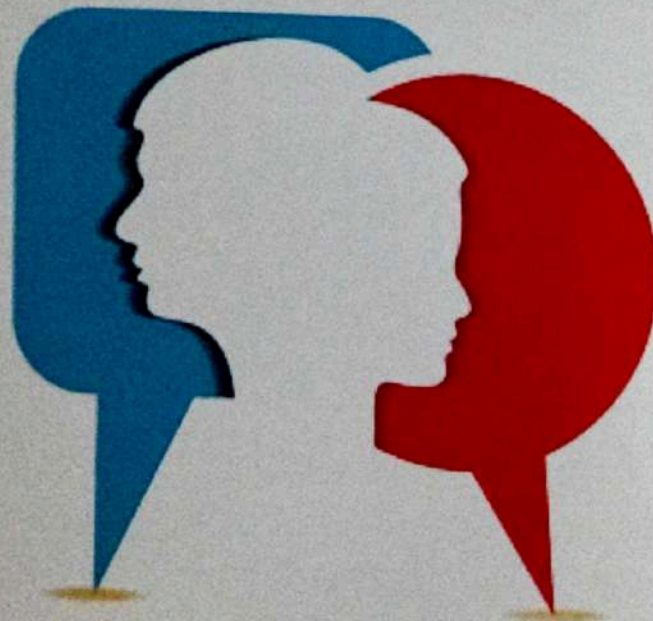
Date: 06, 07 March 2019





**Women's Studies Centre  
CMS College Kottayam**

Two days workshop on  
**GENDER CONCEPTS,  
GENDER BUDGETING,  
GENDER PLANNING  
& GENDER AUDITING**  
Resource Person: Dr. Leela Kumari



Theme:

- Pretests of questionnaire
- Identification of statistical tools for data analysis
- Chapter scheme preparation and frame work for report writing

Venue: Rev. Joseph Fenn Hall

Date: 21, 22 March 2019



Appendix 4 **Photographs**











*Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing*









*Gender Equality and Mainstreaming through Institutional Planning Budgeting and Auditing*





*Gender Equality and Maternity through Institutional Planning*

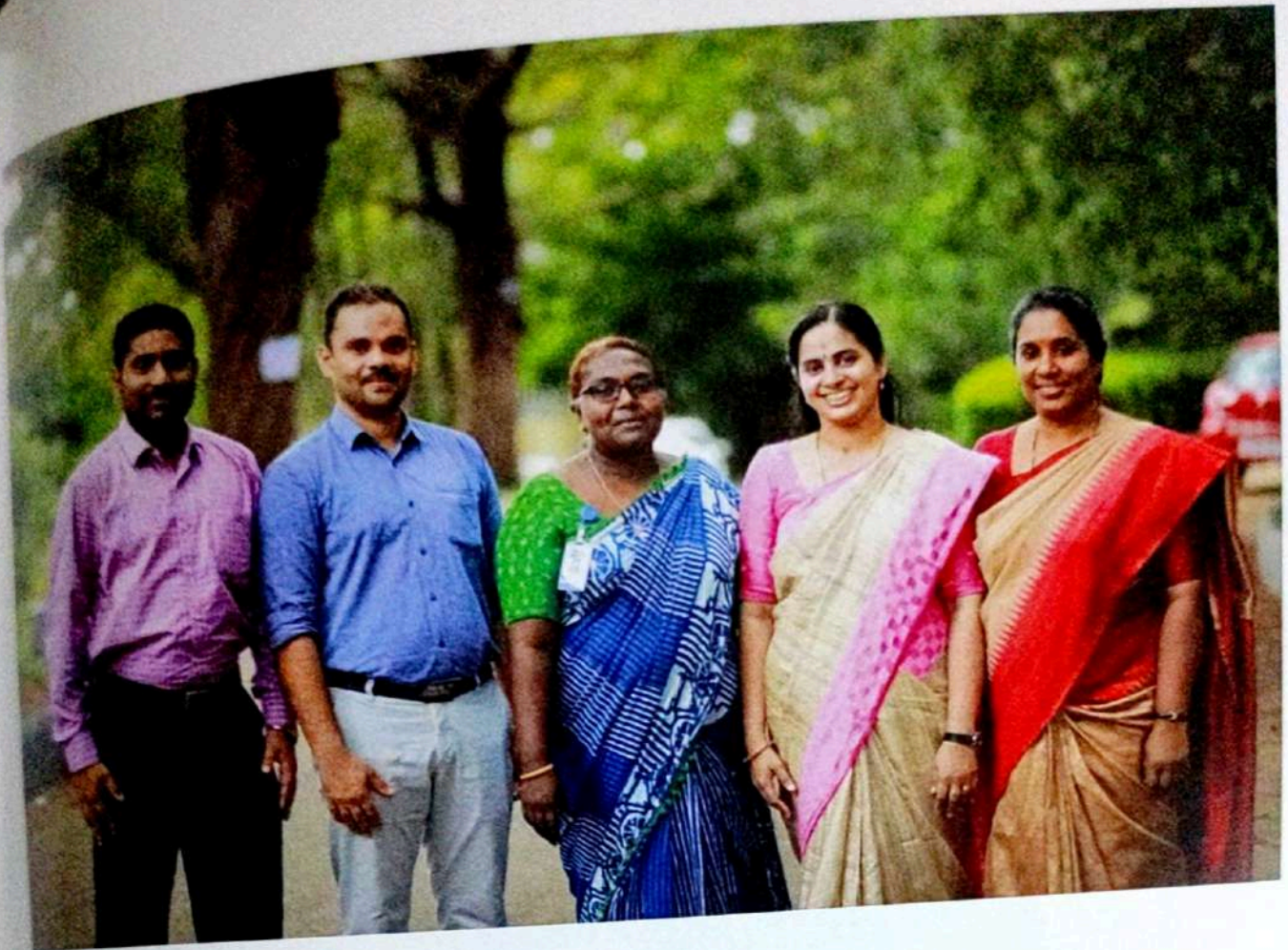




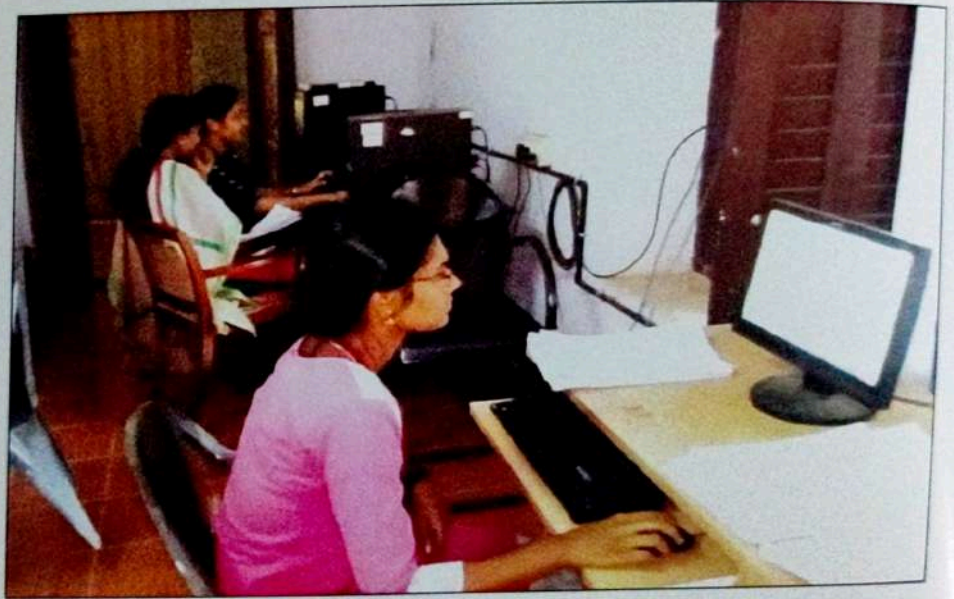
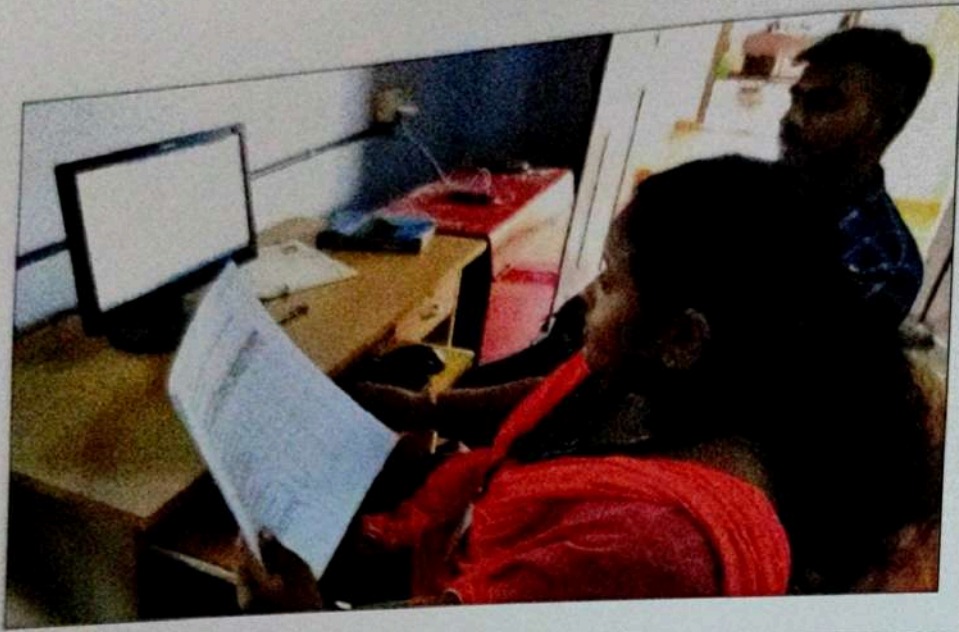














**CMS COLLEGE KOTTAYAM (AUTONOMOUS)**  
**GENDER EQUALITY AND MAINSTREAMING**

A Practical Approach to Gender Planning, Budgeting and Auditing  
 15<sup>th</sup> January 2019 to 22<sup>nd</sup> March 2019.

**Certificate**

This is to certify that Dr./Mr./Mrs./Ms./

of

\_\_\_\_\_ participated in the Gender Equality  
 and Mainstreaming : A Practical Approach to Gender Planning, Budgeting and  
 Auditing programme held from 15<sup>th</sup> January 2019 to 22<sup>nd</sup> March 2019 organized  
 by Women's Studies Centre, CMS College Kottayam (Autonomous)



Dr. Roy Sam Daniel  
 Principal  
 CMS College Kottayam

Dr. Sumi Mary Thomas  
 Director  
 Women's Studies Centre



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CMS College Records and Documents