

# KOHIMA COLLEGE

## KOHIMA, NAGALAND

*(Affiliated to Nagaland University, Nagaland & UGC recognized under Section 2 (f) and 2(B)  
of the UGC Act 1956 and NAAC Accredited)*



### GENDER AUDIT REPORT

**2023-2024**

#### **Gender Audit: an Introduction**

- A. Introduction of the Institution**
- B. What is Gender Audit?**
- C. Constitution of Gender Audit Committee**
- D. Objectives of the Gender Audit Exercise**
- E. Gender Audit Methods**

#### **A. Introduction of the Institution**

Kohima College, located in the scenic hillock of Kruoliezou, Kohima, was established on the 9th of August 1967. This educational institute holds the distinction of being the first private college offering higher education in the branch of Humanities in Kohima, the capital of Nagaland. The

College owes its existence to the four far sighted individuals from Kohima Village, Dr. Neilhouzhü Kire, Dr. Satuo Sekhose, Mr. Vibeilie Solo and Mr. Vilalhoulie Belho, who shared a common concern which was the need for an Academic Institution offering Higher Studies program/s in the field of Humanities as there was none in Kohima at that point of time. This need was felt all the more for youths from economically weaker sections of the society, who did not possess the means to travel outside the state for further studies. In light of this predicament, together rose to the challenge and created history by establishing the college.

Kohima College during the initial years offered only evening classes and these classes were held at the old Middle English School building and Union Baptist Church, Kohima. In 1969 however, the College was asked to vacate the aforementioned school building whereupon classes were shifted to an old dilapidated Primary School building located at the Mission Compound. Towards the close of 1971, the college was once again allowed to conduct classes at the Middle English School and the site, along with the school building was allotted to the college.

It was through the initiative of Dr. Shürhozelie Liezietsu that the Education Department was persuaded to part with its quarters located at the present site Ura College of Teachers' Education. These quarters, along with Dr. Setou Liegise's building and a house belonging to Mr. Aguo Zeliang, were officially handed over to the College. With the possession of these buildings, the College was finally able to solve the problem of space. However, due to lack of funds, the college was often unable to pay salaries to the teachers. The founding members were nevertheless, unrelenting in their efforts to ensure the proper functioning of the college.

Mr. H. Gupta assumed charge of the College in 1979 and Mr. H. Saiborne was made the Vice Principal. Both of them shared deep concern for the college's lack of permanent infrastructure and problem of accommodation due to rise in students' enrolment. They approached the University Grant Commission (UGC) and received a substantial amount for building grants. With this fund and some material assistance from the State Government, a modest building was constructed.

The Government of Nagaland took over Kohima College with effect from 1st February 2006 with Mr. C. Khalong as the first Principal. With the subsequent completion of the construction of

a new building complex in 2009, the College was shifted to its present site during the 2009-2010 session. An Inauguration Ceremony to commemorate the new complex for Kohima College was held on 12th May 2009. The Inaugural address was pronounced by the Chief Guest, Dr. Shürhozelie Liezietsu, the then Minister of Higher & Technical Education, Nagaland. Lt. Dr. Satuo Sekhose, the only living founding member then was present to share the collective vision which gave birth to the college.

The college began its journey in 1967 with 127 students on its roll. The subjects offered then were English, Alternative English, Economics, History, Philosophy and Political Science. Later on, Philosophy was dropped for lack of students and Education and Sociology were added instead. In 1972, M.A. in Political Science was granted affiliation by Gauhati University. When the College came under North Eastern Hill University (NEHU), this Post Graduate program had to be done away with as NEHU did not permit colleges to run Post graduate courses. Kohima College achieved another milestone when in 1988, Tenyidie was introduced as a subject of study at the Pre-University level. Gradually, Tenyidie was upgraded to the Degree level. On 10th June 2013, the Government of Nagaland made the bold decision to physically de-link 10+2 academic level from the College. Kohima College, a Co-educational institution affiliated to Nagaland University now offers three year Graduate Degree course in a multitude of Humanities program, including both General and Honours courses. The Commerce stream was successfully introduced in 2016.

The first Principal was Mr. Horam, who joined in late 1969, followed by Mr. T Chuba, Mr. H.Gupta, , Mr. H. Saiborne, Mr. C.Khalong Ao, Mrs. Chubatola Lkr, Dr. Watijungshi Jamir. Dr. Ralimongla presently heads the College as Principal. The first Lecturer- in- charge was Lt. Jonathan Chakhesang and after him came Mr. Bikstarwell Wanniang.

The present campus covers a total area of 28.27 acres; the College has 17 classrooms, 1 Language Laboratory, 1 Seminar Hall, an Auditorium, a UGC funded Indoor Stadium Sports complex, a Library and also a Book Bank funded by the University Grants Commission. 2 hostels, 1 each for girls and boys is operating presently. Plans for constructions of more classrooms, staff quarters and more hostels for both boys & girls are in the pipeline. The college building is Wi-Fi enabled.

The College has been doing yeoman service by giving admission to students from economically weaker sections of society, regardless of race or tribe. It is mandatory for the College to take in Class 12 pass outs from Kohima District Government Schools into the Bachelor's Programme. Many of the students have bagged university ranks in various subjects. Kohima College celebrated her glorious fifty years of existence in 2017 and in the same year had also successfully completed the 2nd cycle of assessment by the National Assessment and Accreditation Council (NAAC) Bengaluru and graded B+. The college also hosted the first Inter Government College Olympic, organised by Higher Education, Government of Nagaland in 2019. In June 2023, the 3<sup>rd</sup> cycle of NAAC assessment was done and Kohima College was graded with B++.

Over the years, the College has produced thousands of graduates and continues to make all efforts in pursuit of excellence in Higher education.

## **B. What is Gender Audit?**

Gender Audit is an attempt to study whether the college has a good gender balance. It tries to see whether college follows government rules, policies and actions formulated for up-gradation of women in society. The Gender Audit tries to assess the impact of its current and proposed policies on gender equality. Although there is no standard approach for carrying out a gender audit, international organizations use two main approaches: participatory in gender audit and the gender integration framework. A gender audit usually includes two dimensions as follows:

- 1. An internal audit:** This dimension refers to how much an organization fosters gender equality internally within its organizational, managerial structure and internal work and whether these contribute to gender equality in the organization. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organizational ownership for gender equality initiatives, and sharpens organizational learning on gender.
- 2. An external audit:** This dimension aims to assess to what extent, an organization mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to women and men involved in or affected by the organization's policies, programs, projects or services

provided. When applied to policies, programmes, projects or services, a gender audit starts by exploring to what extent gender equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). At the planning level, a gender audit analyses whether there are gender specific objectives or if gender is mainstreamed in the general objectives of the policy in order to guarantee that they contribute to close gender gaps, ensure that women and men benefit equally or in accordance with their gender needs and that inequalities are not perpetuated. Similarly, a gender audit goes on to analyze how gender is mainstreamed into the implementation phase of the policy, programme or project. Finally, a gender audit of the monitoring and evaluation phase investigates whether targets and indicators include a gender perspective both in terms of sex-disaggregated data and progress towards gender equality.

#### **D.Objectives of the Gender Audit exercise:**

- The institute shall take effective measures for the safety and security of all genders.
- There must be an accessible, active, unbiased and confidential Grievance Redressal Cell
- There shall not be any kind of discrimination on the basis of gender.
- To develop and enhance the self-confidence and self-esteem of girl students, women faculty and staff in the college.
- Overall personality development programs shall be organized, which will develop confidence in the members of the institution.
- To protect girl students from eve teasing and for the same posters to be exhibited at focal places in and around the college.
- A certified consultant to be invited to take care of personal development and confidence building among students.
- Organizing programs to build confidence and instill leadership qualities in the girl students.
- To join hands with IQAC, Anti-ragging Committee, and Discipline Committee and Internal Complaint Committee for creation of gender sensitization.
- To create social awareness about the problems of women and gender discrimination in particular.
- The Audit would enable the organization to identify the impact of gender

relations on their agency's culture, processes, programs and organizational performance and vice versa.

The following are the main objectives of the Gender Audit:

- a) To know about the gender balance in the college.
- b) To know about gender perception in the campus.
- c) To reflect and etch out a road map for gender action.

### **Gender Audit Methods:**

The gender audit was conducted within the broad framework called the Gender Integration Framework (GIF), which proposes that transformation can only follow when four organizational dimensions are equipped for gender integration. These four elements are political will, technical capacity, accountability and organizational culture. The Political Will: Means the initiatives in which the leadership within the college at different levels use their branches of the tree and are also required in equal measure to successfully integrate gender, position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the college. Technical Capacity: Level of ability, qualifications and skilled individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes. Accountability: Mechanisms by which a college determines the extent to which it is "walking the talk" in terms of integrating gender equality in its programs and organizational structures. Organizational Culture: Norms, customs, beliefs and codes of behavior in an organization that support gender equality - how people relate, what are seen as acceptable ideas, how people are expected to behave and what behaviors are rewarded.

#### **1. Gender Wise Distribution of Staff**

Gender sensitivity refers to an attempt to encounter and accept people without presumptions. Gender sensitive approach aims at opening, reconstructing and broadening expectations and behavioral models related to gender. Gender sensitive structures respond equally to men and women's specific interests without any presumption based on outdated views. When gender became a major parameter for institutional governance, the institutional leaders stepped forward taking steps to ensure gender equality.

An audit of gender sensitive features in the Institution yielded the following notable points:

- Basic sanitation facility in the form of separate toilets for the students and staff is provided in the common area. Separate toilets for male and female faculty are available.
- There is a Girls Common Room.
- There are CCTV monitoring devices installed at different locations within the campus.
- There is a Women's Cell that conducts Gender Sensitization programmes regularly for the students.

### **Gender Balance within the Institution:**

Gender balance means the existence of a fair ratio of male and female representation within the institution in terms of number of students in the various programmes as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to the social structures which act as inhibitors to access. This results in lesser capability among women which in turn produces a snowball effect on their empowerment and access to development initiatives. Gender Audit Team reviewed and analyzed the operating environment of Kohima College, Kohima. From the analysis, the team understood that the college is operating in an environment where everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading in sports and physical activity. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests and experiences. Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different. The college always concentrates on students' academic performance along with their overall personality development. Observing gender equality, the girls are provided with various facilities. The NCC unit for boys and girls is meticulously developing their character and qualities like comradeship, discipline, leadership, secular outlook and spirit of adventure. This unit focuses on outstanding achievements of the girls. Girls are made aware of laws and by-laws by organizing lectures of eminent personalities. Anti-ragging Committee and Internal Complaints Committee have been formed in the college. Our girl students have achieved

success in the field of Cultural Activities and Sports. Their participation in various competitions has brought laurels and fame to them as well as the College.

**Gender Sensitization Initiatives:**

By forming Committees under ICC; Women Cell, Anti-ragging/Anti-Discrimination, Grievance Redressal Cell, Anti- Sexual/Anti-Harassment, at the same time providing adequate facilities to girls, gender equality is kept upright in the college. The following initiatives have been undertaken by the College for the convenience of girl students:

**Ladies Common Room:** There is adequate space in the Ladies Common Room and silence is maintained for girls to study. Washroom provision has also been made for girls in the Ladies Room.

**Girls Washroom:** Girls' washrooms are situated at all the floors in the college with ample water supply and proper maintenance.

**Drinking Water:** Water coolers and water purifiers have been provided for boys and girls in the College campus.

**Programmes:**

1. State Level Seminar on “Substance Abuse in Nagaland and its Impact on Women” 5<sup>th</sup> October 2023 organized by Nagaland State Commission for Women(NSCW) in collaboration with the National Commission for Women(NCW), New Delhi.  
The Girls’ Welfare Secretary (KCSU), Asst. Girls’ Welfare Secretary along with a few other students attended the programme at Capital Convention Centre, Kohima on 5<sup>th</sup> October 2023.
2. International Women’s Day MykiFest cum IWD celebration at The Heritage, 08/03/2024 organised by Government of Nagaland, Directorate of Women Resource Development, Kohima  
10 students along with one faculty attended the programme at The Heritage on 8<sup>th</sup> March 2024.
3. International Women’s Day celebrated at Kohima College, Kohima on 08/03/2024  
Women Welfare Cell, Anti-Ragging/Anti-Discrimination Cell & Anti-Sexual/Anti-Harassment Cell organized International Women’s Day 2024 with the theme, “Inspire Inclusion” with Mrs. Moanungla Kevichusa, Retired Associate Professor & Head, Department of English, KCK as the Special Guest.



## **Summary and Conclusion**

- 1. Progress towards Gender Equity**
- 2. Conclusion**
- 3. Recommendation**

Kohima College constantly endeavours to work for the benefit of female staff and female students. The institution recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. We found that student's strength particularly girls' strength is increasing in the UG and PG programmes. More girls are enrolling for higher studies. Further, it has also been observed that the success rate among girl students is higher as compared to boys. Girl students are also seen taking interest in co-curricular and extra-curricular activities organized by the college. Girl students' participation in sports is also commendable. In Kohima College we found that among regular teaching staff the strength of females is higher than that of males.

### **2. Conclusion**

The analysis shows that gender equity goals and objectives are included in all the policies, programmes of the college. The staff also reported that they have no problems related to gender criterion. Gender Audit Team analyzed that gender equality and gender sensitivity is encouraged by management and staff of the college. It is found that the institute has a lot of strengths and opportunities to develop good gender balance. The enrolment of girls from all sections of society is increasing and there are no gender issue complaints.

### **3. Recommendations**

- Organize more co-curricular and extra-curricular activities for students and staff including males and females
- Motivate girl students to actively participate in sports of their own choice
- Organize awareness programs on Legal Rights of Women
- Collaborate with Mission Shakti (Integrated Women Empowerment Programme) for programmes and resources
- Improve the marketability of the products made by students

Dr. Ziuziu Iheilung  
Internal Member  
Gender Audit Committee  
Advisor, Women Cell  
Kohima College, Kohima

Dr. Ketoukhrieü  
Internal Member  
Gender Audit Committee  
IQAC Coordinator  
Kohima College, Kohima

**Dr. Ketoukhrieü**  
Assistant Professor  
Kohima College  
Kohima : Nagaland

**Women Cell**  
**Kohima College, Kohima**

Gracy Ayee  
External Member  
Gender Audit Committee  
State Mission Coordinator  
Mission Shatki  
State Hub for Empowerment of Women  
Nagaland; Kohima

**State Mission Coordinator**  
**State Hub for Empowerment of Women**  
**Kohima : Nagaland**

Dr. Vitsosie Vupru  
Principal  
Chairman, Gender audit Committee  
Kohima College, Kohima

*Principal*  
*Kohima College*  
*Kohima : Nagaland.*