

Gangadhar Meher University

Sambalpur, Odisha-768004

Anti-Ragging Policy

This policy has been formulated in consonance with UGC Rules 2016, on Anti Ragging in Higher Educational Institutions / Universities, as published in the gazette notification.

1. General

- a) In view of the directions of the Hon'ble Supreme Court, and in consideration of the rules framed by the Central Government and the UGC, to prohibit, prevent and eliminate ragging and to provide for the healthy development, physically and psychologically, of all students, Gangadhar Meher University, Sambalpur, Odisha set forth the Anti-Ragging Policy as listed in succeeding paragraphs.
- b) The Vice Chancellor shall be responsible for implementation of rules listed here under this policy. However, he may delegate the functional roles and procedures to any other Officer of the University, so nominated as the Nodal Officer for anti-ragging function in the University.

2. Objectives of the Policy

To prohibit, prevent and eliminate any conduct by any student or students which constitutes ragging.

3. What constitutes Ragging

Ragging constitutes one or more of any of the following acts:

- a) any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student;
- b) indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;
- c) asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student;
- d) any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher;
- e) exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students;
- f) any act of financial extortion or forceful expenditure burden put on a fresher or any other

student by students;

- g) any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
- h) any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student;
- i) any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

4. Measures for prohibition of ragging at the University level

The University shall comply with following guidelines of the UGC:

- a) The University or any part of it thereof, including its elements, including, but not limited to, the schools, departments, constituent units, centres of studies and all its premises, whether academic, residential, playgrounds, or canteen, whether located within the campus or outside, and in all means of transportation of students, whether public or private, accessed by students for the pursuit of studies in University, shall not permit or condone any reported incident of ragging in any form; and it shall take all necessary and required measures, including but not limited to the provisions of these Rules, to achieve the objective of eliminating ragging, within the University or outside;
- b) The University shall take action in accordance with the Rules of UGC against those found guilty of ragging and/or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

5. Measures for Prevention of Ragging at the University Level

- a) The University shall take the following steps in regard to admission or registration of students:
 - i. Public declaration of intent, in its electronic, audio-visual or print or any other media, for admission of students to any course of study and shall expressly provide that ragging is totally prohibited in the University, and anyone found guilty of ragging and/or abetting ragging, whether actively or passively, or being a part of a conspiracy to promote ragging, shall be liable to be punished in accordance with the laid down Rules as well as under the provisions of any penal law for the time being in force.
 - ii. The brochure of admission/instruction booklet or the prospectus, whether in print or electronic format, shall prominently print and contain such a warning as above, including the consequences, as may be applicable.
 - iii. Students shall be provided with the telephone numbers of the Anti-Ragging Helpline and all the important functionaries in the University including but not limited to the Vice Chancellor, PG Council Chairman (PGC), members of the Anti-Ragging Committees and Anti- Ragging Squads, Chief Warden, Wardens of Hostels, and other functionaries or authorities as relevant.
 - iv. The enrollment letters shall contain the format of an undertaking, mandatorily in English as provided in the UGC Rules or reference to the link for on line anti ragging declaration portal, to be filled up and signed by the applicant and parents (Refer

Annexure 2). This undertaking states to the effect that he/she/parents (they) have read and understood the provisions of anti-ragging policy as well as the provisions of any other law for the time being in force, and are aware of the prohibition of ragging and the punishments prescribed, both under penal laws as well as under University Rules and also affirm to the effect that student has not been expelled and/or debarred by any University and further aver that student would not indulge, actively or passively, in the act or abet the act of ragging and if found guilty of ragging and/or abetting ragging, is liable to be proceeded against under the Rules or under any penal law or any other law for the time being in force and such action would include but is not limited to debarment or expulsion of such student. These undertakings shall be signed by all students.

- v. Before the commencement of the academic session, the Vice Chancellor shall convene and address a meeting of various functionaries/agencies, such as Chief Warden, Hostel Wardens, representatives of students, parents/guardians (if feasible), faculty, administration including the police (if considered essential), to discuss the measures to be taken to prevent ragging in the University and steps to be taken to identify those indulging in or abetting ragging and punish them.
- vi. The University shall, to make the community at large and the students in particular aware of the dehumanizing effect of ragging, and the approach of the University towards those indulging in ragging, prominently display posters depicting the provisions of penal law applicable to incidents of ragging, and the provisions of these rules and also any other law for the time being in force, and the punishments thereof. It shall also prominently display the same, on Notice Boards in hostels and other buildings as well as at places, where students normally gather and at places, known to be vulnerable to occurrences of ragging incidents.
- vii. The University shall identify, properly illuminate and keep a close watch on all locations known to be vulnerable to occurrences of ragging incidents. The University shall tighten security in its premises, especially at vulnerable places through intense policing by Anti-Ragging Squads and volunteers, if any, which shall be resorted to at such points at odd hours during the initial duration of the academic session as may be decided by the authorities.
- viii. The University shall utilize the vacation period before the start of the new academic year to launch a campaign against ragging through posters, leaflets and such other means, as may be desirable or required.
- ix. The schools/ departments/ centers/ units of the University shall have induction arrangements, including those which anticipate, identify and plan to meet any special needs of any specific section of students, in place well in advance of the beginning of the academic year with an aim to promote the objectives of Anti ragging.
- x. University may tie up or engage or seek the assistance of professional counsellors before the commencement of the academic session, to be available when required by the University, for the purposes of offering counselling to freshers and to other students after the commencement of the academic year.

b) University shall, on the day of registration of students, take the following steps:

- i. Every fresh student admitted to the University shall be given a printed leaflet detailing to whom he/she has to turn to for help and guidance for various purposes including

addresses and telephone numbers, so as to enable the student to contact the concerned person at any time, if and when required.

- ii. The University, through the leaflet specified in clause (a) shall also explain to the fresher's, the arrangements made for their induction and orientation which promote efficient and effective means of integrating them fully as students with those already admitted to the University in earlier years.
- iii. The leaflet specified in clause (a) shall also inform the fresher's about their rights as bona fide students of the University and clearly instructing them that they should desist from doing anything, with or against their will, even if ordered by the senior students, and that any attempt of ragging shall be promptly reported to the Anti-ragging Squad or to the Warden or to the Director – Student Affairs or to the Vice Chancellor, as the case may be.
- iv. The leaflet specified in clause (a) shall contain a calendar of events and activities laid down by the University to facilitate and complement familiarization of fresher's with the academic environment of the University.
- v. The University shall, on the arrival of senior students after the first week or after the second week, as the case may be, schedule orientation programs as follows, namely;
 1. Joint sensitization program and counseling of both fresher's and senior students by a professional counsellor
 2. Joint orientation program of freshers and seniors to be addressed by the Vice Chancellor and the anti-ragging committee
 3. Organization on a large scale of cultural, sports and other activities to provide a platform for the freshers and seniors to interact in the presence of faculty members;
 4. In the hostel, the warden should address all students and may request two junior colleagues from the college faculty to assist the warden by becoming resident tutors for a temporary duration.
 5. As far as possible, faculty members should dine with the hostel residents in their respective hostels to instill a feeling of confidence among the freshers.
- vi. The University may set up appropriate committees, including the course-in-charge, student advisor, Wardens and some senior students as its members, to actively monitor, promote and regulate healthy interaction between the freshers, junior students and senior students.
- vii. Freshers or any other student(s), whether being victims, or witnesses, in any incident of ragging, shall be encouraged to report such occurrence, and the identity of such informants shall be protected and shall not be subject to any adverse consequence only for the reason for having reported such incidents.
- viii. Each batch of freshers, on arrival at the University, shall be divided into small groups and each such group shall be assigned to a member of the faculty, who shall interact individually with each member of the group for ascertaining the problems or difficulties, if any, faced by the fresher in the University and shall extend necessary help to the fresher in overcoming the same.
- ix. It shall be the responsibility of the member of the faculty assigned to the group of freshers, to coordinate with the Wardens of the hostels and to make surprise visits to the rooms in such hostels, where a member or members of the group are lodged; and such member of faculty shall maintain a diary of his/her interaction with the freshers under his/her charge.
- x. Freshers shall be lodged, as far as may be, in a separate hostel block, and where such facilities are not available, the University shall ensure that access of seniors to

accommodation allotted to freshers is strictly monitored by wardens, security guards and other staff of the University.

- xi. A round the clock vigil against ragging in the hostel premises, in order to prevent ragging in the hostels after the classes are over, shall be ensured by the University.
- xii. It shall be the responsibility of the parents/guardians of freshers to promptly bring any instance of ragging to the notice of the Vice Chancellor.
- xiii. Every student at the time of his/her registration shall inform the University about his/her place of residence, if staying outside the campus, while pursuing the course of study,
- xiv. The Vice Chancellor or person nominated by him shall, at the end of each academic year, send a letter to the parents/guardians of the students who are completing their first year in the University, informing them about these Rules and any law for the time being in force prohibiting ragging and the punishments thereof as well as punishments prescribed under the penal laws, and appealing to them to impress upon their wards to desist from indulging in ragging on their return to the University at the beginning of the academic session next.

6. Committees for Prevention of Ragging at the University Level

The University shall constitute the following bodies:

- a) Anti-Ragging Committee to be nominated and headed by the Vice Chancellor, and consisting of representatives of civil and police administration, local media, Non-Government Organizations involved in youth activities, representatives of faculty members, representatives of parents, representatives of students belonging to the fresher's category as well as senior students, non-teaching staff; and shall have a diverse mix of membership in terms of levels as well as gender. It shall be the duty of the Anti-Ragging Committee to ensure compliance with the provisions of Anti ragging policy as well as the provisions of any law for the time being in force concerning ragging; and also to monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the University. The details are provided at Annexure 1.
- b) A smaller body to be known as the Anti-Ragging Squad to be nominated by the Vice Chancellor with such representation as may be considered necessary for maintaining vigil, oversight and patrolling functions and shall remain mobile, alert and active at all times. Provided that the Anti-Ragging Squad shall have representation of various members of the campus community and shall have no outside representation.
- c) It shall be the duty of the Anti-Ragging Squad to be called upon to make surprise raids on hostels, and other places vulnerable to incidents of, and having the potential of, ragging and shall be empowered to inspect such places.
- d) It shall also be the duty of the Anti-Ragging Squad to conduct an on-the-spot enquiry into any incident of ragging referred to it by the Vice Chancellor or any member of the faculty or any member of the staff or any student or any parent or guardian or any employee of a service provider or by any other person, as the case may be; and the enquiry report along with recommendations shall be submitted to the Anti-Ragging Committee for action.

- e) Provided that the Anti-Ragging Squad shall conduct such enquiry observing a fair and transparent procedure and the principles of natural justice and after giving adequate opportunity to the student or students accused of ragging and other witnesses to place before it the facts, documents and views concerning the incident of ragging, and considering such other relevant information as may be required.
- f) The University shall, at the end of each academic year, in order to promote the objectives of these Rules, constitute a Mentoring Cell consisting of students volunteering to be Mentors for fresher's, in the succeeding academic year; and there shall be as many levels or tiers of Mentors as the number of batches in the University, at the rate of one Mentor for six fresher's and one Mentor of a higher level for six Mentors of the lower level.
- g) The University shall constitute a body to be known as Monitoring Cell on Ragging, which shall coordinate to achieve the objectives of these Rules; and the Monitoring Cell shall review reports from the Anti-ragging committee and it shall also keep itself abreast of the decisions of the District Level Anti-Ragging Committee headed by the District Magistrate. The Monitoring Cell shall also review the efforts made by University to publicize anti-ragging measures, soliciting of affidavits from parents/guardians and from students, to abstain from ragging activities or willingness to be penalized for violations; and shall function as the prime mover for initiating action on the part of the appropriate authorities of the university for amending the Statutes or Ordinances to facilitate the implementation of anti-ragging measures at the level of the University.
- h) The University shall take the following other measures:
 - i. Each hostel or a place where groups of students reside, forming part of the University, shall have a full-time Warden, to be appointed by the University as per the eligibility criteria laid down for the post reflecting both the command and control aspects of maintaining discipline and preventing incidents of ragging within the hostel, as well as the softer skills of counselling and communicating with the youth outside the class-room situation; and who shall reside within the hostel, or at the very least, in the close vicinity thereof.
 - ii. The Warden shall be accessible at all hours and be available on telephone and other modes of communication, and for the purpose the Warden shall be provided with a mobile phone by the University, the number of which shall be publicized among all students residing in the hostel.
 - iii. The University shall review and suitably enhance the powers of Wardens; and the security personnel posted in hostels shall be under the direct control of the Warden and their performance shall be assessed by them.
 - iv. The professional counsellors should counsel freshers and/or any other student(s) desiring counselling, in order to prepare them for the life ahead, particularly in regard to the life in hostels and to the extent possible, also involve parents and teachers in the counselling sessions.
 - v. The University shall undertake measures for extensive publicity against ragging by means of audio-visual aids, counselling sessions, workshops, painting and design competitions among students and such other measures, as it may deem fit.
 - vi. The faculty of the University and its non-teaching staff, which includes, but is not limited to the administrative staff, contract employees, security guards and employees of service providers providing services within the University, shall be sensitized towards the ills of ragging, its prevention and the consequences thereof.

- vii. The University shall obtain an undertaking from every employee of the University including all teaching and non-teaching members of staff, contract labour employed in the premises either for running canteen or as watch and ward staff or for cleaning or maintenance of the buildings/lawns and employees of service providers providing services within the University, that he/she would report promptly any case of ragging which comes to his/her notice.
- viii. The University shall make a provision in the service rules of its employees for issuing certificates of appreciation to such members of the staff who report incidents of ragging, which will form part of their service record.
- ix. The University shall give necessary instructions to the employees of the canteens and mess, whether that of the University or that of a service provider providing this service, or their employers, as the case may be, to keep a strict vigil in the area of their work and to report the incidents of ragging to the Vice Chancellor or members of the Anti-Ragging Squad or members of the Anti-Ragging Committee or the Wardens, as may be required.
- x. Discreet random surveys shall be conducted amongst the fresher's every fortnight during the first three months of the academic year to verify and cross-check whether the University is indeed free of ragging or not and for the purpose the University may design its own methodology of conducting such surveys.
- xi. The University shall cause to have an entry, apart from those relating to general conduct and behavior, made in the Migration/Transfer Certificate issued to the student while leaving the University, as to whether the student has been punished for committing or abetting an act of ragging, as also whether the student has displayed persistent violent or aggressive behavior or any inclination to harm others, during his course of study in the University.
- xii. Notwithstanding anything contained in these Rules with regard to obligations and responsibilities pertaining to the authorities or members of bodies prescribed above, it shall be the general collective responsibility of all levels and sections of authorities or functionaries including members of the faculty and employees of the University, whether regular or temporary, and employees of service providers providing service within the University, to prevent or to act promptly against the occurrence of ragging or any incident of ragging which comes to their notice.
- xiii. The Vice Chancellor, if asked for by UGC, shall submit fortnightly reports of the University, including those of the Monitoring Cell on Ragging in case of an affiliating university, to the State Level Monitoring Cell.

7. Action to be taken by the Vice Chancellor

- a) On receipt of the recommendation of the Anti-Ragging Squad or on receipt of any information concerning any reported incident of ragging, the Vice Chancellor shall immediately determine if a case under the penal laws is made out and if so, either on his own or through a member of the Anti-Ragging Committee authorized by him in this behalf, proceed to file a First Information Report (FIR), within twenty four hours of receipt of such information or recommendation, with the police and local authorities, under the appropriate penal provisions relating to one or more of the following, namely;

- i. Abetment to ragging;
- ii. Criminal conspiracy to rag;
- iii. Unlawful assembly and rioting while ragging;
- iv. Public nuisance created during ragging;
- v. Violation of decency and morals through ragging;
- vi. Injury to body, causing hurt or grievous hurt;
- vii. Wrongful restraint;
- viii. Wrongful confinement;
- ix. Use of criminal force;
- x. Assault as well as sexual offences or unnatural offences;
- xi. Extortion;
- xii. Criminal trespass;
- xiii. Offences against property;
- xiv. Criminal intimidation;
- xv. Attempts to commit any or all of the above-mentioned offences against the victim(s);
- xvi. Threat to commit any or all of the above-mentioned offences against the victim(s);
- xvii. Physical or psychological humiliation;
- xviii. All other offences following from the definition of "Ragging".

Provided that the Vice Chancellor shall forthwith report the occurrence of the incident of ragging to the District Level Anti-Ragging Committee.

Provided further that the University shall also continue with its own enquiry initiated and other measures without waiting for action on the part of the police/local authorities and such remedial action shall be initiated and completed immediately and in no case later than a period of seven days of the reported occurrence of the incident of ragging.

8. Responsibilities of the Commission and the Councils (which should be known to the Students)

- a) Any distress message received at the Anti-Ragging Helpline shall be simultaneously relayed to the Vice Chancellor, the Warden of the Hostels, and if so required, the District Magistrate, and the Superintendent of Police, and shall also be web enabled so as to be in the public domain simultaneously for the media and citizens to access it.
- b) The Vice Chancellor shall be obliged to act immediately in response to the information received from the Anti-Ragging Helpline.
- c) In order to enable a student or any person to communicate with the Anti-Ragging Helpline, University shall permit unrestricted access to mobile phones and public phones in hostels and campuses, other than in class-rooms, seminar halls, library, and in such other places that the University may deem it necessary to restrict the use of phones.

9. Administrative action in the event of ragging

- a) The University shall punish a student found guilty of ragging after following the procedure and in the manner prescribed herein-under:
 - i. The Anti-Ragging Committee of the University shall take an appropriate decision, in regard to punishment or otherwise, depending on the facts of each incident of

Annexure 1: Composition of Anti Ragging Committee

1	Head of the Institution	Vice Chancellor
2	Vice Chairman	P.G Council Chairman
3	Student Affairs	Dean student's welfare
4	Director IQAC	Member
5	Registrar	Member
6	Anti Raging Committee Members	Members
7	All Wardens	Members
8	Department Heads	Members
9	Chief Security Officer	Member
10	Two representatives of students belonging to fresher's category	Members
11	Two representatives of students from senior students	Members
12	Student Counsellor	Member
13	Physical Education Teacher	Member

ragging and nature and gravity of the incident of ragging established in the recommendations of the Anti-Ragging Squad.

- ii. The Anti-Ragging Committee may, depending on the nature and gravity of the guilt established by the Anti-Ragging Squad, award, to those found guilty, one or more of the following punishments, namely;

1. Suspension from attending classes and academic privileges.
2. Withholding/ withdrawing scholarship/ fellowship and other benefits.
3. Debarring from appearing in any test/ examination or other evaluation process.
4. Withholding results.
5. Debarring from representing the University in any regional, national or international meet, tournament, youth festival, etc.
6. Suspension/ expulsion from the hostel.
7. Cancellation of admission.
8. Rustication from the University for period ranging from 1 to 4 semesters.
9. Expulsion from the University and consequent debarring from admission to any other University for a specified period.
10. Fine which may extend up to INR 50 thousand Provided that where the persons committing or abetting the act of ragging are not identified, the University shall resort to collective punishment.

- iii. An appeal against the order of punishment by the Anti-Ragging Committee shall lie with the Vice Chancellor.

- b) Where in the opinion of the appointing authority, a lapse is attributable to any member of the faculty or staff of the University, in the matter of reporting or taking prompt action to prevent an incident of ragging or who display an apathetic or insensitive attitude towards complaints of ragging, or who fail to take timely steps, whether required under these Rules or otherwise, to prevent an incident or incidents of ragging, then such authority shall initiate departmental enquiry, in accordance with the prescribed procedure of the University, against such member of the faculty or staff.

Provided that where such lapse is attributable to the Vice Chancellor, the authority designated to appoint such Head shall take such action.

SELF DECLARATION BY PARENTS/GUARDIAN

Verified that the contents of this self-declaration are true to the best of my knowledge and no part of the self-declaration is false and nothing has been concealed or mis-stated therein.

Place:

Date:

Signature of Father/Mother/Guardian

SELF DECLARATION BY THE STUDENT

- 1) I, _____ (Full name of student in CAPITAL letters with ROLL NUMBER) S/o D/o Shri./ Smt. _____ having been admitted to Gangadhar Meher University, Sambalpur, Odisha have:
 - a) Been advised to read carefully and understand the Supreme Court Judgement on Ragging hosted in **SC Judent link on Anti-Raging page of GMU Website**
 - b) Received a copy of the Essential Extracts of relevant Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the relevant Regulation)
 - c) Carefully read and fully understood the provisions contained therein.
- 2) I have, in particular, understood Clause 3 of the relevant Regulations and am aware as to what constitutes ragging and the implications thereof.
- 3) I have also, in particular, understood Clause 7 and Clause 9.1 of the relevant Regulations and am fully aware of the penal and administrative actions that are liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
- 4) I hereby solemnly state and undertake that:
 - a) I will not indulge in any behavior or act that may be considered as ragging under Clause 3 of the relevant Regulations.
 - b) I will not participate in or abet or propagate through any act of commission or omission that may be considered as ragging under Clause 3 of the relevant Regulations.
- 5) I hereby affirm that, if found guilty of ragging, I am liable for punishment according to Clause 9.1 of the relevant Regulations, without prejudice to any other criminal action that may be taken against me under any penal law or any law for the time being in force.
- 6) I hereby declare that I have not been expelled or debarred from admission in any Institution in the country on account of being found guilty of abetting or being part of a conspiracy to promote ragging and further affirm that, in case this declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Place:

Date:

Name:

Address:

Signature of Student

Telephone/Mobile No:

SELF DECLARATION BY STUDENT

Verified that the contents of this self-declaration are true to the best of my knowledge and no part of the declaration is false and nothing has been concealed or misstated therein.

Place:

Date:

Signature of Student

Annexure 2: SELF DECLARATION

SELF DECLARATION BY PARENTS/GUARDIANS

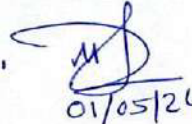
- 1) I, Mr./Mrs./Ms. _____ (Full name of Parents / Guardians in CAPITAL letters) Father / Mother / Guardian of Mr. / Ms. _____ (Full name of student in CAPITAL letters with Roll number) who has been admitted to Gangadhar Meher University, Sambalpur, Odisha have:
 - a) Been advised to read carefully and understand the Supreme Court Judgement on Ragging hosted in **SC Judent link on Anti-Raging page of University Website**
 - b) Received a copy of the Essential Extracts of relevant Regulations on curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the relevant Regulations)
 - c) Carefully read and fully understood the provisions contained there-in.
- 2) I have, in particular, understood Clause 3 of the relevant Regulations and am aware as to what constitutes ragging and the implications thereof.
- 3) I have also, in particular, understood Clause 7 and Clause 9.1 of the relevant Regulations and am fully aware of the penal and administrative actions that are liable to be taken against my ward in case he/she is found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
- 4) I hereby solemnly state and undertake that:
 - a) My ward will not indulge in any behavior or act that may be considered as ragging under Clause 3 of the relevant Regulations.
 - b) My ward will not participate in or abet or propagate through any act of commission or omission that may be considered as ragging under Clause 3 of the relevant Regulations.
- 5) I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to Clause 9.1 of the relevant Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.
- 6) I hereby declare that my ward has not been expelled or debarred from admission in any Institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote ragging, and further affirm that, in case this declaration is found to be untrue, my ward's admission is liable to be cancelled.

Name:

Address:

Signature of Father/Mother/Guardian

Telephone / Mobile No.

1.  (Dr. Gangadhar Behara)
01/05/24

2. Jasbati Senha Hansdah (Dr. J.S. Hansdah)

3.  (Dr. Rupa Kumari Jolly)

4. Dr. Rupashree Barchana Kumari (R.B.K.)

 Director, IQAC
Gangadhar Meher University
Sambalpur

 REGISTRAR
GANGADHAR MEHER UNIVERSITY
SAMBALPUR

GANGADHAR MEHER UNIVERSITY, AMRUTA VIHAR,

SAMBALPUR, ODISHA

Policy

on

(Anti-Sexual Harassment)

2020-2024

“To Work Without Harassment Is Your Fundamental Right”

The Supreme Court Guidelines define Sexual Harassment to Include

- Physical contact and advances.
- Demand or request for sexual favours.
- Sexually coloured remarks.
- Display of pornography.
- Any other unwelcome physical, verbal or non-verbal conduct of a sexual nature

Policy

The Anti- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 was enacted to provide safeguarding measures to women and ensure free work environment. Its aim is to give respect ‘women’s right to equality of status and opportunity’. This Act will enable to gender equality, life and liberty, equality in working conditions everywhere. The sense of security at the workplace will improve women’s participation in work, resulting in their economic empowerment and inclusive growth. Sexual harassment constitutes a gross violation of women's right to equality and dignity. Following this principles, Gangadhar Meher University has constituted an Internal Complaint Committee (ICC) to fulfil the criteria of Sexual Harassment of Women at Workplace (prevention, prohibition and redressal) Act2013.The committee formed in G M University to look into the complaints received from the students and employees who fall victim to such kinds of allegations. The work of the committee involves counselling, resolving, research and extension activities. It is also taken care by the committee to keep the name and address and related information confidential. The process of inquiry follows the rules and regulations of Act-2013 and guidelines of Gangadhar Meher University.

The Act

Considering the responsibility and accountability in the Vishaka Guidelines, the Supreme Court has placed an obligation on workplaces, institutions and those in positions of responsibility, to uphold working women's fundamental right to equality and dignity at the workplace. Three key obligations required to meet the standard by the University are, namely:

1. Prohibition
2. Prevention
3. Redressal

Key Elements of Workplace Harassment

Very often situations end up in inappropriate and unprofessional behaviours. It is important to remember that workplace sexual harassment is sexual, unwelcome and the experience is subjective. It is the impact and not the intent that matters and it almost always occurs in a matrix of power. It is possible that a woman may experience a single instance of sexual harassment or a series of incidents over a period of time. It is important also to remember that each case is unique and should be examined in its own context and according to the surrounding circumstances as a whole. It covers a spectrum of behaviours including verbal harassment, physical harassment, psychological harassment, cyberbullying, discrimination and the like.

Sexual Harassment Takes Place If A Person

- Subjects another person to an unwelcome act of physical intimacy, like grabbing, brushing, touching, pinching etc.
- Makes an unwelcome demand or request (whether directly or by implication) for sexual favour from another person, and further makes it a condition for employment/payment of wages/increment/promotion etc.
- Makes an unwelcome remark with sexual connotations, like sexually explicit compliments/cracking loud jokes with sexual connotations/ making sexist remarks etc.
- Shows a person any sexually explicit visual material, in the form of pictures/cartoons/pinups/calendars/screen savers on computers/any offensive written material/pornographic emails, etc.

- Engages in any other unwelcome conduct of a sexual nature, which could be verbal, or even non-verbal, like staring to make the other person uncomfortable, making offensive gestures, kissing sounds, etc.

Often such behaviour goes unpunished because of hesitation on the part of victim/s to report such behaviour out of a sense of shame or fear or both. It is important to protest against any behaviour that they feel is unwanted and unacceptable. The Complaint Cell at Gangadhar Meher University has been set up with the aim of providing a platform to complain about any unwelcome behaviour.

If You Are Being Harassed, This Is What You Can Do

- Don't feel a sense of shame. Tell the harasser very clearly that you find his/her behaviour offensive.
- Don't ignore the harassment in the hope that it will stop on its own. Come forward and complain.
- Talk to somebody you trust about the harassment. It will not only give you strength but also help others in similar situations to come forward and complain.
- Keep a record of all incidents of sexual harassment in a notebook. If you feel the need to register a formal complaint later, this record will be helpful.

The Role of the "Internal Complaints Committee"

- To take proactive measures towards sensitization of the staff, students, and faculty members of the Institute on gender issues.
- To act as Inquiry Authority on a complaint of sexual harassment.
- To ensure that victims and witnesses are not victimized or discriminated because of their complaint.
- To take care of the above at department level to make it more popular and accessible.

Anti- Sexual Harassment Committee

Internal Complaints Committee of the University constituted as per the directions from UGC and National commission for women. On the directions of Department of Higher Education (letter No.HE-MC-MISC_)!-2023-21182 /HE dated 18/05/2023) Anti-sexual harassment committee also constituted. University provides support resources to individuals who have experienced sexual harassments including

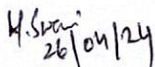
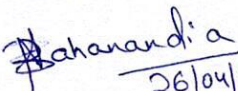
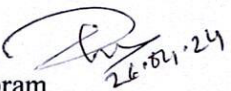
- a) counselling services
- b) Medical assistance
- c) Academic accommodation


University also is committed towards preventing the harassments through education and awareness, training initiatives, to promote a culture of respect and consent within university community.

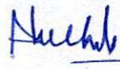
The present members are:

1. Dr. Meera Swain, Associate Professor, Anthropology, Chairperson
2. Suneli Dei, Asst Professor, Sanskrit, Member
3. Dr. Banita Mahanandia, Assistant Professor, Political Science, Member
4. Dr. Puspa Hembram, Assistant Professor, Psychology, Member
5. Dr. Ashrita Patra, Asst. Professor, Mathematics, Member
6. Dr. Parikhita Bhoi, Assistant Professor, Odia., Member
7. Ms Bhumisuta Sahu, PATANG, (NGO), Member

The policy is hereby prepared by the following members and submitted (as per the letter no.1997/GMU dated 25/04/24) for consideration. The members are:

1. Meera Swain  26/04/24
2. Banita Mahanandia  26/04/24
3. Pushpa Hembram  26.04.24


Director IQAC
Gangadhar Meher University
Sambalpur


REGISTRAR
GANGADHAR MEHER UNIVERSITY
SAMBALPUR

UNIVERSITY COUNSELLING CENTRE

ANNUAL REPORT

(2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024)



Coordinator

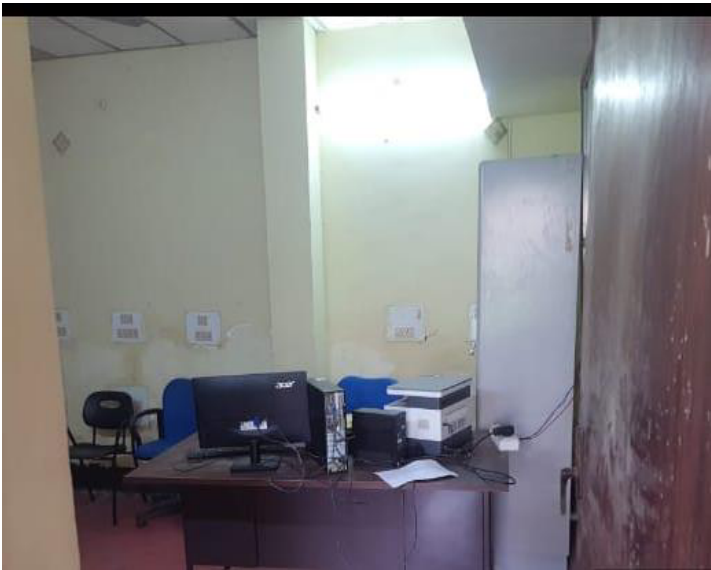
Dr. Sanjukta Padhi

Assistant Professor and Head,

School of Psychology

GANGADHAR MEHER UNIVERSITY AMRUT VIHAR, SAMBALPUR- 768004

The University Counselling Centre



UNIVERSITY COUNSELLING CENTRE REPORT 2019-2020



**GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR, SAMBALPUR- 768004**

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The requirement of counselling as a major aspect of mental health considerations is increasingly being felt now a days with growing media penetration into our lives. Life has become far more complex and challenging with the new generation not only demonstrating heightened capability, understanding, risk-taking behavior and curiosity, the early physical maturity is also making them more vulnerable to self-hurting behavior. The National Crime Records Bureau of India reports that over 1.5 lakhs of people committed suicide in the year 2020. But knowing the stigma attached to suicide in our society and the attempt to give it a color of accident, the figure could be much higher. Even without that the figure is alarming. The percentage of young people taking their lives is quite high. But apart from that without the professional counselling support ideally provided by a university set up to its students and outsiders, people function at half their level under stress.

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- ❖ To propagate- “You are never alone. Talk to us,”

The counselling cell counselled the stranded migrants of different states during the COVID-19 crisis and worked hard to beat their depression and anxiety. We convinced them to practice yoga on a regular basis to control their stress levels. We also taught them some important techniques of Hatha Yoga like some asanas and pranayams.



ବ୍ଯାରେଣ୍ଡାକରନ୍‌ଙ୍କୁ କାଉନସେଲିଂ

କୋଷାଳ, କାଶ (ଆମ୍ବ) : କୋଷାଳା ଉଦ୍ଭିଦର ପତ୍ରସରରେ କୋଷାଳାଘୃଣୁ ଯାହା ଶୁକ୍ଳବର୍ଣ୍ଣର କେନ୍ଦ୍ରରେ ଉପାଘୃଣୁରା ଛୋଟରୁ ଆଦି ଉପବର୍ଣ୍ଣର ପରିପାତ୍ରାଣି । ଶୁଣା ବିଭବ ଅଧୁନାବା ପୁରୀ ଜାୟାଣ୍ଟ ମାଠି ଓ ଉତ୍ତମପ୍ରଦେଶରେ ବିଶୁଦ୍ଧିତାପର ମନରୁ ବିଭବ ସହଜରା ପ୍ରାୟାଶିବା ବ୍ୟବସ୍ଥା ପାଇଁ ପ୍ରସ୍ତୁତ କୋଷାଳ ଉଦ୍ଭିଦରୁ କରାଯାଇଛି । ଏହି କେନ୍ଦ୍ରରେ ପଶ୍ଚିମବଙ୍ଗ, ଆନ୍ଧ୍ରପ୍ରଦେଶ, ଉତ୍ତରପ୍ରଦେଶ, ପଞ୍ଜାବ ଓ କେରଳାଦିରେ ବ୍ୟବହୃତ କରାଯାଇଛି ।



**UNIVERSITY COUNSELLING CENTRE
REPORT
2020-2021**



**GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR, SAMBALPUR- 768004**

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The counselling cell counselled the stranded migrants of different states during the COVID-19 crisis. We made them understand the importance of productive works during the spare period of quarantine and how yoga would benefit their immune system.



**UNIVERSITY COUNSELLING CENTRE
REPORT
2021-2022**



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Provision of Psychological first aid to the hostel boarders of New Ekalavya and Madhumaya with the help of Counsellor Aakankshya Mishra, Clinical psychologist, DHH, Sambalpur.



Students were counselled by the faculties in an Extension program to Dayanand Public School, Padiabahal.



**UNIVERSITY COUNSELLING CENTRE
REPORT
2022-2023**



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A Counselling Session with Counsellor Sunita Mishra, DHH, Sambalpur.



Counselling session was organized with Counselor Aakankshya Mishra, Clinical psychologist, DHH, Sambalpur in Ladies Hostel 1 for all the ladies hostel boarders and staff.



Counselling session was held in JPPG hostel



Counselling session was conducted in Silver Jubilee hostel



Interaction Session with Counselor Aakankshya Mishra, Clinical psychologist, DHH, Sambalpur in T.F hostel.



**UNIVERSITY COUNSELLING CENTRE
REPORT
2023-2024**



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A counselling session was organized where Clinical psychologists from DHH, Sambalpur interacted with the students.



 **GPS Map Camera**

Sambalpur, Odisha, India

FXGF+QR6 G.M. GARDEN, Modipada, Sambalpur, Odisha 768002, India

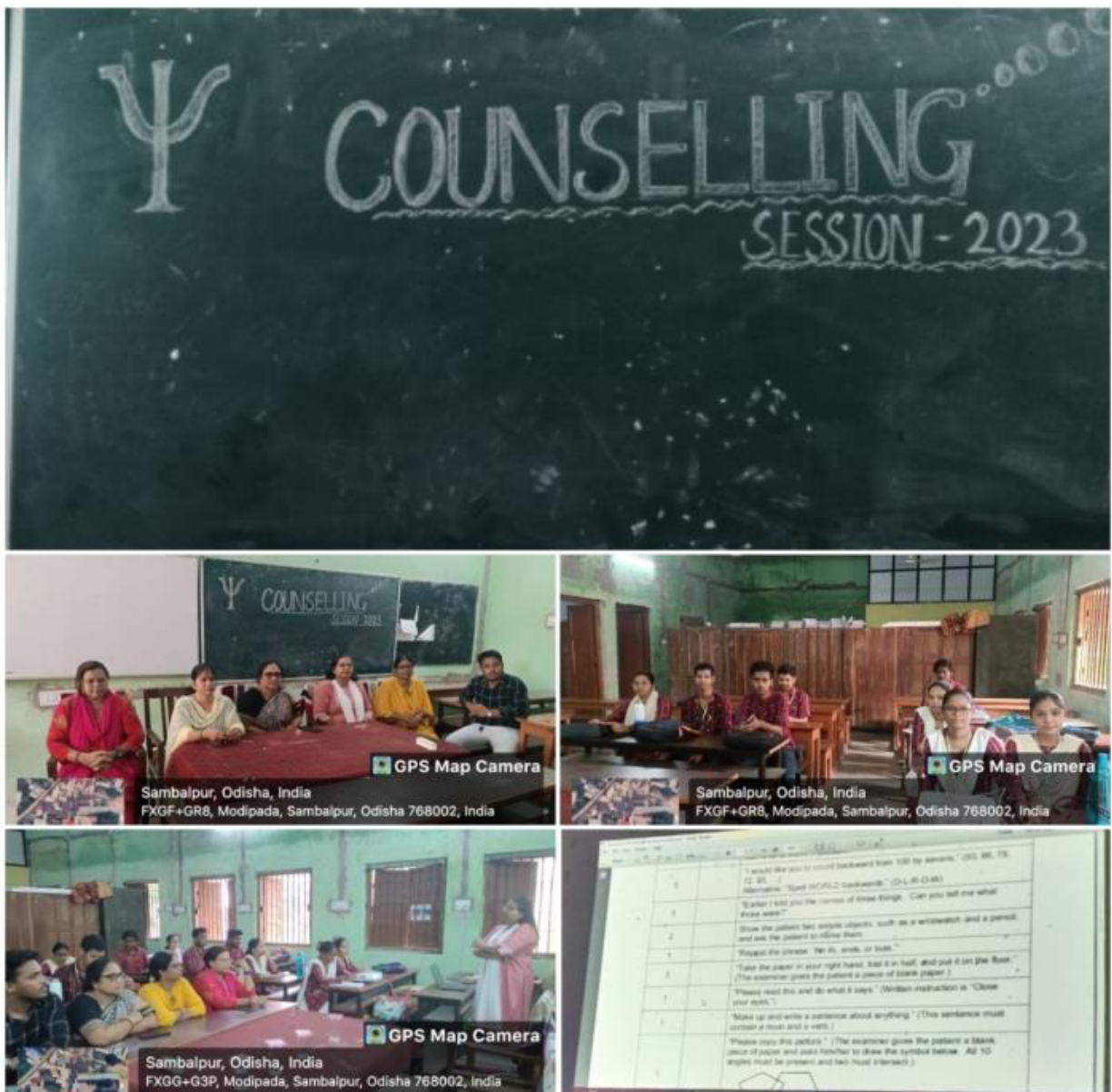
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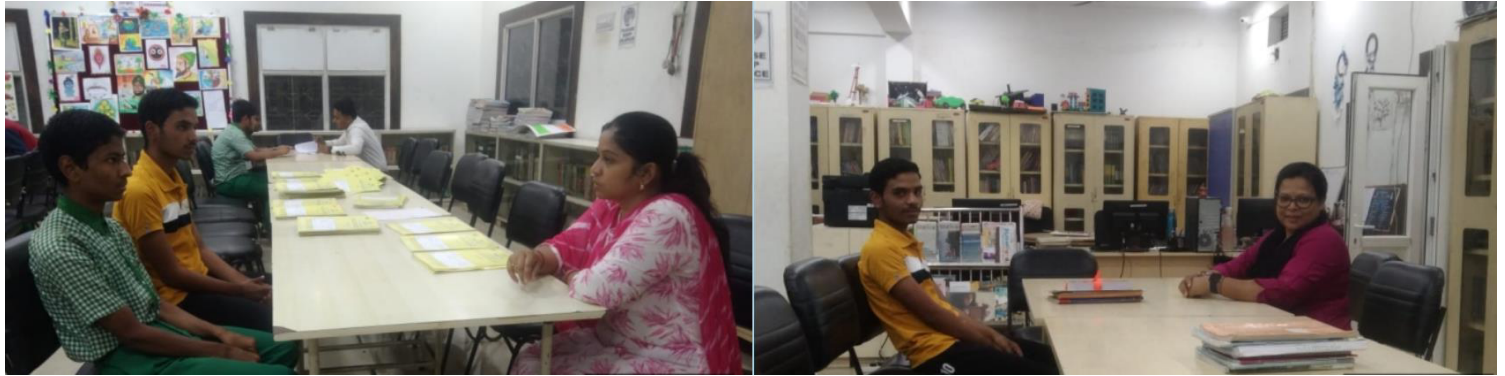
14/11/23 11:27 AM GMT +05:30

Google

The Counselor, Smt. Snigdha Panda from JNV, Anugul interacted with all the students.



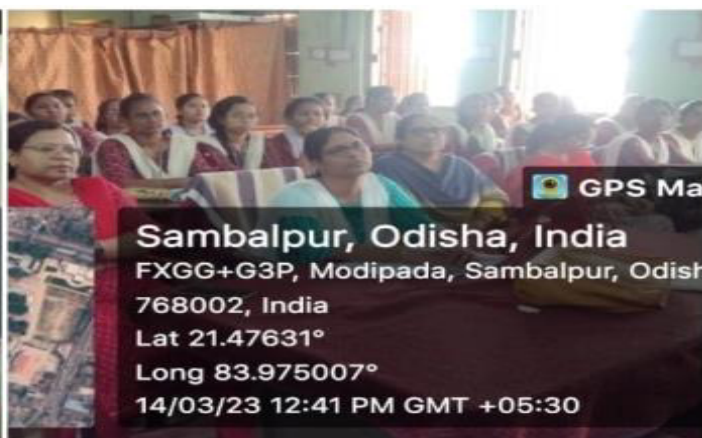
Counselling the 9th and 10th class students. To make the 9th and 10th class students free from examination Stress a programme was organised by the counselling cell. Students and faculties of School of Psychology interacted one to one with each student.



The Cell extended the service to Central School, Burla for the sake of Counselling the students.



Career Counselling Session by Dhabalesh Kumar Hota was organised by the counselling cell.

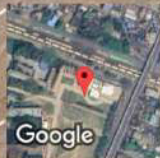


BOYS COMMON ROOM



GPS Map Camera

Sambalpur, Odisha, India
Sambalpur Road, 768002, Siria Baghicha Phatak Rd, Marwari Para,
Jharsuguda, Sambalpur, Odisha 768002, India
Lat 21.477245°
Long 83.976576°
27/08/24 01:45 PM GMT +05:30



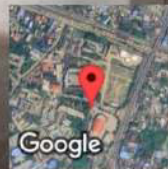
GIRLS COMMON ROOM

GIRLS' COMMON ROOM



GPS Map Camera

Sambalpur, Odisha, India
FXGG+G5F, Modipada, Sambalpur, Odisha 768002, India
Lat 21.476352°
Long 83.97569°
27/08/24 04:31 PM GMT +05:30



CRE-23/1/2018 – Creche- Part(2)
Government of India
Ministry of Women and Child Development

.....

Shastri Bhawan, New Delhi
Dated: 2nd November, 2018

Office Memorandum

Subject: National Minimum Guidelines for setting up and running creches under
Maternity Benefit Act, 2017 - Forwarding of

The undersigned is directed to refer to the subject mentioned above & to say that the Ministry of Labour & Employment has notified the Maternity Benefit (Amendment) Act, 2017 mandating that "every establishment having fifty or more employees shall have the facility of crèche within such distance as may be prescribed, either separately or along with common facilities;".

2. In this regard, to enable and facilitate the employer for establishing and managing the crèche facility, the Ministry of Women & Child Development has formulated the **National Minimum Guidelines for Setting Up and Running Creches under Maternity Benefit Act 2017**(copy enclosed).

3. It is requested to circulate the said guidelines to each and every employer/ institution covered under the Maternity Benefit Act thereby empowering them with the requisite know how to set up model crèche facilities with adequate provisions. A copy of the said guidelines can also be downloaded from the Ministry's website – **www.wcd.nic.in**.


(U.S.Mehta)
Under Secretary

Encl: As above

To

1. Secretary, all Ministries/ Departments of GOI
2. Chief Secretaries/ Administrators of all States/UTs

Copy to:

Sr.Technical Director, NIC for publishing on the Ministry's website

National Minimum Guidelines for Setting Up and Running Crèches under Maternity Benefit Act 2017



Ministry of Women and Child Development
Government of India
2018



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Following materials from Mobile Creches publications are referred to:

- Creche curriculum: Khel Pitara
- Creche manuals: Matri Chaya part 1 and 2
- Balwadi Manuals
- Accelerating Learning report - An Evaluation of the Balwadi Programme of Mobile Creches
- Day care programme SOPs
- Child Protection policy

290565/2018/CRECHE

27 July 2018

To,

The Secretary

Ministry of Women and Child Development

Government of India

Respected Sir/ Madam,

On behalf of the Committee of Stakeholders constituted by you dated 04th May, 2018 for drafting Standard Operating Procedure & Guidelines for institutions setting up crèche facilities, we would like to thank you for giving us this opportunity to develop and present the '**National Guidelines for Setting Up and Running Crèches under the Maternity Benefit Act 2017**'.

The committee comprised of:

Shilpa Shinde, Director WCD, Delhi – Chairperson of Committee

Amrita Jain, Chairperson, Mobile Creches

Sumitra Mishra, Executive Director, Mobile Creches

Dr Vinita Bhargava, Associate Professor, HDCS, Lady Irwin College, Delhi

Dr Bhanumathi Sharma, Associate Professor, HDCS, Lady Irwin College, Delhi

We are hereby submitting the final copy of the guidelines.

Thanks and Regards,

Yours truly,

Shilpa Shinde,

Director, WCD, Delhi

**Ministry of Women and Child Development
Government of India**

Foreword

The provisions of 'The Maternity Benefit (Amendment) Act', 2017 are effective from April 1, 2017. **The provision of crèche facility (Section 111 A) was effective from July 1, 2017.**

The Maternity Benefit Act 2017 protects the employment of women during the time of her maternity and entitles her of a 'maternity benefit' – i.e. full paid absence from work – to take care for her child. The act is applicable to all establishments employing 10 or more persons and **the crèche facility is mandatory for every establishment employing 50 or more employees.**

To standardize the quality of these crèches and ensure effective implementation, Ministry of Women and Child Development, Government of India, constituted a committee, chaired by Director, WCD, Delhi and comprised members from Lady Irwin College, New Delhi and Mobile Creches, New Delhi, to design and develop minimum crèche guidelines applicable for crèches run or supported by institutions complying as per the norms of Maternity Benefit Act 2017.

These guidelines are based on the scientific principles of early childhood development and attempt to meet the best interests of young children. And their parents.

The Guidelines provide a list of minimum standards and norms based on child development principles in alignment with the National ECCE Policy 2013. Some of the norms are categorized as non-negotiable while others are preferable norms which can be reviewed and adapted as per the need and situation.

The committee has developed a set of minimum guidelines to set up and run crèches for children between six months to six years, against key parameters of locations, timings, infrastructure, equipment, health and nutrition practices, safety and protection, trained human resource, parent's engagement and others to ensure holistic development and care of every child at the crèche.

These guidelines can be used as a reference resource by government offices, companies and all other establishments under the purview of the MBA 2017.

I am thankful to Department of Women and Child Development, Delhi government, Mobile Creches and Lady Irwin College for their support in developing the presented guidelines.

Aastha Saxena Khatwani
Joint Secretary

Profile of Organizations

The Department of Women and Child Development, Government of N.C.T of Delhi has been created vide Cabinet decision 1259 dated 20 August 2007. This separate department of Women and Child Development has the objective of giving the much needed impetus to the holistic development of children and their mothers to ensure a state of wellbeing for women and children especially those of the weaker sections of society.

The Department formulates plans, policies and programmes, guides and co-ordinates the efforts of both governmental and non-governmental organizations in the field of women and child development.

The department of women and child development promotes and assists the voluntary sector significantly in the implementation of government policies and programmes for women and children. The focus of the Department is the all-round development of women and children and empowerment of women. The activities of the department can be broadly classified into the following categories:

- Programmes for Women Welfare and Development
- Programmes for Child Welfare and Development
- Integrated Child Development Schemes (ICDS)

Mobile Creches: Since 1969 MC has been providing health and childcare services to children at construction sites and urban slums to the most vulnerable groups in need of urgent interventions. Over a period of time, apart from its core activities of addressing the health and development needs of children at construction sites, MC diversified its energies to work closely with urban slum communities in Delhi NCR. Simultaneously, it also expanded its training initiatives through PAN India and build facilitative partnerships with other players in the NGO and real estate sectors for crèches and health services.

Advocacy efforts for changes in policy, laws and program, have always been a distinguishing feature of MC, from its very inception. In the last 10 years, policy advocacy with networks at the national level has been complemented by grass root advocacy in Delhi to bring about change in the health and developmental status of the young child.

MC has worked with more than 200 building contractors, reached out to more than 8,70,000 children, trained 6500 childcare workers, run 800 day-care centers and trained and supported 250 government crèches and developed almost a dozen women's groups to demand for quality child care services.

Lady Irwin College is a constituent college for women, in University of Delhi, under the memorandum of Association of The Lady Irwin College Society vide Regd. Society Registration Act 1860 (Punjab Amdmt.) 1957 Registration No.4163 1969-70) & maintained by the Governing Body & UGC Grants. It is a premiere institution affiliated to University of Delhi for undergraduate and postgraduate education in Home Science. It also supports doctoral programs in five areas of Home Science. Other programmes are two year B.Ed. (for students of Home Science), B.Ed Special Education (MR) (For students from all streams) and one year Postgraduate Diploma in Dietetics & Public Health Nutrition. It aims for holistic development of women students, and their capacity building through carefully designed academic programmes and extramural activities.

Introduction

Early years of life are a period of most rapid development and growth. It can also be the period of maximum vulnerability. According to the Census of 2011, 15% of our population is under six years of age. There are 160 million young children under six. We often speak about the 'demographic dividend' of our young people, whose energies, enthusiasm and aspirations for a better future are a great resource for the country. In order to harness this tremendous advantage and resource for the well-being of the nation, we have to pay full attention to the early childhood development period. To thrive and develop these children and their older siblings need care. Yet in many parts of the world childcare support in the form of crèches and daycare remains scarce.

According to the Registrar General of India, the work participation rate for women stands at 25% which is one of the lowest in the world. Emerging reports show a growing decline in women's participation in the workforce. Repeated reports cite lack of safe and quality childcare support is a major contributing reason for this decline. With changes in the social and demographic profile of the families, provision of quality ECD services has become a necessity. There has also been changes in the composition of the family. Joint and extended families are changing into nuclear units even though the emotional bonds are maintained. Extended family members are no longer physically available to look after the young child when the mother goes out to work. In many cases this responsibility falls on the siblings too. The passage of the Maternity Benefit Act in 2016 and its amendment in 2017, paves the way for a landmark shift in providing quality childcare services to children between six months to six years.

For employers the lack of good quality and affordable childcare for their employees can translate into higher turnover and absenteeism, lower productivity and difficulty in recruiting skilled employees. This is because the unavailability and unaffordability of care affects the choices that parents make regarding the type of work they do, whether they stay at home or combine work with care. Because women are more likely than men to bear childcare responsibilities, lack of childcare is a major barrier to women's full and equal participation in work.

With these guidelines, Ministry of Women and Child Development, Government of India reaffirms its commitments to ensure both the early and holistic development of children under six years and its commitment to support increasing numbers of women to join and remain gainfully employed. The guidelines will serve a helpful start to employers to take decisions about guaranteeing minimum standards of quality care at crèches run at their premises, close to their area of operations, or in the neighbourhoods close to the children's homes.

Guidelines for setting up and running crèche facility under Maternity Benefit Act 2017

Crèche for whom: The use of crèche facility is proposed to be extended to children of age group of **6 months to 6 years of all employees including** temporary, daily wage, consultant and contractual personnel.

Crèche Location: The centre should be near/at the work place site or in the beneficiaries' neighborhood, within 500 metres.

Advantages of a worksite/near worksite crèche	Limitations of a worksite/near worksite crèche
Those mothers who breast feed their babies can conveniently come to feed their child	Getting the child to the crèche may be difficult for a parent esp. if using a public transport and in extreme weather conditions
Parents can be easily contacted in case the child needs their immediate attention	
Advantages of a neighborhood crèche	Limitations of a neighborhood crèche
It is easier to pick up, bring or send the child home	May not be able to breast feed the child at frequent intervals
If a child is absent for a period of time, the crèche worker can herself go and find out about the child from their homes.	

Crèche Timings:

Most parents work eight hours a day. The timings of the crèche can be flexible based on the working hours and timings of the parents. Therefore the crèche preferably should open for **8 hours** to 10 hours. In this case, the workers can follow a shift system.

The crèche timings should be such that it suits a parent's need. In case the establishment has day and night shifts, then the crèche should also be run in shifts. The activities can be organized keeping in mind these shifts/ timings. It should always respond to the needs of the parents and keep the best interest of the children as well.

Infrastructure/ Space:

- Preferably at the ground floor to ensure safety of children
- The centre should have **concrete** (pukka) structure as per CPWD norms.
- A crèche centre must have a minimum space of **10 to 12 sq. ft. per child** to ensure that children can play, rest, and learn.
Note: An ideal centre should have covered as well as open space area. Some of which should be shaded along with a kitchen and a child friendly toilet facility.
- The room should have **proper light** and should be well ventilated.
- There should be **no unsafe places** like open drains, deep and large pits, garbage bins etc. near the centre.
- The centre must have a **safe and potable drinking water** source with a water purifier installed.

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- Ramps and hand rails for better accessibility.
 - There should be **demarcated separate areas** for different age groups-under 3s and 3-6 olds each for sleeping, cleaning, eating, conducting activities and breastfeeding.
-

Norms and standards to be followed in a crèche

Crèche environment:

- Ensure a nurturing, responsive and inclusive environment in the crèche.
- The crèche should have bright, cheerful and child accessible displays of essential play and teaching learning material.
- Daily schedule, child safety and essential norms, and other relevant material to be displayed on the walls.
- Material prepared by children like their drawings and other art work to be displayed at the crèche to create a child friendly environment.

Crèche equipment/material:

- Provision of equipment and material for complementary nutrition, cleaning, personal hygiene, sleeping and medical aid.
- Furniture and play equipment provided at the crèche to be appropriate to the age and number of children.
- The specific requirements for furniture of children with special needs or disabilities will also be provided for.
- All equipment to be sturdy, safe, with no sharp edges and easy to maintain

Detailed Crèche set up material list is attached as annexure 1

Safety/Protection at the Crèche:

- The centre timings and shift should be followed as decided.
- Special care should be taken to keep the children safe and secure at the centre.
- Entry cards to be issued to parents and staff members.
- The doors and gates should be installed as per requirement.
- Materials and the equipment should be stored safely after the centre is closed every day.
- The centre should not be in proximity to any establishment with noxious fumes.
- The teacher should have full information about the child's identity, residential address etc.
- Personal details of the person who is picking up and dropping the child to the centre should be available with the worker and the child should be handed over to that person only. In case any other person picks up or drops the child, then his/her identity with the authorization from parents would be necessary.
- Attendance of all children should be taken in the morning on the child's arrival as well as at the time when child is picked up.
- All sharp objects like scissors, knives, blades, pins etc. should always be kept away from the children.
- Chemicals such as detergents, cleaning agents, phenyl etc. should be kept out of the child's reach.
- All the furniture and fixtures should be safe and sturdy.
- Toys should be child friendly, age appropriate, safe and with no sharp edges.
- It should be ensured that all electrical switches/plugs are out of children's reach.
- There should be no open wiring at any place near or inside the crèche.
- Fire extinguishing equipment and other firefighting material should be provided at the centre.
- Sprinkler systems are required for childcare facilities located in a building with three or more floors.
- Evacuation plan should be planned and displayed at the crèche.
- No child should be left alone at any point in the crèche, even during breaks.

- Any kind of verbal or physical abuse should be strictly prohibited.
- CCTV cameras should only be installed for the purpose of monitoring by the supervisor.
- Child protection policy should be made and adhered to. The establishment can refer to the safety and protection guidelines as mandated by National Commission for protection of child Rights.
- Any kind of sexual abuse and sexual exploitation to be strictly dealt under POCSO act.
- The supervisor has to ensure that no persons, known or unknown be allowed inside the crèche at any point of time, during the functioning hours of the crèche. For example, plumbing or any other civil work should be done during weekend/holidays only.
- Police verification of guard is mandatory.

Crèche protection policy is attached for reference as annexure 2

Health Practices:

- Ensure each child undergoes a regular medical check-up, preferably on monthly basis by a qualified medical practitioner.
- It can be either be done at the centre or the parents could provide a medical card in which the medical records are maintained.
- The centre must at all times be equipped with a basic First Aid Kit containing pediatric medicines for common ailments like fever, vomiting, cough and cold, dehydration, common stomach ailments, minor injuries, ointments, band - aids, cotton wool, disinfectants.
- Provide first aid as per the recommended measures.
- There should be a doctor on call for any medical emergency and parents should also be informed immediately.
- In case a child is undergoing a treatment, parent's authorization would be required to administer the medicine.
- Check the expiry date of the medicines every month and dispose of the expired ones immediately.
- Age-appropriate immunization should be ensured.

Immunization schedule under Indradhanush programme of Ministry of Health and Family Welfare is attached as annexure 3

Nutrition Practices:

- As per the recommendations and suggestions of parents and management the meals can be cooked and served at the crèche or can be sent by the parents.
- In either of the above cases, 3 meals should be served in a day which includes a morning snack, lunch and an evening snacks.
- If the meals are provided at the crèche, all the meals have to be uniform for all children as per the recommended meal chart.
- If the meals are provided by the parents then the recommended menu/ meal chart has to be followed.
- Ensure that children should get a well-balanced and nutritious diet as per recommendations and guidelines
- All hygiene procedures for food preparation/storage/service to be strictly followed.
- Monitor the growth of the child by taking height and weight on monthly basis.
- If the child is underweight then inform the parents immediately and consult doctor.

Charts on calorie requirements is attached as annexure 4

WHO standards for Growth Monitoring chart attached as annexure 5

Three sample meal charts are attached as annexure 6

Crèche Transactions:

- Age appropriate activities to be conducted for the holistic development of children.
- Age appropriate curriculum for 6 months to 3 years and 3 years to 6 years should be provided as a guide to carry out the above activities.
- The curriculum should be flexible enough to suit the diverse social, cultural, economic and linguistic contexts of our country, as well as adaptable enough to suit individual differences among children.
- The transactions should ensure children's participation - creativity should keep children interested and engaged.
- A daily schedule should be prepared and followed to ensure a balance between child-initiated and teacher-directed activities.
- Appropriate skills to be introduced to form a foundation for school readiness.
- Age appropriate disciplinary techniques should be used with children and no punishment, corporal punishment or verbal abuse to be tolerated under any circumstance.

Milestones checklist for under 3s and 3 to 6 attached as annexure 7

List of activities for 6 months to 3 years is attached as annexure 8

Note: For list of activities for under 3-6 years (Refer NIPPCD/NCERT curriculum for 3-6 years)

Hygiene and Sanitation Practices:

Environmental:

- Adequate materials for cleaning should be provided at the centre like soap, phenyl, disinfectants etc.
- Practice preventive measures such as sanitizing toys etc. to minimize spread of germs.
- Label all the dustbins and keep them clean.
- If there is identification of any pest, the administrative staff should be immediately informed and pest control done promptly.
- Maintaining cleanliness of the toilets, dining area, activity area and all the surroundings, especially at the corners, is necessary.
- The water taps should be placed at a height which can be easily accessed by the children independently.
- Use shoe rack for keeping children's shoes.
- Preferably, slippers should not be worn in the crèche.

Personal:

- Personal cleanliness of the child should be maintained.
- Practice preventive measures such as washing hands, wiping nose, changing diapers etc. to minimize spread of germs.
- Check the diaper once the child comes to the centre. If soiled, change the diaper.
- Crèche table should be set up at an appropriate place. Different size diapers, towels, wipes etc. should be kept at the crèche table.
- Diapers to be changed only on the crèche table.
- Change the diaper every 2 ½ to 3 hours and if needed, early
- Throw the soiled diaper after wrapping it with newspaper/ waste paper in the dustbin.
- The worker should wash her hands after every diaper change.
- Always use gloves for potty cleaning.

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- If plastic potty's are used then they should be cleaned and sterilized after every use.
 - Every week check children's nails. If the nails are long they should be trimmed. But if the parents ask not to trim then ask parents to do so.
 - Place two spare slippers in front of toilets for children's use.
 - Whenever required use separate towels for each child.
 - Workers hair should be tied all the time while working at the crèche.
-

The Crèche Unit

Human Resource:

A crèche unit would have up to 30 children.

Recommended **adult: child ratio** is:

1:10 for the under 3s, plus one helper.

1:20 for the 3 to 6 years, plus one helper

One crèche in-charge in each case.

Note: the crèche in-charge may not be required if the number of children are less than 5.

- All the crèche personnel require adequate and relevant training.
- They could have either received this training before selection or such a training should be ensured after selection.
- **Salary/ Remuneration of the workers:** At-least minimum wages as per the State norms for social security
- **One guard** to be appointed to ensure safety and security of children
- A background check for all the workers should be done before appointment.

Selection criteria for the workers is attached as annexure 9

Training schedule is attached as annexure 10

Role of workers is attached as annexure 11

Monitoring and Supervision:

- Maintaining records:
 - ✓ Admission forms to be filled: attached
 - ✓ Attendance registers for staff and children to be maintained at the centre: attached as annexure
 - ✓ Stock register/record to be maintained: Format attached
 - Set up a **creche monitoring committee** having a representation from the parents, one creche worker, creche in-charge, one admin/HR person should be formed for supervision and smooth running of the Crèche.
 - Quarterly meetings with parents to be ensured for feedback and sharing of child's progress
 - Periodic meetings with crèche monitoring committee and proper documentation of the same.
 - Child Protection policy to be in place and abided by the employees as well as parents
 - Periodic evaluation of the crèche quality through professional agency
-

Crèche Materials

1. Furniture/ Appliances/Equipment (non-recurring)

- Cribs: as per requirement
- One refrigerator (of good capacity for summers)
- One water purifier/ filter
- One microwave (Optional)
- One washing machine (Optional)
- Wall clock
- One induction stove/gas stove with cylinder
- One music system
- Few locks and keys
- A table to be used to change the diapers and to clean young children. Dimension: length-55 cm, width 30 cm, height- 30cm
- Two almirah with shelves to keep children's daily and weekly belongings
- One almirah for storage of stationary, children folders, educational toys etc.
- One almirah /cupboard to store eatables, snacks etc.
- Two – four low height tables (preferably of wood): Dimension: length-48 cm, width 24 cm, height- 10 cm
- One-two low height dining tables and chairs or stools.
- High chairs for infants: as per requirement
- Bulletin/ display boards : at least two (3 feetx3 feet)
- One black board
- One white board
- Paper napkin dispenser (for good quality napkins not paper roll) for each wash basin or three hand towels per child
- Hand driers for each wash basin. (Optional)
- Plastic Potty: 2 or rings that can be fitted on western toilet seats for children's ease and safety.
- Shoe rack: for 30 children
- Small folding stools: 2
- Weighing scale and infantometers
- Stadiometres, for measuring height

2. Utensils and Fuels: Non recurring but need to replenish when needed

- Two medium sized induction pans with lid (3-4 L) (optional)
- Two Knives- 2 and kitchen scissors and peeler and chopping board
- Milk Strainer
- 30 Steel plates (medium size)
- 30 Spoons (small size)
- 30 Steel glasses (medium size)
- 30 Steel bowls (medium size)
- 10 Storage containers to store biscuits, snacks etc.
- 30 small rectangular trays for the children's food
- Net/Basket for covering the food trays
- Cooking instruments – induction stove, gas stove or any other safe cooking stove plus cylinder

Recurring material:

A) Monthly

1. Eatables:

- a) In case the meals are provided by parents, the following eatables should be stored at the crèche for use during contingencies.
- Salt
 - Sugar
 - Biscuits
 - Healthy roasted snack options
- b) In case the food is cooked at the centre the raw materials should be purchased based on the locally accepted menu chart

2. Cleaning material:

- One Soft broom
- One Hard broom
- Floor mop
- Bucket and mug
- Toilet soap
- Handwashing liquid soap
- Two Soap case
- Antiseptic lotion
- Floor swab
- Four dustbins with lid
- 4 comb
- One Nail cutter
- Tissue paper
- Wet wipes

B) Quarterly**3. Stationary**

- 20 Chart papers
- 4-5 colour glaze paper
- Old magazines/ greeting cards
- 10 fevi-sticks
- Fevicol
- Child friendly Water colours
- White chalk/coloured chalk
- Packets of Sketch pen and crayons
- Child friendly clay
- Bold markers
- Packet of Pencils
- 10 Sharpeners
- 10 erasers
- 10 large and 10 small rulers
- Rubber bands
- 4-5 small scissors for children use
- 4 registers
- A4 size blank sheets
- Few small size colorful long tubs with lids to store activity material

C) Annually or Bi- annually**4. Clothes**

- 10 Medium size towels
- 30 small size towels
- One packet of 10 diapers/nappies of each size for emergency
- Large and small Tunics (Jhablas) for emergency
- 30 Bibs

5. Linen

- Foldable mats for each child to sleep (4 feet/ 3 feet)
- 5 Bed sheets, 5 Blankets--- single (for winters)
- 4 square floor mats for conducting activities
- 10 baby quick dry sheet for young children
- Curtains as per need

6. First aid material

- First aid box
- Thermometer
- Scissors
- Torch
- Cotton
- Antiseptic cream
- Bandage
- Paracetamol

7. Games and toys

- Small ball
- Large ball
- Skipping rope
- Large wooden blocks
- Carom board
- Puzzles
- Dolls
- Doll house
- Kitchen set
- Doctor set
- Squeaking toys
- Small wooden blocks for creative play
- Rubber toys
- Slide, swings, sea-saw, jungle gym etc.
- Story books
- Sand play corner, preferably in the open area

Child Protection Policy, as reference

1. Definitions

For the purposes of Child Protection Policy:

A **child** means every person below the age of eighteen years.

Child protection denotes physical & mental safety from any kind of harm.

Child abuse is any kind of harm leading to sexual, physical and mental abuse, unintentionally / deliberately caused to a child.

3. Purpose of the Policy

To ensure a secure, safe and protective environment for all the children at (insert the name of your creche)

3. Objective of the Policy

To meet the objective, (organisation's name) will do the following-

- Take proactive action to **prevent child abuse** in any form **at** (organisation's name) **workplace and within its operating hours;**
- Institute processes/systems/mechanisms for **early detection, redressal and follow-up** of all cases of abuse **of children**, (organisation's name) **is working with, whether at workplace/within operating hours or in their homes/community, etc; and**
- **Take action**, possible within its domain, against **any abuser** - (organisation's name) **employee / any other person engaged with** (organisation's name) **children.**

5. Scope and Coverage of the Policy: one can formulate this

6. Operationalizing the Policy

- **The** (organisation's name) will take proactive action to prevent child abuse in any form at the workplace and within its operating hours, by -
 - Developing guidelines for the physical safety and protection of children attending (organisation's name) creche centres and ensure adherence to them.
 - Contributing to an environment where children are able to recognize unacceptable behaviour and discuss their rights and concerns.
 - Sensitizing and orienting its employees to norms of behaviour which recognizes the child as an individual with rights.
 - Sensitizing and orienting all others associated with (organisation's name) on the Child Protection Policy.
 - Ensuring that all employees and others meet the child/children in the presence of other (organisation's name) employees and there is no one-to-one meeting with the child/children individually.
- (organisation's name) **will enable early detection, redressal and follow-up of all cases of abuse of children** (organisation's name) **is working with, whether at the workplace/within operating hours or in their homes/community, by -**
- Instituting systems to ensure that its Child Protection Policy has been disseminated to all its employees/others associated with (organisation's name)
 - Training and sensitizing its employees and others to detect cases of child abuse.
 - Raising awareness of the community on child abuse and the need to take appropriate action.

- Developing a redressal plan, with the child/children's immediate family, which will include immediate disconnect between the child and the abuser, counseling of the child and immediate family, establishing linkages with specialized agencies, etc.
- (organisation's name) **will take action, possible within its domain, against any abuser - (organisation's name) employee / any other person engaged with (organisation's name) children, as follows:**
 - (organisation's name) will appoint a Complaints Committee for addressing complaints and carrying out the investigation
 - In cases where the offence is proved to have been committed and disciplinary action is recommended by the Complaints Committee, (organisation's name) will take disciplinary action as per the service rules against the offender or in cases where it is so deemed appropriate through the criminal justice system.
 - In cases where disciplinary action has been taken, a brief report with details of the offence, the investigation findings and the action taken will be shared with all staff members.
 - In cases where the complaint is found to be false and motivated, (organisation's name) may initiate disciplinary action against the complainant and others who are proved to have provided false information or concocted evidence.

7. Duties and Responsibilities for Dissemination and Implementation of the Policy

- (organisation's name) will be responsible for the operationalization of the policy with regard to prevention, redressal and disciplinary action (when recommended by the Complaints Committee).
- (organisation's name) will ensure that the contents and implications of this policy have been disseminated by the department managers to their team members and others, through meetings and induction programs.
- All centers and the Head Office are required to have a copy of the policy.
- Managers/ Officers will be responsible for monitoring workplace practices and the work environment and may be held personally liable in cases where they knew or can reasonably be expected to have known about an incident of child abuse but did not take reasonable steps to deal with it.
- (organisation's name) will be responsible for training and sensitization of the staff members.
- (organisation's name) is responsible for creating an environment where employees do not feel that if they raise their voice against child abuse, it would adversely impact their promotion, increments or working conditions.
- It is the duty of the staff representative of the complaints committee to help the child and/or family in filing the complaint and providing moral support.
- The staff representative of the complaints committee ensures that procedures for registering complaints are simple, accessible and effective

8. Confidentiality and Protection

The Complaints Committee will address complaints and carry out the investigation process in a manner that respects the confidentiality and privacy of complainants, child abused and alleged offenders.

In exceptional situations, the Complaints Committee may decide to set aside the commitment to confidentiality, such as in cases where legal proceedings are initiated and the organization is required to disclose information, or in cases where disclosure is deemed necessary to protect the interests of others.

Under the terms of this policy, the organization is committed to provide support and protection to complainants. Measures will also be taken to prevent further abuse of the child on account of having filed a complaint.

9. Amendments to the Policy

Based on the experiences of implementing the policy, the complaints committee may make recommendations for changes.

Complaints Committee

A Complaints Committee expressly set up for this purpose, shall be empowered to carry out the mandate of the policy. Complaints of child abuse will be received, reviewed and investigated by a complaints committee

The Complaints Committee will have a term of 3 years and will be constituted by (organisation's name). The committee will be empowered to receive complaints, conduct formal enquiries and recommend appropriate action for redressal and punishment.

In cases where a complaint is received against a member of the Complaints Committee, the concerned individual will be required to step down, and will be replaced by another person of the same category.

In cases where a complaint is received against the Coordinator of the Committee, he/she will be replaced by the (organisation's name).

Authorities and Duties of Complaints Committee

- To take immediate cognizance of the complaints, conduct timely enquiries, provide redressal to the affected child and recommend action against the abuser.
- To seek legal, psychological, medical or police assistance, where required, with the consent of the affected child and/or family members.
- To offer/ ensure required psychological, emotional and physical support to the affected child.

Procedures

▪ Filing of complaints

- Any individual who is a (organisation's name) employee or is associated with (organisation's name) can approach any member of the Complaints Committee with a verbal or written complaint of sexual harassment against a staff member or a third party.
- A meeting of the Complaints Committee will be convened within 3 days of receipt of a complaint, to discuss the substance of the complaint and draw up a time-bound schedule for the subsequent process.

Formal Investigation Process

- In cases where an informal approach is deemed inappropriate, or is tried and fails to resolve the issue, a formal investigation will be instituted within 15 days of the receipt of the original complaint. The complainant (in case of minor, family members or caregiver in the centres) and alleged offender will be informed of the initiation of the formal process and asked to co-operate. If the initial complaint was made verbally, at this stage it will be taken in writing.
- The complainant will be asked to submit a statement with details of the alleged incident(s) of abuse, with supporting evidence and names of persons who can provide corroboration, if any.
- The alleged offender will be informed in writing of the substance of the complaint and the particular circumstances of the case. The alleged offender will be requested to respond either in writing or orally, to the Complaints Committee, which will record the response.
- The alleged offender will also be asked to submit documentary or other evidence in refutation of the complaint, if he/she refutes the complaint.
- In the course of investigating the complaint, the Complaints Committee will conduct interviews with and cross-question the complainant (in the presence of family members or caregiver in the centers), the alleged offender and any other individuals who can provide information in

support of, or in refutation of the complaint. The Committee may also examine documents, including confidential files and records pertinent to the case.

- The proceedings of the investigation and the deliberations of the Committee will be recorded both in writing and on tape.
- The complainant (or a person nominated by the complainant as an observer) will have the right to remain present during the depositions by the alleged offender and witnesses. Transcripts of the depositions may be made available in cases where the complainant chooses not to exercise the right to be present.

Report and Recommendations

- At the close of the investigation, the Committee will submit a report in writing to the (organisation's name), stating their findings and recommending the appropriate course of action.
- Barring extraordinary circumstances, the process of enquiry and submission of report will be completed within 30 days of the receipt of the complaint.
- If cases where the alleged offence is not proved, or where the offence does not merit disciplinary action, the investigation report should include recommendations for steps to be taken to prevent the recurrence of similar incidents in the future.

Policy regarding Photography/Video of Children at _____ centers and its dissemination

▪ *Permission from children's parents/guardians for Photography or Videography*

- At the time of admission of a child at a (organisation's name) crèche, parents will be requested for permission for occasional photography/videography of the child, and its dissemination, if required for the purpose of the aims and objectives of (organisation's name), through a consent form.

▪ *Photographs/Videos taken of the children should be respectful*

- Children should have adequate clothing that covers up the sexual organs
- Photographs/Videos of children in sexually suggestive poses or that in any way impact negatively on their dignity or privacy are not acceptable
- Stories based on Photographs/Videos of children should not, in any manner, have a negative impact on the dignity of the children

▪ *Photographs/Videos taken for reporting of activities and for writing proposals*

- Should focus on the activity at the centre
- Should be group photographs of children (at least four or five) and not be pictures of a single child
- The names of the children may require to be changed, depending on the sensitivity of the case. The decision will be taken on a case-to-case basis.

– *Pictures of a single child*

- These may be clicked in special cases only- a) by (organisation's name) team for preparation of communication materials required by (organisation's name) or for projection of (organisation's name) impact for external audience b) by an external person in cases when special permission has been taken from the Management
- These may be uploaded on our website with all precautions to ensure that they cannot be copied or downloaded by the viewer.
- These photographs will only be disseminated outside (organisation's name) with the scanned copy of consent.
- If used in any communication document like a poster, brochure etc then the consent form will be available in the source files folder in the picture/communication library folder.

DECLARATION OF COMMITMENT

To be signed by all (organisation's name) Directors, Staff, Volunteers, Visitors. A copy will be kept in the file in the (organisation's name) office.

I declare that:

1. I have read and understood the (organisation's name) Child Protection Policy and have attended/ will attend the Child Protection Training.
2. I will work within the procedure as laid out in the (organisation's name) Child Protection Policy.
3. I have not been accused or convicted to any offence involving physical or sexual abuse of children or young people.
4. I understand that if a complaint is brought against me regarding the abuse of children while engaged in (organisation's name) activities, the allegation will be thoroughly investigated in cooperation with the appropriate procedures.

Sample Immunization Schedule

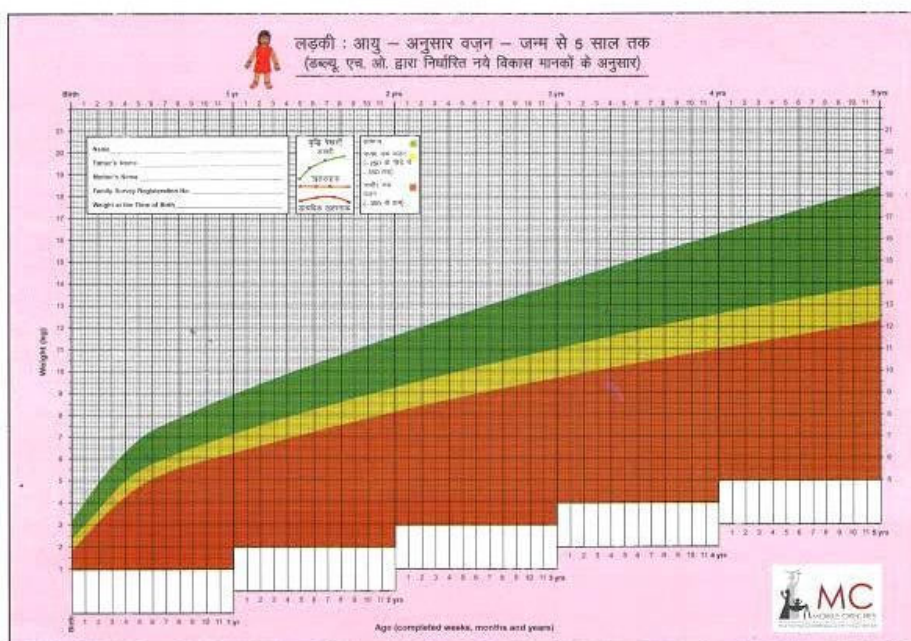
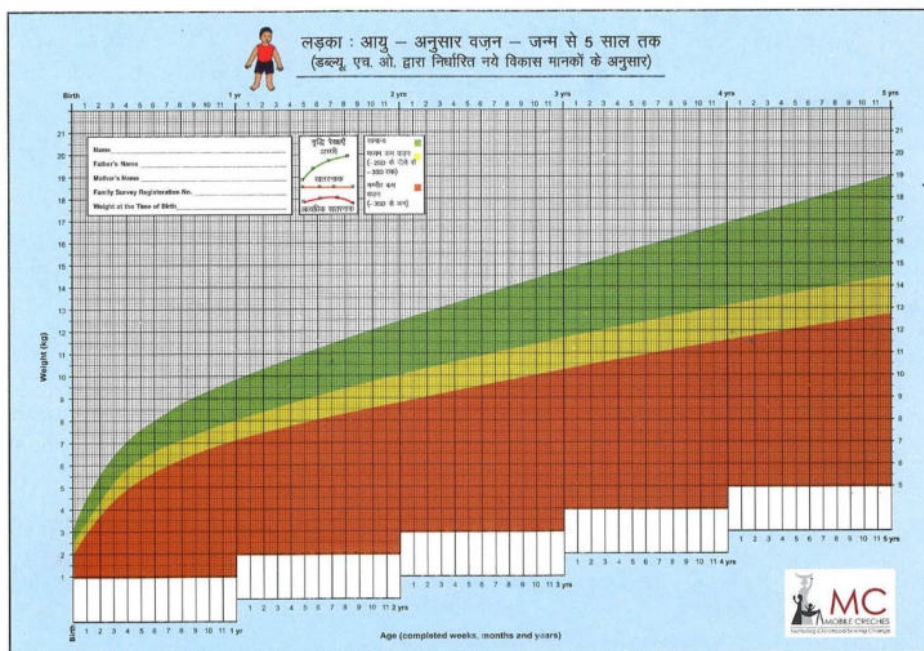
Eligibility	Vaccine/s
At Birth	BCG OPV – 0 Hepatitis – B
6 weeks of age	OPV – 1 Pentavalent vaccine – 1 Rota virus – 1 (in AP, Orissa, Haryana and HP only at present)
10 weeks of age	OPV – 2 Pentavalent vaccine – 2 Rota virus – 2 (in AP, Orissa, Haryana and HP only at present)
14 weeks of age	OPV – 3 IPV Pentavalent vaccine – 3 Rota virus – 3 (in AP, Orissa, Haryana and HP only, at present)
9 months of age	Measles Vitamin A – first dose
16 – 24 months of age	DPT – first Booster OPV booster Measles 2 nd dose Vitamin A – second dose followed by every 6 months till 5 yr. age JE (in endemic districts only)
5 – 6 years of age	DPT second booster
10 and 16 years of age	TT

Calorie Requirement Chart

Energy requirements at different ages:

Age-Group	Category	Body Weights	Requirements	
			(Kcal/d)	(Kcal/Kg/day)
Infants	0-6	5.4	500	92
	6-12	8.4	670	80
Children	1-3y	12.9	1060	82
	4-6y	18.1	1350	75
	7-9y	25.1	1690	67
Boys	10-12y	34.3	2190	64
Girls	10-12y	35.0	2010	57

WHO standard Growth Monitoring chart



Sample meal charts

1) For parents, if meals are provided by them

6 months to 2 years

Meal Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (10 to 10.30)	Suji kheer (1 bowl: 100 ml)	Apple puree/ custard/ smoothie/cereal mix (1 bowl: 100 ml)	Dalia/oats/ halwa (1 bowl: 100 ml)	Poha kheer/ rice kheer (1 bowl: 100 ml)	Suji kheer/ sabudana kheer (1 bowl: 100 ml)	upma/ oats (1 bowl: 100 ml)
Afternoon (1.00 to 1.45)	Kichidi/dal iya (1 bowl: 100 ml) with curd	Kichidi/daliya (1 bowl: 100 ml) with curd	Dal(pulse) chawal (1 bowl: 100 ml) with curd/raita	One stuffed paratha and dahi/ khichri with veggies (1 bowl: 100 ml)	Kichidi/daliya (1 bowl: 100 ml) with curd	Dal(pulse) chawal (1 bowl: 100 ml) with curd/raita
Evening (4.30 to 5)	One seasonal fruit/ milk/ cheese lings	150 ml milk and biscuit	1 bowl custard/ one seasonal Fruit	Biscuit /muffin with 150 milk	150 Milk and one nutritive ladoo	

2 years and above

Meal Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (10 to 10.30)	Upma/ 2 idli with chutney	Apple puree/ custard/ smoothie/cereal mix (1 bowl: 150 ml)	Dalia/oats/ suji halwa (1 bowl: 150 ml)	Poha/one uttapam	One chilla/ one pancake	One sandwich/Fr uit salad
Afternoon (1.00 to 1.45)	Kichidi/dal iya (1 bowl: 150 ml) with curd	Two roti sabji with curd and salad	Dal (any pulse) chawal (1 bowl: 150 ml) with curd/ raita	One stuffed paratha and dahi/ one dosa with chutney	Vegetable pulao (1 bowl: 150 ml) with curd and salad	2 poori with aloo sabji and curd, salad/ kheer or Ice- cream
Evening (4.30 to 5)	One seasonal fruit with one muffin/ca ke piece	2 cutlets	Fruit custard	One seasonal fruit with one muffin/cake piece	Roasted makhana/ Fries	

Notes:

- Junk and packed foods not allowed.
- Milk will be given to children below 1 year as per the parents
- The above is the suggested menu, though parents can send variety of food based on their child's habits

2) If meals are cooked at the centre

Meal	Time	Age (yrs.)	Name of the dish
Breakfast	9:00-9:30 am	6 Months -3 year	Milk and <i>Suji Kheer</i>
		3+	<i>Suji Halwa</i>
Lunch	12:00-12:30 pm	6 Months- 3 year	Nutritious <i>Dalia/ Khichdi</i> with vegetables and soya keema
		3+	Nutritious <i>Dalia/ Khichdi</i> with vegetables and soya keema
Evening Snack	3:30-4:00 pm	6 Months- 3 year	Soya cereal in milk
		3+	Groundnuts, roasted chana/boiled chana, jaggary and groundnuts, banana

Nutrient Analysis for 6 months to 3 years old children

Meal	Menu	Ingredients	Amount (g)	Energy (Kcal)	Protein(g)
Break Fast	Suji Kheer	Semolina	10	35	1
		Toned Milk	200	120	6.4
		Sugar	10	40	–
		Oil	5	45	–
Lunch	Khichri/porridge	Rice/oatmeal	12	42	1.7
		Red gram dal	8	26	1.8
		Oil	10	90	–
		Seasonal Veg	20	*Neg.	*Neg.
		Soya keema (Soya Nuggets)	10	34	5
Evening	Premix	Toned Milk	100	60	3.2
		Premix	32	119	2
Total				611	22.1

Note: Energy and Protein content in 3 + children are approx. 500 kcal and 12.1 g protein only as milk is excluded from their meal and amount of khichri/porridge is increased.

Special Diet nutrient analysis:

Menu	Ingredients	Amount(g)	Energy(kcal)	Protein(g)
Banana	Banana	40	42	*Neg.
Cereal Mix	Roasted wheat, rice, chana and sugar	32 (2 full spoons)	119	2
Roasted Chana	Chana	10	36	1.7
Total			278	11

The above are only sample meal charts. It is recommended that the crèche develops appropriate meal plans that are available local and the diet is close to the culture of the child.

Milestones checklist for under 3s and 3 to 6

DEVELOPMENTAL CHECKLIST FOR 0-6 MONTHS

MOTOR SKILLS

Age (months)	Skills	Yes	No	Comments
0-3	When the baby is laying on his/her stomach on a flat surface can he/she lift his/her head off the surface?			
3-4	Does the baby play with his/her hands by touching them together?			
3-4	When the child is on his/her back does (s)he follow your movement from one side all the way to the other side?			
4-5	When you touch your finger to the back or tips of the baby's fingers, does he/she grasps the pencils for a few seconds?			
4-6	When sitting can the child holds his/her head upright and steady?			

COMMUNICATION SKILLS

		Yes	No	Comments
0-1	When you make a loud noise or sound, does the child startle?			
0-1	Can the child be quieted by a familiar, friendly voice?			
0-1	Does he/she cry frequently?			
0-1	Does he/she makes vowel like sounds similar to "e" and "a"?			
1-2	Does he/she appear to listen to speaker?			
1-2	Does he/she often looks at speaker and responds by smiling?			
1-2	Does he/she has a special cry for hunger?			
1-2	Does he/she repeat the same syllable while cooing or babbling?			
2-4	Does he/she regularly localizes speaker with eyes?			
2-4	When played with, laughs and uses other vocal expressions of pleasure?			
4-5	Does he/she recognize and respond to his/her name?			
4-5	Does he/she usually stop crying when someone talks to him/her?			
5-6	Can he/she recognize words like "daddy", "bye-bye", "mumma" etc.?			
5-6	Does he/she stop and withdraw in response to "no" at least half of the time?			

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5-6	Does he/she make sounds and noises while playing alone or with others?			
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DAILY LIVING SKILLS

Age (Months)	Skills	Yes	No	Comments
0-1	Does he/she indicate anticipation of feeding on seeing bottle, breast or food?			
1-4	Does he/she open mouth when spoon with food is presented?			
4-7	Does he/she remove food from spoon with mouth?			

SOCIALIZATION SKILLS

Age (Months)	Skills	Yes	No	Comments
0-1	Does he/she look at the face of the caregiver?			
1-3	Does he/she respond to voice of the caregiver or another person?			
2-4	Does he/she distinguish caregiver from the other person?			
3-5	Does he/she show interest in novel objects or new people?			
4-6	Does he/she express two or more recognizable emotions such as pleasure, sadness, fear or distress?			
5-6	Does he/she show anticipation of being picked up by caregiver?			

KEY:

0-3 MONTHS = RED

MOTOR SKILLS = PURPLE

3-6 MONTHS = LIGHT GREEN

COMMUNICATION SKILLS = ORANGE

DAILY LIVING SKILLS = GREEN

SOCIALIZATION SKILLS = BLUE

DEVELOPMENTAL CHECKLIST FOR 6 – 12 MONTHS**MOTOR SKILLS**

Age (months)	Skills	Yes	No	Comments
5-7	Can the child pick up a toy within his/her reach?			
6-8	When the baby is on his/her back, gently pull him/her up to a sitting position by his/her wrists. Does the baby hold his/her neck stiffly?			
6-8	Can the baby pass something such as a small block or a small cookie from one hand to another?			
7-9	Can the baby pick up small objects such as raisins or pieces of foods or beads with his/her hand using a raking or grabbing motion?			
7-9	Can the baby sit by himself/herself without any support for 60 seconds?			
9-12	Can the baby crawl across floor on hands and knees without stomach touching floor?			
10-12	Can the baby pull himself/herself to a standing position without help?			
10-12	Can the baby get to a sitting position without help?			

COMMUNICATION SKILLS

Age (months)	Skills	Yes	No	Comments
5-6	Does he/she appear to recognize words like "daddy", "bye-bye", "mumma" etc?			
5-6	Does he/she stop and withdraws in response to "no" at least half of the time?			
5-6	Does he/she make sounds and noises while playing alone or with others?			
6-7	Does he/she respond with appropriate gestures to such words as "come-up", "bye- bye" etc?			
7-8	Does he/she appear to recognize the names of the common objects when their names are spoken?			
8-9	Does he/she use some gesture language such as shaking head appropriately for "no" etc.?			
9-10	Can he/she speak first words often "da-da", "ma-ma" etc.?			
9-10	Can he/she often give toys or other			

	objects to a parent on verbal request?			
10-11	Does he/she occasionally follow simple commands like "put that down"?			
10-11	Does he/she try to imitate new words?			
11-12	Does he/she use three or more words with some consistency?			
11-12	Does he/she demonstrate understanding by making appropriate verbal responses to some requests (say "bye-bye")?			

DAILY LIVING SKILLS

Age (Months)	Skills	Yes	No	Comments
4-7	Does he/she remove food from spoon with mouth?			
7-9	Can he/she suck or chew on crackers?			
8-10	Can he/she eat solid food?			
9-12	Can he/she drink from a cup or glass unassisted?			

SOCIALIZATION SKILLS

Age (Months)	Skills	Yes	No	Comments
5-7	Does he/she show affection towards familiar people?			
6-8	Does he/she show interest in children or peers other than siblings?			
7-9	Does he/she reach for familiar person?			
8-10	Does he/she play with toys or objects alone or with others?			
9-11	Does he/she play very simple interaction games with others?			
9-11	Does he/she use common household objects for play?			
10-12	Does he/she show interest in activities of others?			
10-12	Can he/she imitate simple adult movements such as clapping hands or waving good bye, in response to a model?			

KEY:

6-9 MONTHS = BLUE

MOTOR SKILLS = PURPLE

9-12 MONTHS = GREY

COMMUNICATION SKILLS = ORANGE

DAILY LIVING SKILLS = GREEN

SOCIALIZATION SKILLS = BROWN

DEVELOPMENTAL CHECKLIST FOR 12-24 MONTHS**MOTOR SKILLS**

Age (months)	Skills	Yes	No	Comments
12-15	Can the baby stand alone without having to hold on to something for more than 30 seconds?			
14-16	Without holding on to something or touching the floor, can the baby bend over to pick up a toy or other object on the floor and stand up again?			
14-18	Can the child walk all the way across a large room without falling or wobbling from one side to another?			
14-18	Can the child pick up a small object such as a raisin or a bead using only his/her thumb and index finger?			
18-22	Can the child walk up steps by himself/herself or by holding on to the wall or railing for support? Answer NO if she/he has to crawl up the stairs or you do not let him climb up the stairs or he has to hold on to a person or next step.			

COMMUNICATION SKILLS

Age (months)	Skills	Yes	No	Comments
12-14	Can he/she use five or more true words with some consistency?			
12-14	Can he/she sustain interest for 2 or more minutes in looking at pictures if they are named?			
14-16	Can he/she recognize and identify many objects or pictures of objects when they are named?			
14-16	Does he/she clearly recognize names of various parts of the body (hair, mouth, ears, and hands)?			
14-16	Can he/she communicate mostly by using some true words along with gestures?			
16-18	Has he/she begun to use words rather than gestures to express wants and needs?			
18-20	Does he/she have a speaking vocabulary of at least 10 to 20 words?			
20-22	Does he/she follow a series of 2 or 3 very simple but related commands?			
20-22	Has he/she begun combining words into simple sentences like "go bye-bye", "daddy come" etc.?			
22-24	Does he/she occasionally uses three			

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	words sentences such as "play with blocks"			
22-24	Has he/she begun using pronouns but makes errors in syntax?			

DAILY LIVING SKILLS

Age (months)	Skills	Yes	No	Comments
12-14	Can he/she feed self with spoon?			
13-15	Does he/she demonstrate understanding that hot things are dangerous?			
14-18	Can he/she indicate wet or soiled pants or diaper by pointing, vocalizing or pulling at diaper?			
16-20	Does he/she willingly allows caregiver to wipe nose?			
18-22	Can he/she remove front opening sweater or shirt or bottoms without assistance?			
20-24	Does he/she pick up his/her own toys when asked?			

SOCIALIZATION SKILLS

Age (months)	Skills	Yes	No	Comments
12-16	Does he/she laugh and smile appropriately in response to positive statements?			
14-18	Can he/she address at least two familiar people by name?			
16-20	Does he/she show desire to please the caregiver?			
18-24	Does he/she participate in at least one game or activity with others?			

KEY:

12-18 MONTHS = PINK

MOTOR SKILLS = PURPLE

18-24 MONTHS = YELLOW

COMMUNICATION SKILLS =

ORANGE

DAILY LIVING SKILLS = GREEN

SOCIALIZATION SKILLS =BROWN

Developmental Milestones
Preschoolers
3-6 years

Physical				
Age	Skills	Yes	No	What a teacher can do/Comments
2-3 years	<ul style="list-style-type: none"> • Walks backwards • Enjoy physical activities such as running, hopping, kicking, climbing, jumping, etc. • Strings large beads • Holds scissors correctly • Able to zips, buttoning and snaps • Beginnings of bladder and bowel control and beginning of toilet training. • Walks up and down stairs independently • Play games that require balancing. • Practice cutting with scissors on a one-on-one basis. 			
3-4 years	<ul style="list-style-type: none"> • Run around obstacles • Walk on a line • Balance on one foot • Push, pull, and steer toys • Ride a tricycle • Use a slide without help • Throw and catch a ball <p>Children's precision of motion improves significantly. Most are able to:</p> <ul style="list-style-type: none"> • Build a tall tower of blocks • Draw crosses and circles • Manipulate clay by making balls, snakes, etc. 			
4-5 years	<ul style="list-style-type: none"> • Can hop on one foot, skip and jump • Can catch a ball with both hands • Dresses and undresses him/herself completely • Can copy a simple design • Uses scissors to cut a straight line 			
5-6 years	<ul style="list-style-type: none"> • Walks and runs proficiently in a straight direction. • Travels backwards at a slow speed. • Distinguishes between straight, curved and zig-zag pathways. • Continues to develop the ability to stop quickly and on balance, and to change direction rapidly and with control. • Skips, hops, gallops and slides by mimicking proficient movers. • Enjoys chasing and fleeing games, but has yet to master changing directions and stopping quickly, and often overruns the child being chased. Finds moving on the floor (e.g., crawling, log rolling, pulling weight with arms while dragging feet) especially appealing. • Can use simple combinations of movements (e.g., running and kicking a ball, jumping and twisting). 			

	<ul style="list-style-type: none"> • Moves in response to various rhythmical beats, (e.g., slow and fast, even and uneven). • Distinguishes between round, narrow, wide and twisted shapes; symmetrical (the same on both sides of the body) and asymmetrical (different positions on left and right sides of the body) shapes. • Develops an awareness of space (e.g., travels in close proximity to others without bumping into them). • Can ride bicycle. 			
Cognitive Development				
2-3 years	<ul style="list-style-type: none"> • Comprehends size • Beginning to understand time sequences (e.g. what activities would be performed after bathing, lunch etc.) • Counts and manipulates objects • Is beginning to think about consequences • Is able to concentrate for longer periods of time 			<ul style="list-style-type: none"> • Provide dolls and simple props like cups and plates to encourage imagination and role play.
3-4 years	<ul style="list-style-type: none"> • Matches shapes and colors • Understand concepts like grouping and matching (for example, recognizing and matching colors) • Organize materials on their own, for example by stacking blocks or rings in order of size • Identify parts of a whole, like body parts, a slice of orange fruit. • Draw, name, and briefly explain somewhat recognizable pictures that are meaningful to them • Actively seek information through why and how questions • Tell you their full name and age • Attend to an activity for a longer stretch of time (between 5 and 15 minutes) • Learn both by observing and listening to adults' explanations • Show awareness of past and present 			
4-5 years	<ul style="list-style-type: none"> • Comprehends special concepts (e.g. around, in front, high, next to) • Rote counts up to 20 • Can complete a 6-8 piece puzzle • Begins to understand time concepts • Understands simple math concepts • Recalls main details of a story • Encourage dramatic play with puppets, dress up clothes, etc. • Add puzzles to manipulatives area. Help them when they first try a new puzzle. 			
5-6 years	<ul style="list-style-type: none"> • Enjoys having opportunities to make simple decisions independently e.g. "which place would you like to go for picnic?" • Seeks out opportunities to gain new skills and experiences. • Asks open-ended questions to fulfill curiosity (e.g. asks, "What would happen if I put glue on my fingers?"). 			

	<ul style="list-style-type: none"> • Eager to attend first grade and learn to read (e.g. says, "Now I will be able to read the stories at night!"). • Pretend play becomes more complex. Enlists others in pretend play activity (e.g., says, "You are the owl, and you are awake at the night, so you make loud noises at the night.") • Develops creative ideas about completing tasks. 			
Emotional/Social				
2-3 years	<ul style="list-style-type: none"> • Has a strong sense of ownership • May begin cooperative play • May show need for security object • Is becoming more independent 			
3-4 years	<ul style="list-style-type: none"> • Follow a series of simple directions • Complete simple tasks with food without assistance, such as pouring water from a mayur jug. • Wash hands unassisted and blow nose when reminded • Children become more interested in other children. <p>They are now more likely to:</p> <ul style="list-style-type: none"> • Share toys, taking turns with assistance • Initiate or join in play with other children and make up games • Begin dramatic play, acting out whole scenes (such as traveling, pretending to be animals) 			
4-5 years	<ul style="list-style-type: none"> • Enjoys being with other children • Has an increased drive for independence • Expresses anger more dramatically • Is aware of social approval or disapproval • Performs for others when asked to do so • Has pride in personal accomplishments • Develops sex role identification • Begins taking turns and negotiating 			
5-6 years	<ul style="list-style-type: none"> • Beginning of associative play and games with rules where children assign roles to each others for a particular character e.g. you will be acting like mother, you will be acting like a child while playing "ghar-ghar". • Sense of security is reliant on relationships with close adults. Very much relies on "secure base" relationships with adults (parents, teachers) to feel secure and comfortable. • Describes self based on external characteristics, such as physical attributes, name, possessions and age (e.g., says, "I am six and I have black hair."). • Often evaluates own abilities highly (e.g., when asked if s/he is good at painting, s/he looks somewhat confused and says, "Yes, I am a good artist."); such evaluations can be inaccurate or based on limited views. • Copes poorly with failure and does not take criticism well. • Begins to show an increasing awareness of own 			

	<p>and others' emotions. Can label what others are feeling (e.g., angry, happy etc.)</p> <ul style="list-style-type: none"> • Identifies close friends on the basis of proximity and frequency of interaction (e.g., neighbors, school peers). Shares food and toys with friends. 			
Language development				
2-3 years	<ul style="list-style-type: none"> • Combines words to form short sentences • Uses plurals • Answers routine questions • Provides appropriate answers • Comprehends some pronouns • Follows two step directions 			
3-4 years	<ul style="list-style-type: none"> • Make themselves understood to strangers, despite some sound errors • Use and understand sentences • Use more complex grammar, such as plurals and past tense • Understand sentences involving time concepts (for example, "Dadi (Grand mother) is coming tomorrow") and narrate past experiences • Understand size comparisons such as big and bigger • Understand relationships expressed by "if... then" or "because" sentences • Follow a series of two to four related directions 			<ul style="list-style-type: none"> • Sing a song and repeat at least one nursery rhyme
4-5 years	<ul style="list-style-type: none"> • Uses possessives • Uses double negatives • Joins sentences • Can answer how, who, when questions • Follows up to 4 step directions • Uses third person • Tells simple stories • Has a 2000 word vocabulary 			<ul style="list-style-type: none"> • During circle time, engage children in conversation with you and each other.
5-6 years	<ul style="list-style-type: none"> • Continues to rapidly develop vocabulary, with an estimate of about 3,000 new words learned during the year • Enjoys language play, including nursery rhymes, songs and word games where new nonsense words may be invented. Such play may include all aspects of language: sounds, meaning and forms. Increases skills for differentiating fact from fantasy. • Demonstrates the ability to control and adjust speaking rate, voice pitch (i.e., high and low sounds) and volume appropriately. • Initiates a conversation and can deliver directions to others. • Communicates and repeats stories that have a series of events in a logical order. Can both ask and reply to "wh-" questions: who what, where, when, and why. • Takes turns when speaking. • Can maintain the topic of the conversation and take turns speaking. Begins to use some elaboration when facing a conversational repair (i.e., when the listener indicates that the message is 			

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	not understood). <ul style="list-style-type: none">• Speaks and expresses ideas using a range of complete sentences and most parts of speech correctly.			
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List of activities for 6 months to 3 years

Stimulation activities and materials for infants based on the
Multiple Intelligences

theory of

1. Stimulation activities and material planned for 7 – 12 month old infants were as follows:

1.1. Verbal Linguistic intelligence:

- i. After talking to the child, pause for short periods. Notice whether the child is learning functional talking and knows it is his/her chance to talk
- ii. Reacts when you call her name
- iii. Introduce 4 cubes to the child. 3 covered in blank white paper and 1 covered in white paper and with a letter written on each side. Notice which cube(s) the child manipulates.



1.2. Logical Mathematical intelligence

- i. Make a two-colour grid for the child to complete. Keep one piece of the grid incomplete and give the child an option between the two colours to complete that box.



- ii. Give the child a magnetic star and an opposite polarity magnet board. Give the child an opportunity to remove the shape and pause to see if the child explores putting it back and further.



- iii. Show the child an attractive object and hide it in one hand. Observe if the child attempts to open hand to find out which hand the objects is hidden in.



1.3. Bodily Kinaesthetic intelligence

- i. Create a string along activity by hanging colourful and noisy toys on a rope. Then stretch it horizontally behind the infant, close enough for him to see but far enough away so he can't reach it. Observe if the child manipulates the objects.



- ii. Take a piece of double sided tape and place it, sticky side up, on the floor. Gather an assortment of small toys and arrange them on the double side tape firmly. Then allow the infant to manipulate the toys and observe the child's use of her body.

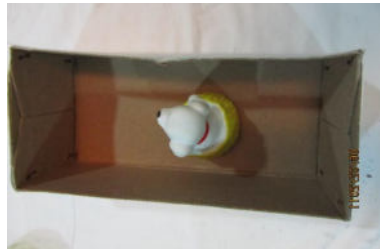


- iii. Entangle woolen thread around infant's foot. Observe whether the child responds to the situation or attempts to uses her body to grasp the thread.



1.4. Visual Spatial intelligence

- i. Give the child an attractive toy. Show it to the child and hide it inside a box, at 2 feet distance. Move the box and the toy closer to the child. Pause to notice whether the child looks inside.



- ii. Give the child an attractive toy. Show it to the child and hide it behind the box, at 2 feet distance. Move the box and the toy closer to the child. Pause to notice whether the child looks behind.



- iii. Construct a little obstacle course for the child to manoeuvre through. Set up a series of pillows, stuffed animals, books, chair and toys on the floor. Observe the child's ability to move through the obstacles from one end to another.

1.5. Intrapersonal intelligence

- i. Give the child a mirror and observe the child's responses.
- ii. Try a smile, a big, open mouth, raised eyebrows, or a stuck-out tongue. Make some quiet noises to hold his attention. Observe how the infant responds.
- iii. If the child is left alone in the room, does the child call out to anyone or crawl towards people rather than stay alone.

1.6. Interpersonal intelligence

- i. When the researcher is introduced to the child, notice the child's reaction and willingness to interact with an unfamiliar person.
- ii. Give the child a favourite object. Researcher attempts to share the object with the child and observe the child's willingness.
- iii. Lie the infant on her back and make the mother/researcher sit close by her, though with the adult's attention elsewhere deliberately. Notice whether the child tries to gain the mothers attention.

1.7. Musical intelligence

- i. Ring a bell at 3 different volumes, from low to high. Notice the child's response to the music.



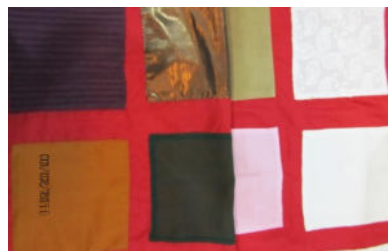
- ii. Introduce different musical instruments to the child, like bell, dafli, rattle wooden piece, etc. Once introduced pause to see if the child explores the music within it and continues and enjoys the exploration.



- iii. Observe the child's reaction to clapping, clicking fingers and tapping feet at different intensity.

1.8. Naturalistic intelligence

- i. Introduce a floor covering of different textured fabrics and items to crawl over. Observe the infant's reaction to the textures



- ii. Introduce real and artificial flowers to the child. Observe the child's reaction to both and which flower does the child prefer.



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- iii. Introduce different fragrances – sweet, chocolate, flowers, fruits, and bitter. Observe the child's reaction to the different fragrances.



Stimulation activities planned for 13 – 18 month old infants were as follows:

1.9. Verbal Linguistic intelligence:

- i. Give the child picture cards of familiar items. See the child's interest and response to the images.



- ii. Sit in front of the child without making direct eye contact. Read from a book in an energetic and inviting voice. Observe whether this draws the child's attention.



- iii. Child reacts to basic instruction e.g. please give the book.

2.2 Logical Mathematical intelligence:

- i. Give the child a peg board with 3 pegs to place appropriately. Observe the child's response



- ii. Give the child a cloud puzzle to finish. The empty groove must have 2 pegs – one correct shape and another incorrect. Pause to see which piece the child chooses to complete the puzzle.



- iii. Make a four colour grid for the child and provide the child with the same colour wooden blocks. See whether the child can sort the ball in the right grid.

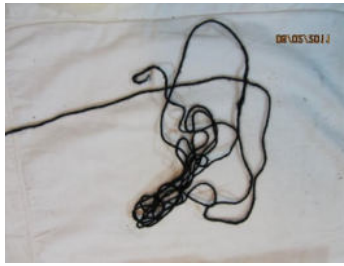


2.3. Bodily kinaesthetic intelligence:

- i. Hang an attractive object little above the child's reach. Notice the child's ability to use his body to reach the object.



- ii. Lightly wind a woollen thread around the toes of the toddler. Pause to see if the child responds to it and uses his/her body to solve the problem.



- iii. Make a marble paper path for the child. Observe whether the child can successfully place his/her feet in the marble paper squares while walking.

2.4. Visual spatial intelligence:

- i. Find three same containers, with different colourcaps and one containing few noisy toys. Put all three containers down in front of the toddler. Move the container with the rattles and mix it up. Now ask child if she knows where the rattle container is.



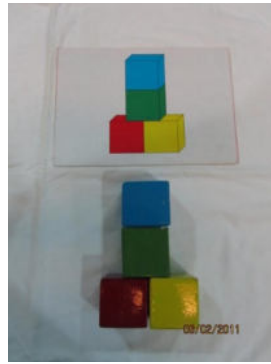
- ii. Place a box in front of the child with a lid lightly put. Place another box inside it and one smaller box in the second one with a colourful object. Pause to see if the child explores after the other



- iii. Construct a little obstacle course for the child to manoeuvre through. Set up a series of pillows, stuffed animals, books, chair and toys on the floor. Observe the child's ability to move through the obstacles from one end to another.

2.5. Intrapersonal intelligence:

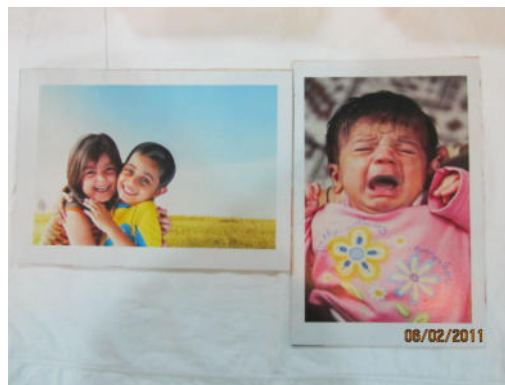
- i. Give the child a mirror and observe the child's responses
- ii. Introduce a picture card to the child when playing with wooden blocks. The picture card shows an image of how blocks can be stacked. Observe the child's observation of the image and how the child follows it.



- iii. Notice the child's response when playing with blocks and toys for few minutes in the presence of researcher and mother. Observe whether the child attempts interacting with people rather than play alone.

2.6. Interpersonal intelligence:

- i. Talk to the child with eye contact and with obvious facial expressions, though without use of language. Notice whether the child is interested and responds or turns away.
- ii. Give the child pictures of 2 basic emotions – happy and sad. Observe the child's reaction.



- iii. Observe the child's reaction when the researcher is alone with child in the room and attempts interacting with the child. Observe the child's response and willingness to interact.

2.7. Musical intelligence:

- i. Play a bell at 3 different volumes, from low to. Notice if the child responds to the sound playing in the background.



- ii. Hide an alarm clock under a napkin. Wait to observe if the child understands the direction of the music and find the bowl in the right place.



- iii. Introduce 4 music rattles to the child. 2 rattles are empty and 2 make sounds. After introducing notice whether the child notices this difference.

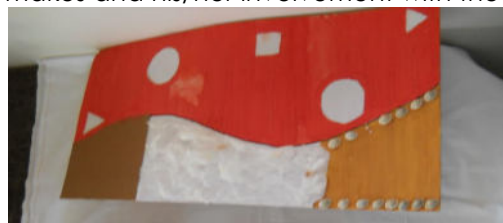


2.8. Naturalistic intelligence:

- i. Seal different cotton socks with objects from nature. Fill stones, shells, cotton, twigs, and items with obviously different textures. Introduce these socks to the child and notice the child's reaction the different textures.



- ii. Make a path for the child using different natural objects and leave some space empty and notice the choice the child makes and his/her involvement with the natural objects.



- iii. Introduce a basket full of animal models, paper cut-outs of shapes, cars, shells, cotton. Observe the choices the child makes to play with.



3. Stimulation activities planned for 19 – 24 month old infants were as follows:

3.1. Verbal Linguistic intelligence:

- i. Give the child a thick crayon and blank sheets. Wait to see if the child attempts scribbling, doodling, writing.



- ii. Introduce a word-picture book to the child with interesting images. Pause to observe the child's reaction.



- iii. Child reacts to basic questions like what is your name? in more than 1 language.

3.2. Logical Mathematical intelligence:

- i. Give the child a two-piece paper puzzle. Wait to see if the child puts the two pieces together.



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- ii. Arrange for 3 different pairs of coloured socks. Give the toddler one sock and ask her to find its pair. Similarly follow for the other pairs.



- iii. Complete the puzzle. Fit in the correct sized image.

3.3. Bodily kinaesthetic intelligence:

- i. Create a path on the floor with footprints. Encourage the child to walk from one footstep to another. Notice if the child is able to do so skilfully.



- ii. Introduce the activity as a game. Each time one claps the child has to alternately walk and crawl.
- iii. Entangle thick black thread around the child's hands and feet. Notice the child's ability to disentangle himself

**3.4. Visual spatial intelligence:**

- i. Cover a bright torch light with coloured cellophane paper. Attract the child's attention and use the torch light to move alternately in two directions at first and then four directions. Observe if the child learns the directions and follows the movement of the light, with his eyes.



- ii. Play an object game with the child. Make obvious body movements for the direction in which you are going to throw the object. Observe whether the child understands direction and space.
- iii. Select three different objects – spoon, ball and block. Show the objects to the child and cover these objects. Keep one item covered cloth. Ask the child to tell you which object is hidden.



3.5. Intrapersonal intelligence:

- i. Introduce a game wherein the child has to put together blocks using pictographic instructions as steps to fit them together. Observe the child's interest in the steps and ability to follow the steps and put together the game.



- ii. Give the child some time to play alone while you are involved in another activity such as reading a book. Notice what the child does and how she keeps engrossed without needing interaction with any other person.
- iii. Give the child a mirror and observe if the child talks about self

3.6. Interpersonal intelligence:

- i. Use pictures of people expressing different emotions.



- ii. Set-up an imaginary play situation with an animal hurt. Observe if the child shows empathy, understands how the animal feels or reacts to help the animal.
- iii. Researcher talks to the child questions about him/her related to choices, activities and routine. Notice whether the child enjoys talking about oneself to a stranger or not.

3.7. Musical intelligence:

- i. Hide an alarm clock under an upside down napkin. Also arrange two more napkins with the activity. Wait to observe if the child understands the direction of the music and find the alarm under the right napkin



- ii. Introduce 2-3 musical instruments such as a rattle, dafli and drums. Observe the child's interest and involvement with the activity.



- iii. Play a bell at 3 different volumes, from low to. Notice if the child responds to the sound playing in the background.

3.8. Naturalistic intelligence:

- i. Create a human board using different materials on each. Make similar cut outs of the different materials and hand it over to the child one at a time and ask the child to find the similar texture.



ii. Introduce real and artificial flowers together to the child. Observe child's interest.



iii. Introduce a basket of animal models, plastic shapes, cars and natural objects. Observe the choices the child makes to play with.

Selection criteria for the workers

1. The preferred age group for crèche staff is 20 to 40 years.
 2. Childcare workers: Minimum qualification 10th pass
 3. Helper: Minimum qualification 8th pass
 4. Crèche in-charge: Minimum qualification 'graduate'
 5. Identified group of women should go through the prescribed training. Appointments to be made based on assessment of their skills, knowledge and attitude post training.
 6. Preference to be given to the women living in nearby areas for easy accessibility and availability.
 7. All selected workers will undergo prescribed pre service training before starting to work with children at the crèche.
-

Proposed training schedule

Training period: 5 to 6 months

Days: 44 days (22 days theory and 22 days on job, excluding phase 1)

Phase 1: One Month

a) Need assessment (2 days)

- Visit to the new crèche premises and meeting with the admin staff (Coordinator for crèche programme) (1 day)
- Interactive session with the identified women along with the current staff members (2-3 Hours)
- 2 hours interactive session with the parents

b) Pre-service training (18 days)

- **16 day training** with 12 days theory and 4 days practice/demonstration sessions. (one can go for exposure visits, if possible)
- **2 days additional training on in-charge ship with the eligible candidates.**

Phase 2: 1st refresher trainings

After working for three months in the crèche, a three day refresher training will be organized.

Phase 3: 2nd refresher training

After another three months, second three day refresher training will be organized.

Content of training

Topics
Pre assessment and orientation and sensitization
What is creche, why and its importance, its components, Role of workers/motivation building
Nutrition, malnutrition and growth monitoring
Health: common diseases, immunization, first aid
Hygiene: personal and environmental
Protection
Developmental milestones
Holistic development, physical development and language development
Cognitive development and socio-emotional development and introduction of curriculums
Time table, Records, systems
Parent engagement and interaction
Setting up

By whom: There are different organizations providing training of childcare workers. These organizations can be contacted for training of identified workers when a new crèche is being set up.

Or, the women trained in childcare through NSDC, NIPCCD can also be appointed. A refresher is always recommended for them, once appointed

Role of the Crèche Staff Members

Crèche worker

The crèche worker who looks after the children has to play the role of warm and loving parent as well as teacher. Her attitudes, skills and knowledge influence her interaction with the children, colleague and parents. A crèche worker has to attend to all the needs of the children. Training can further develop child care skills, communication skills and update the knowledge of the worker.

Job Description- Responsibilities included and not limited to -

1. Monitor the attendance of creche children and bring to the notice of parents and Incharge any irregularity in attendance
2. Organize and carry out age appropriate developmental activities as per schedule
3. Keep track of each child's developmental milestones
4. Bring to the notice of Centre Incharge, any child with special needs.
- 5. Health & Nutrition-**
 - Feed supplementary meals and snacks as per schedule to all creche children, including special diet to identified children
 - Monitor appropriate growth of children with the help of Center Incharge and bring to the notice of the doctor about any issues
 - Identify any specific ailments/abnormalities in children and bring to the notice of Incharge.
 - Administer medicines prescribed by the visiting doctor and monitor improvement of condition
- 6. Hygiene**
 - Keep the crèche area clean and the crèche table organized as per the systems.
 - Keep the children clean, change wet nappies regularly, wipe noses, etc
 - Follow systems for cleanliness before and after meals.
 - Follow all other systems laid down by the Management to ensure a clean environment for the children
- 7. Safety**
 - Follow all laid out safety procedures for taking/handing over the child and wrt quality of toys and other materials given to the children
- 8. Participation of parents in their child's growth/learning/hygiene, etc-**
 - Interact with parents to understand the child's background and history. motivate them for ensuring regular attendance
 - Educate them on the importance of health, hygiene, education, etc and update them on their child's progress in all aspects
 - Bring to their notice any problems related to their child
- 9. Maintaining Records and following system**
 - Prepare and submit to Incharge periodical assessment report of Creche children
 - Adhere to Quality standards as per process document/checklist - Safety, Health & Hygiene, Nutrition & Learning
10. As team member of the centre, carry out all tasks assigned by the Incharge as per schedule- preparation of food, organizing for doctor's visit, etc.

Important key skills required-

- High level of patience and immense love and compassion for children
- Skilled child care worker with knowledge of developing interesting and fun activities.
- Physical stamina and the ability to get along with children and entertain/engage them.
- Excellent child supervision skills and is able to communicate with parents and colleagues about the progress of child in their care.

Role of the in-charge/Supervisor

She is a guide who would have information about her team of workers, children and parents. The supervisor should have an understanding of the objectives of the organization/programme. The supervisor should regularly monitor and appraise the skills of her team and the programme and will also identify training need of her colleagues. Supervisor should build contacts with other agencies and seek support of resource persons to improve quality. A regular check of records is an important function of the supervisor/in-charge. She would be responsible for the amooth functioning of the crèche centre.

Job Description- Responsibilities included and not limited to -

1. Operationalization of Daycare Centers

- Keep track of shortage in attendance, analyze reasons and talk to parents to ensure regular attendance.
- Regularly monitor the weight, nutrition status, general health and growth parameters of children to ensure development within 3 months of stay at the center.

2. Achieving age appropriate development milestones, literacy levels and mainstreaming into schools-

- Monitor the implementation of curriculum for learning of all children, level of literacy.
- Ensure identification of children with special needs for timely action
- Organize outings, festival celebrations, parent meetings

3. Participation of parents in their child's growth/learning/hygiene, etc

- Interact with parents to understand the child's background and history
- Motivate them for ensuring regular attendance
- Educate them on the importance of health, hygiene, education etc and update them on their child's progress in all aspects

4. Utilize local available resources at the center level

5. Effectively utilize and manage inventory and stocks

6. Center Operations-

- Follow and ensure the following of all protocols, quality norms and processes related to health, safety, cleanliness, nutrition and education- safety guidelines, growth monitoring, curriculum for learning, etc
- Prepare indent for materials/supplies required for the centre and for procurement from head office and for identifying local vendors
- Maintain and keep clean and in working order, all equipment, fixed assets and other material at the center
- Ensure the maintenance of updated records at the center- attendance, growth monitoring, health cards and progress in development.
- Maintain health cards for crèche children
- Make plans and assist the center team in preparing daily plans
- Prepare reports
- Maintain account of expenses incurred at the center
- Ensure that all team members are following the guidelines and tasks assigned to them
- Encourage and motivate the team to carry out the activities efficiently

Important key skills required-

- Can demonstrate leadership skills, able to take an effective lead in short and long term planning
- Able to motivate others to work as a team and be an effective role model for the team.
- Administrative and organizational skills. Able to have strategies for coping in a crisis.
- Sound understanding of child development and differing needs of children in all the three categories of age groups.

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- Has firm understanding and knowledge of issues and criteria related to a creche settings

Crèche helper

She is required for cleaning and cooking, and also to assist with care and play if required. She must therefore receive appropriate training and remuneration.

Monitoring Mechanism

To ensure that the guidelines are followed a monitoring committee will be established. A crèche monitoring group to be formed like School Monitoring Committee or Anganwadi Support Monitoring Committee, which should constitute of the following:

- Parents: 3 to 4
 - Crèche worker
 - Crèche supervisor
 - HR/Admin officer
-







GENDER AUDIT REPORT

GANGADHAR MEHER UNIVERSITY
Amruta Vihar, Sambalpur, Odisha – 768004



NOVEMBER 25, 2023

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FLAT NO. 614, VASANT ENCLAVE, RAJENDRA, NAGAR, GORAKHNATH, GORAKHPUR, U.P. 273015

AUDITED BY

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G.C. CONSULTANCY SERVICES



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GRI certified Professional 2021 updated)**

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Gender Audit: An Introduction

A. Introduction of the Institution

Gangadhar Meher University (GMU), Sambalpur, came into existence on the 30th of May 2015 as a unitary institution of higher learning [The Government of Odisha Order No.11598/HE Dated 30.05.2015]. That was a momentous event for the people and student community of Western Odisha for the fulfillment of their long-cherished dream and aspirations. The newly formed University replaced the erstwhile Gangadhar Meher College (Autonomous). Consequently, the entire teaching and non-teaching staff of G.M. College were deployed to G.M. University and became the stakeholders of the newly formed GMU. This transition was indeed the crowning glory for an institution that had a humble beginning at its inception way back in the pre-independence era.

Gangadhar Meher College, one of the oldest and the largest in Odisha, owes its origin in 1944 to the strong initiative, determination and tireless efforts of the people, including intellectuals and academicians of Sambalpur, and their intense yearning for quality education. Initially known as Sambalpur College, it was later renamed in 1949 as Gangadhar Meher College after Gangadhar Meher, a renowned Odia poet and a worthy son of the soil. The College started on a modest scale with the student strength of only 192. It went on expanding and growing in stature with the passage of time. In 1944, degree programs in Arts and Commerce were introduced, while B.Sc. programs were added in the year 1957. The College reached a milestone in 1964 when Post-graduate departments were opened. Another landmark was achieved when M.Phil. programs in various disciplines were offered by the institution from 1983 onwards. Pre-Doctoral coursework was also introduced in 2012 in four subjects to meet the demand for higher education and research. From this year (2018), GMU started offering Ph.D. programs in many subjects. The primary mission of the institution was to cater to the needs of the poor and underprivileged students of this tribal-dominated region of the State. The institution performed the role with great distinction in the subsequent years. It made rapid strides to emerge as a premier institution of the State in the domain of higher education culminating in its elevation to the status of a Unitary University. The College was able to carve out a special niche for itself in the academic landscape of Odisha. It started functioning as an autonomous college in 1991 and was controlled and managed by the statutory and the non-statutory bodies as prescribed by the UGC. On the basis of its academic reputation and its quality of institutional management and responsive administrative structure, the autonomy of this institution was extended by UGC. Further, the institution was identified as the College with Potential for Excellence (CPE) by UGC in the session 2004-05. The institution added another feather in its cap when it was accredited by the NAAC with an 'A' grade in the session 2015-16 in recognition of its excellent performance.

The newly instituted G.M. University has taken on the mantle from G.M. College (Autonomous) and is poised to take-off to new heights of excellence in the academic firmament in the years ahead. The new entity started functioning from 30.05.2015 following its new incarnation. Prof. Sudhansu Sekhar Ratha, an eminent professor of Economics and a noted economist from Sambalpur University was appointed as the OSD, while Dr. Smita Devi, Reader in English and Principal of the erstwhile (Autonomous) College was deputed as the acting Registrar to oversee the administration of the University. On 27th April 2015, Prof. Ratha was officially designated as the first Vice-Chancellor of G.M. University. The University provides teaching and research facilities for running Undergraduate, Post-Graduate and Research programs smoothly on various subjects. This University is serving the needs of around 5500 students at present and rendering services to the society at large. Within a short span of three years, it has already made a mark in the academic arena by providing good quality education, conducting national and international level seminars and workshops on a regular basis

under the dynamic leadership, long-term vision and missionary zeal of the incumbent Vice-Chancellor, Prof. N. Nagaraju.

B. Gender Audit

Gender Audit is an attempt to study whether the university has a good gender balance. It tries to see whether university 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 genderism 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.

C. Constitution of Gender Audit Committee

Sr. No.	Name	Designation	Institution
1.	Dr. Meera Swain	Associate Professor	Gangadhar Meher University, Sambalpur, Odisha
2.	Dr. Himanshu Samal	Associate Professor	
3.	Dr. Banita Mahanandia	Assistant Professor	
4.	Dr. Sanjukta Padhi	Assistant Professor	

The Gender Audit undertaken by the IQAC, GMU along with external and internal Committee Members. External Committee Member, Vice Chairman and Chairman intended to scrutinize the gender balance within the institution and its practices and focused on the following objectives:

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

E. 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 university 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 university. Technical Capacity: Level of ability, qualifications and skills 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 university 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 supports gender equality - how people relate, what are seen as acceptable ideas, how people are expected to behave and what behaviors are rewarded.

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. The institution was established in the mid-nineties when the issue of gender was not much of a concern especially in a remote region like ours. 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 facilities 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 Ladies Common Room provided in the campus.
- There are CCTV monitoring devices installed at different locations within the campus.
- There is a Women's Forum that conducts Gender Sensitization programmes regularly for the students.

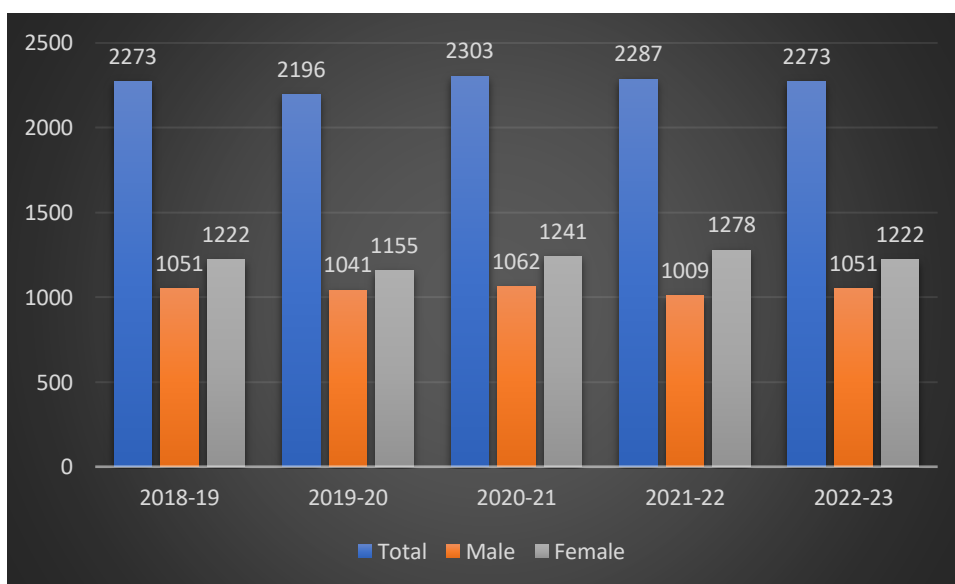
A. Gender Balance within the Institution

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. The Gender Audit Team reviewed and analyzed the operating environment of GMU, Sambalpur. From the analysis, the team understood that the university 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 university 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 the outstanding achievements of the girls. The lectures of eminent personalities are held on various topics to develop their personality. Workshops are held on 'Prevention of Sexual Abuse and Safety of Girls Students', 'Health and Hygiene', 'Awareness & Legal Aspects of Sexual Abuse', 'Sexual

Harassment of Women at Workplace (prohibition, prevention and redressal), etc. Girls are made aware of laws and by-laws by organizing lectures of eminent judges, lawyers, social workers etc. Anti-ragging Committee and Internal Complaints Committee have been formed in the university. Our girl students have achieved grand success in the field of Cultural Activities and Sports. Their participation in Youth Festival and various competitions has brought laurels and fame to them as well as the university. In the public societal action, the university provides classes for parents on parenting issues and also women and Laws. The analysis of the responses of students with regard to programme planning and design in college and its activities revealed that most student members feel that the gender equity in policies and programmes of the university is adequate.

Table 2.1: Gender wise Details of Students in the University

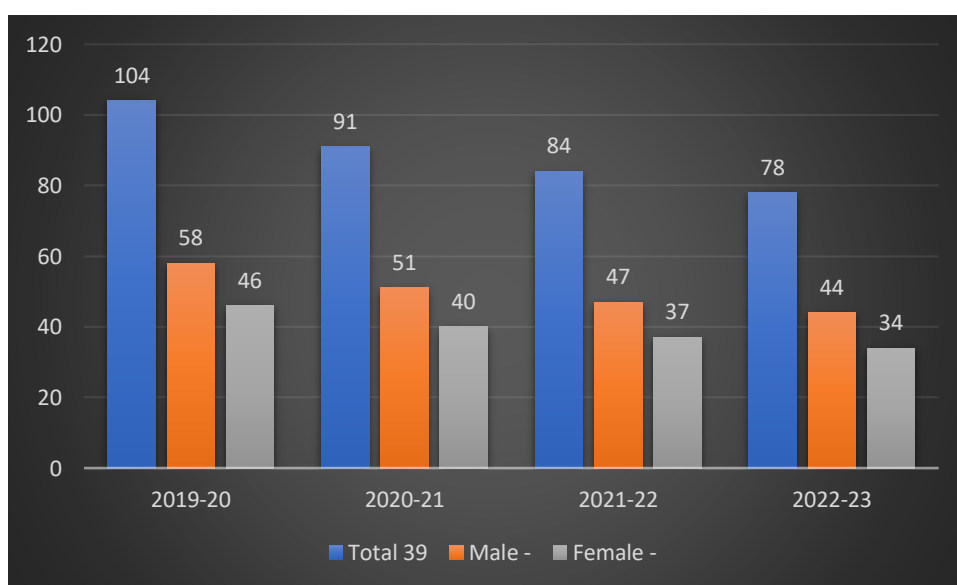
Sr. No.	Year	Total	Male	Female	%M	%F
1	2018-19	2273	1051	1222	46.24	53.76
2	2019-20	2196	1041	1155	47.40	52.60
3	2020-21	2303	1062	1241	46.11	53.89
4	2021-22	2287	1009	1278	44.12	55.88
5	2022-23	2273	1051	1222	46.24	53.76



Gender wise Details of Students in the University

Table 2.2: Gender wise Details of Total Teaching Faculties in the University

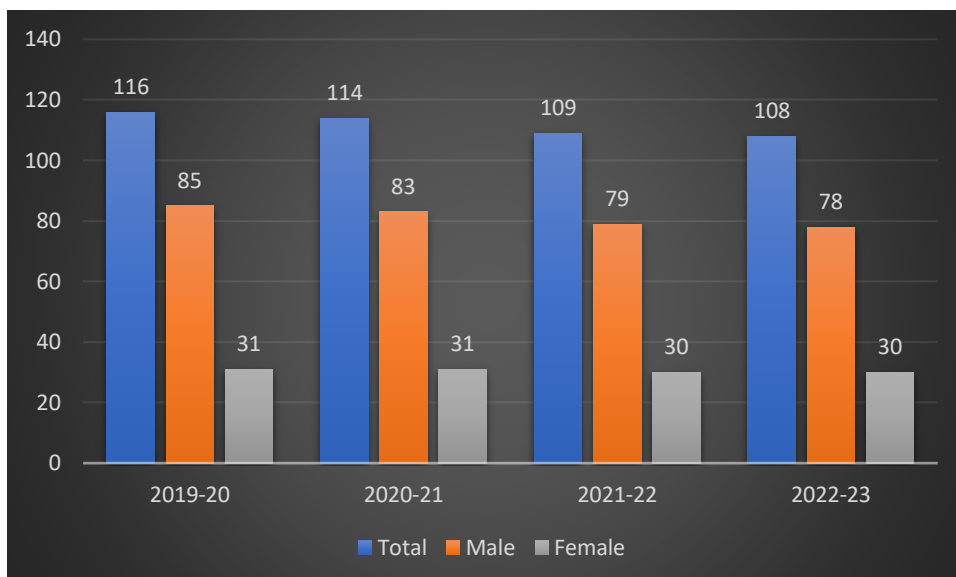
Sr. No.	Year	Total	Male	Female	%M	%F
1	2018-19	39	-	-	-	-
2	2019-20	104	58	46	55.77	44.23
3	2020-21	91	51	40	56.04	43.96
4	2021-22	84	47	37	55.95	44.05
5	2022-23	78	44	34	56.41	43.59



Gender wise Details of Total Teaching Faculties in the University

Table 2.3: Gender wise Details of Total Non-Teaching Staff in the University

Sr. No.	Year	Total	Male	Female	%M	%F
1	2019-20	116	85	31	73.28	26.72
2	2020-21	114	83	31	72.81	27.19
3	2021-22	109	79	30	72.48	27.52
4	2022-23	108	78	30	72.22	27.78



Gender wise Details of Total Non-Teaching Staff in the University

Gender Sensitization Initiatives

By forming various committees like Anti-ragging, Internal Complaints, and Sexual Harassment Prevention; at the same time providing adequate facilities to girls, gender equality is kept upright in the university.

The following initiatives have been undertaken by the University for the convenience of girl students:

Gangadhar Meher University, Sambalpur is always full of students. To avoid rush and other mishaps, separate provisions have been made at various places for girls.

- 1. Separate Entrance:** The separate entrance avoids chaotic situations. It is one of the safety measures for girls.
- 2. Study Room:** Independent study room in the library provides girl students undistracted study time.
- 3. 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.
- 4. Girls Washroom:** Girls' washrooms are situated at different places in the University with ample water supply and proper maintenance.
- 5. Drinking Water:** Water coolers and water purifiers have been provided for boys and girls in the University campus.
- 6. Canteen:** There is a common food van for both boys and girls students so that they can comfortably consume their own food or canteen food.

The university has established several committees to assist girl students and ladies' staff. These committees include:

- 1. Anti-Ragging Committee:** Any conduct by any student or students whether by words spoken or written or by an act which has the effect of spoken or written words or e-mails or Post, teasing or treating rudely with the fresher to cause Psychological harm, Publicly insult, raise fear or threat

or disruption or physical injury, Forcing to entertain or financial extortion, asking to perform Lewd Acts, exploitation of services, Outrage of modesty or sexual assault, creating annoyance or apprehension or intimidation, showing power of authority or superiority to derive sadistic thrill or perverted pleasure by senior students or any conduct that affects the mental health and self-confidence of a fresher or any other Student constitutes ragging.

The Anti-Ragging Cell of the University is very vigilant all the time. As a proactive measure, a student led campaign of awareness against ragging is initiated at the beginning of the academic year. Effective measures are taken by the University to prohibit, prevent and eliminate the scourge of ragging in the campus. Ragging is strictly banned on the University premises. If anybody is found indulging in such activities, strict action will be taken irrespective of the extent of ragging.

Anti-Ragging Function:

- To curb the menace of ragging in the University.
 - To root out ragging in all its forms from the University.
 - To undertake measures against ragging by displaying posters detailing the laws and punishment against ragging.
 - To monitor anti-ragging activities in the University.
 - To organize a student led campaign of awareness against ragging.
2. **Discipline Committee:** The university has formed a Discipline Committee. The students in distress owing to Discipline related incidents can assess the committee.
 3. **Women's Forum:** Women Empowerment and Gender Equality are the most important requirements for the upliftment and progress of our nation. In the effort to make GMU, Sambalpur a strong kernel of gender sensitization. The forum has both the faculty and non-teaching of the University as its members and works with an aim to create a gender sensitized community within campus as well as in society. It has been organizing various skill enhancement, academic, technical, medical, cultural, and social events for the upliftment of women and promotion of the importance of gender equality in society through the university students.
 4. **NCC for Girls:** The NCC unit for girls provides a suitable environment for taking up a career in the armed forces. The girls are trained and motivated for leadership in all walks of life.
 5. **NSS for Girls:** Our institute has NSS to sensitize students towards societal issues and community services, activities of which are mainly carried out by the students. The NSS unit for girls provides a suitable environment for taking up a career in the social services. The girls are trained and motivated for all kinds of social work in the field. They are motivated to serve society.
 6. **Administrative Committees and Girl Students Representative:** Becoming a student representative enables the student to develop and strengthen leadership skills, connect with various internal and external issues and problems, assist fellow students , share experiences and participate in university events for the administrative development.
 7. **Grievance redressal Cell:** Grievance Management at the institutional level is a critical part of both management administration and administrative management. Grievances of students, staff and all the stake holders must be redressed in a time bound manner to achieve the goal in inclusive expansion of Higher Education through peaceful co-existence and team-based work culture. The G.M. University has constituted its own Grievance Redressal Cell (GRC) to address all aspects of

grievances received or perceived from its serving constituency. The cell has been constituted with an aim to prompt disposal of day-to-day grievance of the students.

- 8. Prevention of Sexual Harassment:** An Internal Complained Committee U/S 4 (2) of the Sexual Harassment of Women at workplace (Prevention, Prohibition & Redressal) Act 2013 constituted in 2021.

Constitution of Prevention of Sexual Harassment

Sr. No.	Name	Designation	PSH Designation
1.	Dr. Prabhati Panda	Asso. Prof. Economics	Chairperson
2.	Dr. Sikata Panda	Asso. Prof. Political Science	Member
3.	Dr. Suneli Dei	Asst. Prof. Sanskrit	Member
4.	Dr. Banita Mahanandia	Asst. Prof. Political Science	Member
5.	Dr. Pushpa Hembrum	Asst. Prof. Psychology	Member
6.	Dr. Praikshita Bhoi	Asst. Prof. Odia	Member
7.	Ms. Bhumisuta Bhoi	PATANG (NGO)	Member

**GANGADHAR MEHER UNIVERSITY,
AMRUTA VIHAR, SAMBALPUR-768004**



No. 641 /GMU / 2*S-05/ 2020-21 Date: 11/2/2021

NOTIFICATION

An Internal Complained Committee U/S 4 (2) of the Sexual Harassment of Women at work place (Prevention, Prohibition & Redressal) Act 2013 constituted consisting with the following members-

- | | | |
|---|---|-------------|
| 1. Dr. Prabhati Panda, Asso. Professor, Economics | - | Chairperson |
| 2. Dr. Sikata Panda, Asso. Professor, Pol. Science | - | Member |
| 3. Dr. Suneli Dei, Asst. Professor, Sanskrit | - | Member |
| 4. Dr. Banita Mahanandia, Asst. Professor, Pol. Science | - | Member |
| 5. Dr. Puspa Hembrum, Asst. Professor, Psychology | - | Member |
| 6. Dr. Parikshita Bhoi, Asst. Professor, Odia | - | Member |
| 7. Ms. Bhumisuta Bhoi, PATANG (NGO) | - | Member |

The committee is instructed to act as per the said Act and Rules thereof.

By order of the Vice Chancellor

REGISTRAR

G.M University, Sambalpur

Memo No. 642 / Date 11/2/2021
Copy to Person concerned / Dy. Registrar /PA to VC / PA to Registrar / HC / t for
information & necessary action

REGISTRAR

G.M University, Sambalpur

o/c

Since its establishment, no complaints have been reported to the Committee by any of staff members or students.

Gender equity promotion programs organized by the University.

A. Workshop on 'Beti Bachao Beti Padhao' was Organized by G. M. University by in association with RAF, JAMSHEDPUR today (14/09/2023) in LG 1 at 3.30 pm.

The programme was initiated by G.M. University in order to promote the Girls Child Education and survival of the girl child. Keeping in view of the survival ratio of the Boys-Girls this programme has been organized in association with RAF, Jamshedpur. This is an awareness programme for the survival and education of the girl child.



Workshop on 'Beti Bachao Beti Padhao' was Organized by G. M. University

B. School of Psychology) Observed 'International Day of The Girl Child 2023' today (11/10/2023)

This programme was also organized by the School of Psychology to observe “International Day of the Girl Child”. The pure intention behind the celebration is to promote the girl child globally. As girls are the weaker sections of the society, they need to be promoted.



Programme on International Day of The Girl Child 2023

C. One day Outreach Program on 'Gender Sensitisation and Social Issues' is being Organised by School of Psychology in association with PATANG at Budharaja High School today (30/07/2023)

The prime purpose of the programme is to give equal importance to both the genders: boys and girls. The different social issues faced by different genders were discussed in the progress. The students were made aware of the gender issues in the programme. The programme was conducted in association with PATANG: The leading NGO for Youth Affairs.



Program on 'Gender Sensitisation and Social Issues'

D. Students Seminar was held in School of Psychology on 21/07/2023 and 22/07/2023 from 3.30 pm to 5.30 pm on Gender Equality

Different seminars were being organized in the School of Psychology on Gender Equality. So that they can be made aware of gender discrimination and related issues.



Students Seminar was held in School of Psychology on Gender Equality

E. An interaction Session was held with Dr. Reeta Mishra, the Founder and Managing Trustee: PATANG, on a collaborative programme (regarding an add-on Course Gender Champions) on 26/04/2023

We have planned to introduce an add-on course on Gender Issues in association with PATANG: The leading NGO of Western Odisha for Youth Affairs. The Add-on Course was also accepted by the BOS for further Course of action.



An interaction Session was held with Dr. Reeta Mishra, the Founder and Managing Trustee: PATANG, on a collaborative programme (regarding an add-on Course Gender Champions)

F. Students of School of Psychology have attended the workshop cum Hands on training program at NIT, Rourkela on 07/11/2023

It was a programme relating to gender issues in order to focus the gender related issues. The students were made aware of the training programme. This was completely an awareness training programme for the promotion of gender equality.



INDIAN ASSOCIATION FOR THE STUDY OF POPULATION
ORGANISED JOINTLY WITH
**CENTRE OF EXCELLENCE ON PUBLIC HEALTH NUTRITION
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES,
NATIONAL INSTITUTE OF TECHNOLOGY ROURKELA, ODISHA**

PRE-CONFERENCE WORKSHOP
IN COLLABORATION WITH
**CENTRE OF DEMOGRAPHY OF GENDER
INTERNATIONAL INSTITUTE FOR POPULATION SCIENCES, MUMBAI**

**THEME:
UNDERSTANDING DATA THROUGH GENDER LENS**

INTERESTED CANDIDATES MAY PLEASE REGISTER FOR THE WORKSHOP USING THE FOLLOWING LINK OR BARCODE :
<https://forms.gle/kfEjd8QgCeK8vu3h9>

CENTRE OF DEMOGRAPHY OF GENDER
The International Institute for Population Sciences launched the 'Centre of Demography of Gender' within the Department of Population and Development, on October 01, 2021. The new Centre aims to carry out high-quality interdisciplinary teaching and empirical research on various aspects related to population, health, and development in India and abroad. A key mandate of the new Centre is to develop gender-related course curriculum which suits to the requirements of various stakeholders. Capacity building, through tailor-made short-term courses, is also an important agenda of the new Centre. In addition, the new Centre will act as a central data repository in India from where individuals, institutions or other stakeholders can access all data related to issues on gender. The Centre will also provide timely policy inputs to the central and state governments and local administrative bodies for formulation of appropriate policies and programmes from time to time. The Centre also intends to bring together Indian and international experts working on gender and related issues at one platform for knowledge sharing and developing best practices related to teaching and research on gender. For more information about the Centre kindly visit: below given link.
<https://www.iiisindia.ac.in/content/centre-demography-gender>

**9:00 AM TO 5:30 PM
ON 7 NOVEMBER 2023**

- 9:30 AM – 10:00 AM**
REGISTRATION
Resource Person:
Dr. Archana
Dr. Laek A Siddiqui
Mr. Nazrul H Ansari
- 10:15 AM – 11:30 AM**
GENDER-CONCEPTS, INDICATORS, AND ITS MEASUREMENTS
Resource Person:
Prof. Abhishek Singh
Dr. Archana
- 11:30 AM – 11:45 AM**
TEA BREAK
- 11:45 AM – 1:15 PM**
OVERVIEW OF AVAILABLE GENDER DATA SOURCES
Resource Person:
Dr. Suresh Jungani
Dr. Laek A Siddiqui
- 1:15 PM – 2:30 PM**
LUNCH BREAK
- 2:30 PM – 4:00 PM**
EXPLORING NFHS DATA THROUGH GENDER LENS
Resource Person:
Dr. Rashmi R. S.
Dr. Laek A Siddiqui
- 4:00 PM – 4:15 PM**
TEA BREAK
- 4:15 PM – 5:30 PM**
HANDS-ON PRACTICE OF GENDER DATA IN














Workshop cum Hands on training program at NIT

Summary and Conclusion

A. Progress towards Gender Equity

“Gender equality, equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.” – United Nations Educational, Scientific and Cultural Organization (UNESCO) The university constantly endeavors 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. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. The university not only tries to organize different activities to make the female students and staff aware about gender sensitization but tries to motivate them to live in a dignified manner and due self-respect. We find that students’ strength, particularly girls' strength is increasing in both UG and PG programmes. We can see the differences in their enrolment also. More girls are enrolling for higher studies. Their strength is on the higher side. Further it has been observed that the success rate among girl students is more as compared to boys. They are taking interest in participating in all co- curricular and extra-curricular activities including cultural programmes organized by the institution. Their participation in sports is also commendable. In our institute we found that among regular teaching staff the strength of females is higher than that of males.

B. Conclusion

The analysis shows that gender equity goals and objectives are included in all the policies, programmes of the university. 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 and they do have gender sensitive behavior. It is found that the university has a lot of strengths and opportunities to develop good gender balance. The weaknesses can be overcome with gradual changes in value set up. Doubtless, the enrolment of girls from all sections of society is increasing and there are no gender issue complaints. With the strong will power and commitment to gender justice, the university would certainly make a mark in the country.

C. Recommendations

In the coming years, GMU aim to –

- Increase the number of female staff in decision making bodies.
- A complete detail of cases received till disposal mechanism be made & got approved by apex body.
- No deviation from that mechanism be permitted until approved by apex authority.
- Periodical review of cases with outcome & future corrective action be discussed.
- At some level female students also be given participation in the committee.
- Organize more co-curricular and extra-curricular activities for students and staff including males and females.
- Motivate girl students to actively participate in sports, outdoor activities of their own choice.

- Organize awareness programs on Legal Rights of Women.
- Different United Nation programs may be implemented/ organized
- Introduce self-employment training in different subjects.
- Improve the marketability of the products made by students.
- The Ministry of Women and Child Development is implementing various schemes/ programmes to bring women into the mainstream of all the sectors in the country in order to empower them, that should be taught to the girl students. The details of the programs/schemes are as under:
 1. One Stop Centre and Universalization of Women Helplines.
 2. Swadhar Greh Scheme.
 3. Ujjawala Scheme.
 4. Working Women Hostel.
 5. Beti Bachao Beti Padhao (BBBP).
 6. Mahila Shakti Kendra (MSK).
 7. Pradhan Mantri Matru Vandana Yojana (PMMVY).

Should be uploaded on website also from time to time.





GANGADHAR MEHER UNIVERSITY, SAMBALPUR

Report on Extra-Mural Lecture/ Seminar/ Webinar/ Workshop, etc.

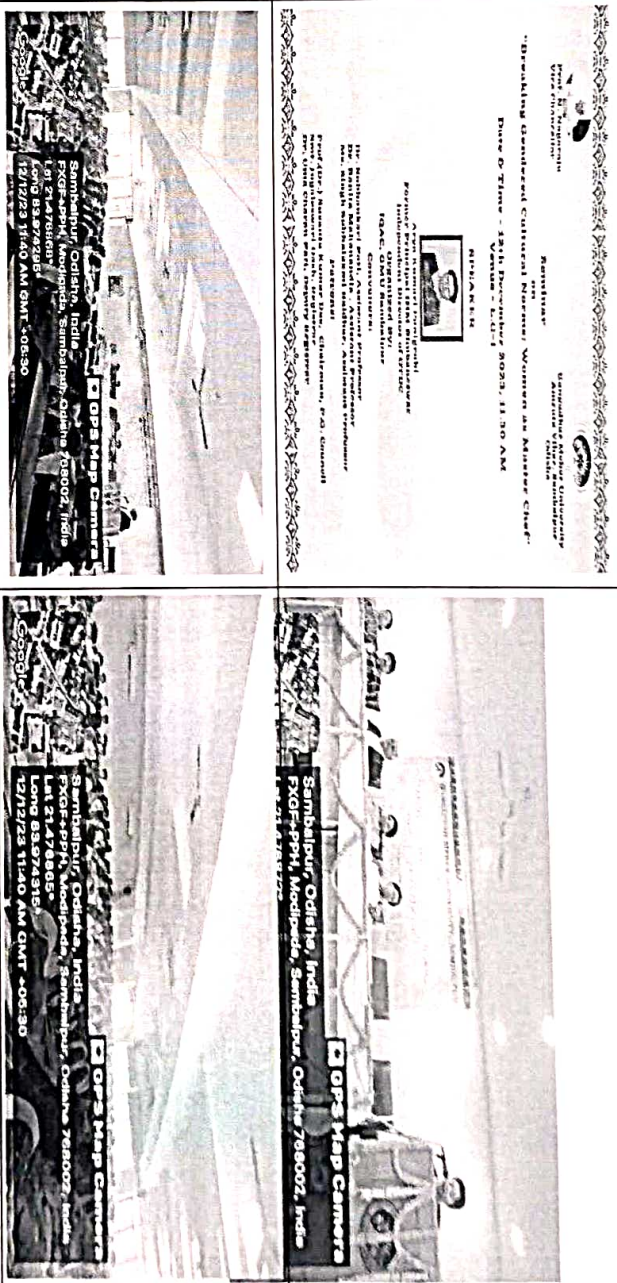
Name of the organizing School(s)		IQAC Gangadhar Meher University, Sambalpur			
Title of the event		Breaking Gendered Cultural Norms: Women as Master Chef			
Date (DD/MM/YYYY) or Period (DD/MM/YYYY to DD/MM/YYYY) of the event		12/12/2023			
Name & Designation of the Convener(s) of the event		Dr. Subhankari Pati, Assistant Professor Dr. Banita Mahanandia, Assistant Professor Ms Singh Subhalaxmi Baidhar, Assistant Professor			
Resource Persons Details	Sl.No	R.P. Name	Designation	Affiliation	Website link (if any)
	1	Arya Kumari Panigrahi	Former Principal	IHM, Bhubaneswar	
	2	NA			
	A. No. of student participants from GMU				
				200	
				B. No. of student participants from outside GMU	
				00	
Participant's details				C. No. of faculty participants from GMU	
				00	

Description of the event and its Significance/Scope in 100-200 words	D.No. of professional participants (faculty/industry person etc.) from outside GMU		00	
	Total number of participants (A+B+C+D)		200	
	Name and address of University/ institute of the outside participants (up to 10)	S.No.	Name of the University/institute	Address of the University
Description of the event and its Significance/Scope in 100-200 words	<p style="text-align: center;">GANGADHAR MEHER UNIVERSITY, AMRUT VIHAR, SAMBALPUR TECHNICAL REPORT TOPIC: "BREAKING GENDERED CULTURAL NORMS: WOMEN AS MASTER CHEF" DATE: 12-12-2023 TIME- 11.30 AM Onwards SPEAKER- ARYA KUMARI PANIGRAHI</p> <p>The IQAC CELL, G.M University conducted a seminar on date 12-12-2023 from 11:30 pm onwards. The meeting was attended by the faculty members of the University, the Registrar, Deputy Registrar, IQAC members, Ph.D. Research Scholar, students.</p> <p>The meeting stated with playing of the University Anthem. Then Dr. Banita Mahanandia introduced the speaker Arya Kumari Panigrahi Madam to the audience. She then delivered her lecture on the topic "Breaking Gendered Cultural Norms: Women as Master Chef". She started her deliberation by stating that 'women are not born, they are made'. After this remark she told the audience that the term 'gender' is socially and culturally constructed by our society. She further added that the real problem of gendered norms lies in our perception. She also highlighted the point that women are not confining their role as master chef in the four walls of kitchen rather their role as so extend with all spheres of a human life. She also talked the very essence of women care, concerning women's role as equal with men, they are not born for child producing machine. She discussed various policies and schemes of government launched for breaking the gendered and cultural norms of our society. She also analyzing the unequal hierarchical discrimination faced by women in a society giving her personal experience which were occurred throughout her life. She in her concluding remarks stated that the most supreme way to eliminate the gendered norms is education, awareness programme, reforming cultural illness etc. She also added some inclusive factors like strong determination, talent, intellectual deliberation, critical thinking approach which leads to strengthening and improving their</p>			

living conditions and, in this way, they can prove the stereotypical society as wrong. The lecture was followed by question answer session in which many students participated and asked various queries, students like Ganesh Pradhan, Sanjay Kumar Sahoo, Saroj Sahoo, Laxmipriya Behera, Arta Barik, Ushakanta Sahoo asked questions. Arya Kumari Madam able to clarify all the queries and doubts raised by the audience.

The seminar was ended with the vote of thanks by Ms. Singh Subhalaxmi Baidhar.

Poster and Photograph/Media Clip of the event (insert upto 4 nos. of documents including poster)



Name/Full Signature of Convener(s)

1. Dr. Subhankari Pati

2. Dr. Banita Mahanandia

3. Ms. Singh Subhalaxmi Baidhar

Subhankari Pati
12/12/23
Banita Mahanandia
12/12/23
Ms. Singh Subhalaxmi Baidhar
12-12-23

12/12/23

Director, IQAC
Gangadhar Meher University
Sambalpur



GANGADHAR MEHER UNIVERSITY, SAMBALPUR
Report on Extra-Mural Lecture/Seminar/Webinar/Workshop, etc.

Name of the organizing School(s)		IQAC Gangadhar Meher University, Sambalpur		
Title of the event		INSTITUTIONAL POLICY AGAINST GENDER BIAS		
Date (DD/MM/YYYY) or Period (DD/MM/YYYY to DD/MM/YYYY) of the event		08/12/2023		
Name & Designation of the Convener(s) of the event		<p style="text-align: center;">Dr. Subhankari Pati, Assistant Professor Dr. Banita Mahanandia, Assistant Professor Ms Singh Subhalaxmi Baidhar, Assistant Professor</p>		
Resource Persons Details	Sl. No	R.P. Name	Designation	Affiliation
	1	Mrs. Bisakha Bhanja	Executive Committee Member of (NAWO)	
	2	Mrs. Geetanjali Mahapatra	Retired DSWO	
	3	Mrs. Pusparani Mohapatra	Advocate	
Participant's details	A. No. of student participants from GMU			
	200			
	B. No. of student participants from outside GMU			
	00			
C. No. of faculty participants from GMU				00

Description of the event and its Significance/Scope in 100-200 words	D.No. of professional participants (faculty/industry person etc.) from outside GMU	00									
	Total number of participants (A+B+C+D)	200									
	Name and address of University/ institute of the outside participants (up to 10)	<table><tr><td>S.No.</td><td>Name of the University/institute</td><td>Address of the University</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	S.No.	Name of the University/institute	Address of the University						
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GANGADHAR MEHER UNIVERSITY, AMRUT VIHAR, SAMBALPUR
TECHNICAL REPORT
TOPIC: "INSTITUTIONAL POLICY AGAINST GENDER BIAS"
DATE: 08-12-2023
TIME- 11.30 AM Onwards
SPEAKER- Mrs. Bisakha Bhanja, Executive Committee Member of (NAWO)
SPEAKER- Mrs. Geetanjali Mahapatra (Retried DSWO)
SPEAKER- Mrs. Pusparani Mohapatra (Advocate)
The IQAC CELL, G.M University conducted a seminar on date 08-12-2023 from 11:30 am onwards. The meeting was attended by the faculty members of the University, Registrar, Deputy Registrar, IQAC members, Ph.D. Research Scholar, Students.

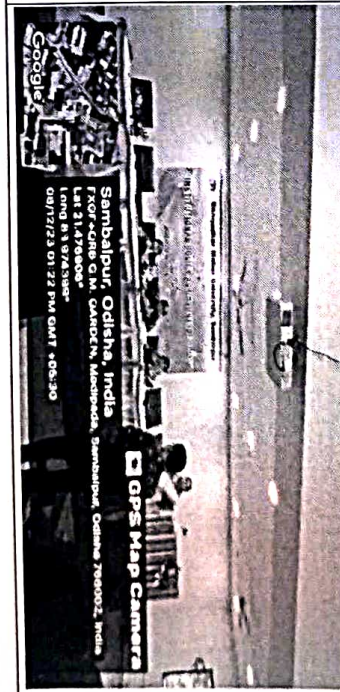
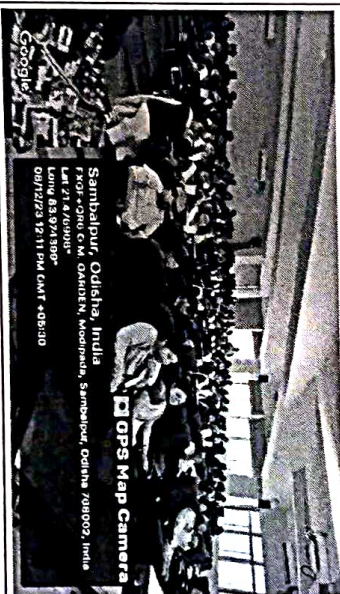
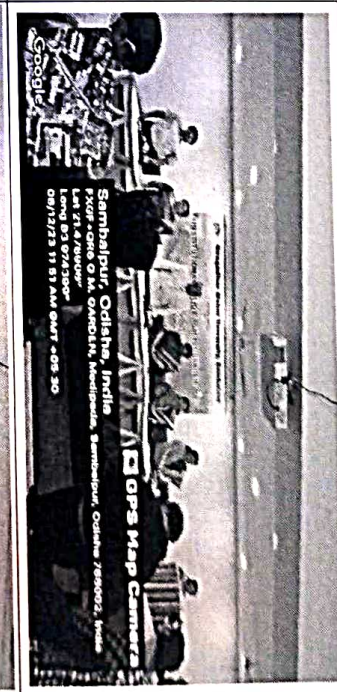
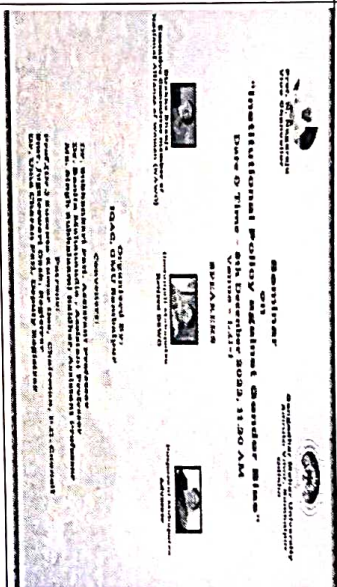
The meeting stated with playing of the University Anthem. Then Dr. Subhankari Pai introduced all the 3 speakers to the audience. Then all the speakers started their lecture on the topic "Institutional Policy Against Gender Bias". The very first lecture was started by Mrs. Bisakha Bhanja Madam addressing the basic issues and challenges which are faced by the women in the society. Also, she has illuminated about the stereotypical human psyche and wrong perception of the status of women who are naturally inferior. She further discussed various dimensions about the discrimination faced by women who are naturally inferior. She further discussed various dimensions about the discrimination faced by women such as, eve-teasing, domestic violence of women in family etc. Then Mrs. Pusparani Mohapatra gave her deliberation about various institutional framework and policy which are leading to redressing the cumulative issues of women in various spheres. She further added that there are other institutional Mechanisms like Internal Complaint Committee (ICC) and Local Complaint Committee (LCC) for protecting the rights and self-esteem of women at workplace. Then Mrs. Gitanjali Mahapatra started her lecture with quantifying some legal institutional policies. She also enlightened the whole audience about such legal rights and acts like

Vishakhia and others vs state of Rajasthan (1997), Hindu Succession Act (1956) which is for safeguarding their fundamental rights and preserving their status as equal with men. All the 3 luminaries in their concluding remarks told that education, Awareness campaign, eliminating the stereotype, giving respect to women will be beneficial for their development.

The lecture was followed by question answer session in which many students participated and asked various queries, students like Ganesh Pradhan, Sanjay Kumar Sahoo, Saroj Sahoo, Laxmipriya Behera asked questions. All the speakers were able to clarify all the queries and doubts raised by the audience.

The seminar ended with the vote of thanks by Ms. Singh Subhalaxmi Baidhar.

Poster and Photograph/Media Clip of the event (insert up to 4 nos. of documents including poster)



Name/Full Signature of Convener(s)

1. Dr. Subhankari Pati

2. Dr. Banita Mahanandia

3. Ms. Singh Subhalaxmi Baidhar

Subhankari Pati
08/12/2023

Banita Mahanandia
8/12/23

Singh Subhalaxmi Baidhar
8.12.2023

Director, IQAC
Gangadhar Meher University,
Sambalpur



GANGADHAR MEHER UNIVERSITY, SAMBALPUR

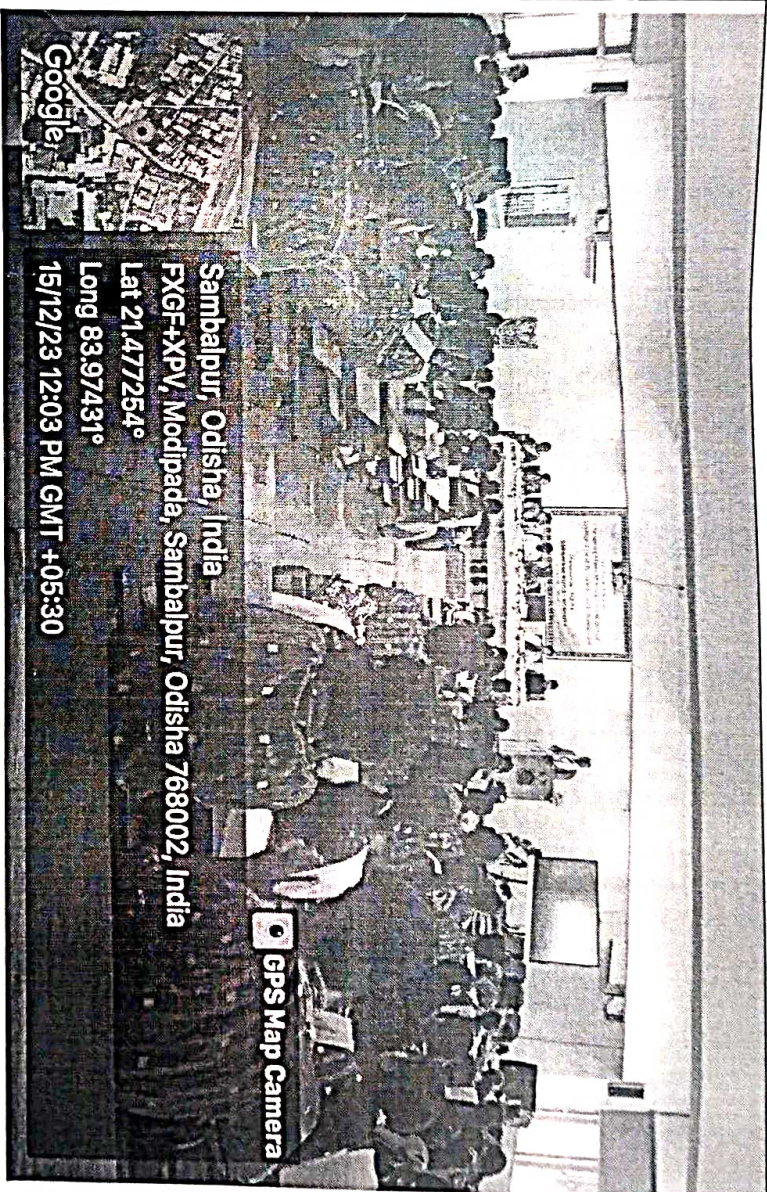
Report on Workshop, etc.

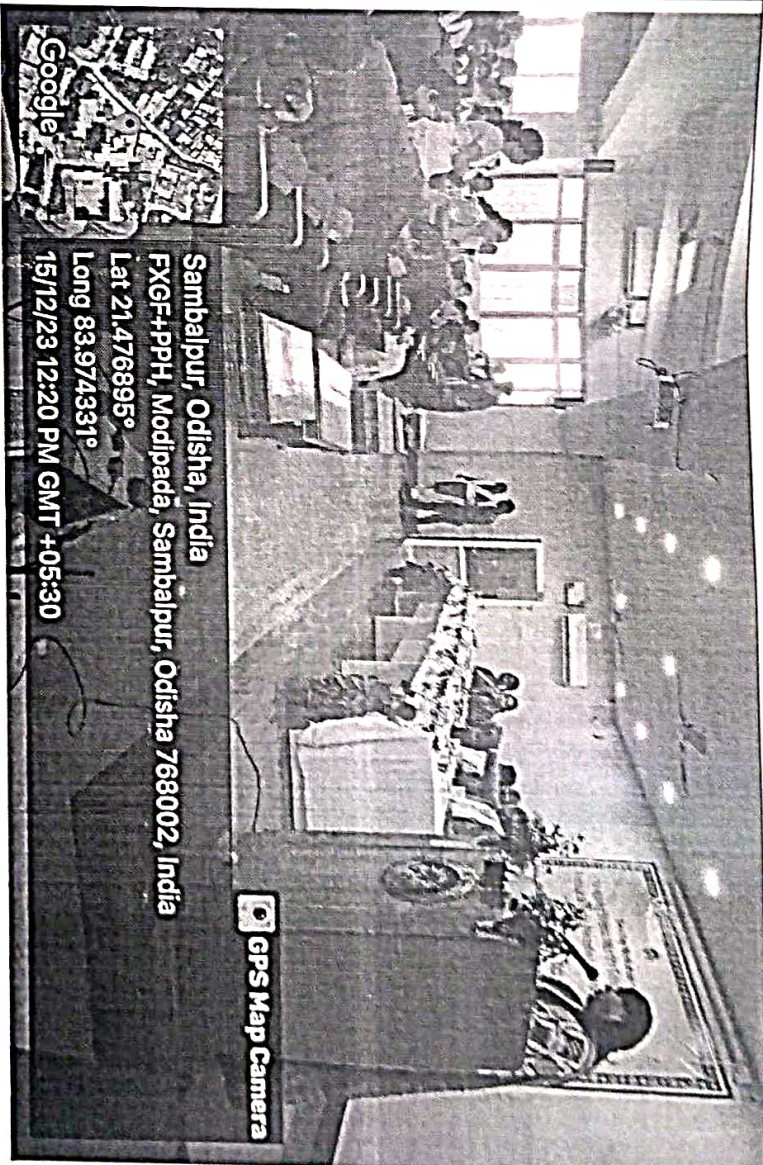
Name of the organizing School(s)	IQAC				
Title of the event	Two Days Workshop on "Navigating Stigma, Identity Crisis and Survival: A Change in Social Perception towards Transgenders".				
Date (DD/MM/YYYY) or Period (DD/MM/YYYY to DD/MM/YYYY) of the event	15.12.2023 to 16.12.2023				
Name/Designation of the Convener(s) of the event (Director & Co-Director)	<p>Dr. Sasmita Rani Shasini, Assistant Professor, School of History</p> <p>PuspaHembran, Assistant Professor, School of Psychology</p> <p>GopikantSuna, Assistant Professor, School of Education</p>				

<p>Description about the event (200-300 words) and its Significance/Scope (100-200 words)</p>	<p>Transgender people commonly encounter discrimination in a variety of spheres of life. They have experienced discrimination or been denied opportunities because of their gender identity. Transgender people are more likely to encounter violence and verbal, physical, and sexual harassment. Because of societal discrimination and stigma, they are more prone to experience sadness, anxiety, and suicidal thoughts. In this regard, the Workshop held on 15th and 16th December, 2023 tried towards bringing a change in social perception towards the Transgender Community. The Workshop was inaugurated by our Honorable Vice Chancellor Prof. N. Nagaraju joined by esteemed PGC, Prof. Susanta Kumar Das, Prof. Gyanarajan Swain, Director, IQAC, Smt. Jugaleswari Dash, Registrar, Dr. Umacharan Pati, Deputy Registrar, faculties, students and research scholars of different disciplines. Pratap Kumar Sahoo, Ex-Chairperson, SSEPD & SLRCTC, Sri Thabira Kumar Mahananda, DSSO, Sambalpur graced the occasion as invited speakers. Mr. Pratap Kumar Sahoo as social activist narrated his experiences and struggles in securing the rights of transgenders as citizens of India. He also reflected upon the various court cases involving transgenders, the abuse and sufferings and their everyday lives. Sri Thabira Kumar Mahananda, DSSO of Sambalpur reflected upon the Govt. policies, programmes and schemes for the welfare of the community. Priti Kinnar, Tanya Kinnar and Riya Kinnar joined us as representatives of transgender community of Sambalpur and narrated their sufferings, isolation and trauma as well as their everyday experiences.</p> <p>On the second day of the Workshop i.e. 16th December, 2023, our Honorable Vice Chancellor along with the invited speakers joined us in an outreach programme in the Gopalpali village of Sambalpur. The day began with a rally by our student volunteers with different slogans to change our social behavior towards transgenders. A group of student volunteers performed a play on the theme dwelling upon the theme of equal opportunity and social acceptance of the transgenders in our society. At the end the villagers shared their views on how the transgenders are actually suffering in the society because of the societal pressure and agreed upon the need for change. The student play group received accolades from the community members for their performance and the entire team was appreciated for undertaking such a lively issue into academic domain.</p>	
<p>Poster and Photograph/Media Clip of the event (insert upto 4 nos. of documents including poster)</p>		

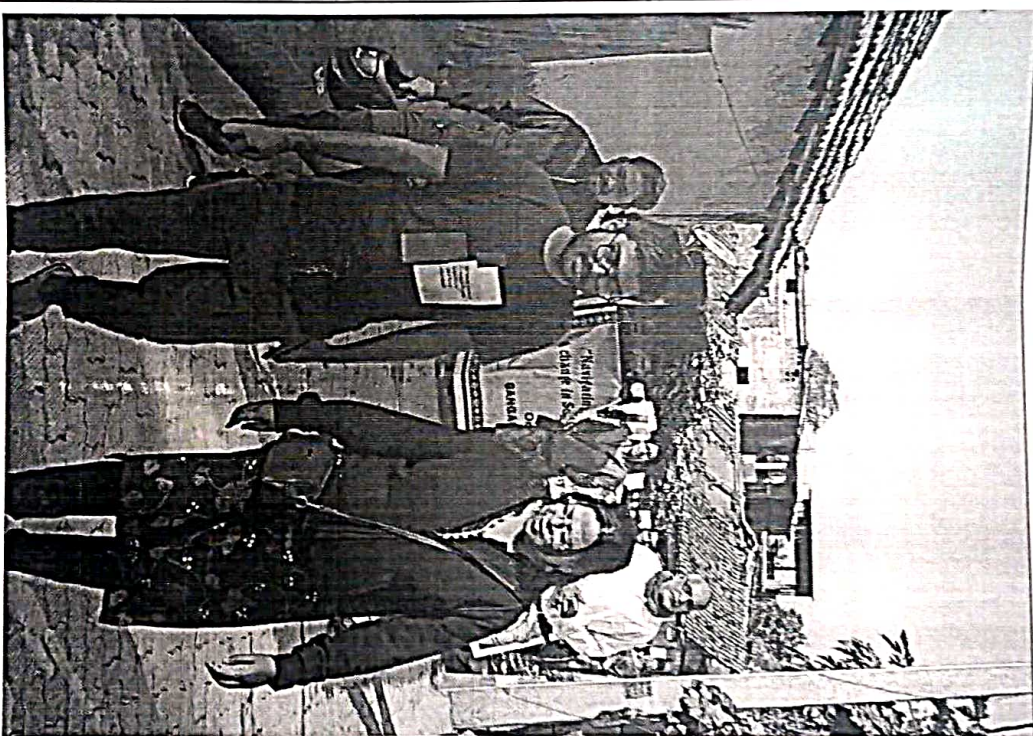
		 <p> Sambalpur, Odisha, India FX6F+XPV, Modipada, Sambalpur, Odisha 768002, India Lat 21.477465° Long 83.974365° 15/12/23 11:55 AM GMT +05:30 </p> <p>GPS Map Camera</p>













Name/Full Signature of Conveners

Director, IQAC
Gangadhar Meher University
Sambalpur

Director, IQAC
Gangadhar Meher University
Sambalpur



GANGADHAR MEHER UNIVERSITY, SAMBALPUR

Report on Extra-Mural Lecture/ Seminar/ Webinar/ Workshop, etc.

Name of the organizing School(s)		IQAC Gangadhar Meher University, Sambalpur			
Title of the event		Women Empowerment Extension Programme to Jhankarpali Village			
Date (DD/MM/YYYY) or Period (DD/MM/YYYY to DD/MM/YYYY) of the event		25/11/2023			
Name & Designation of the Convener(s) of the event		Dr. Subhankari Pati, Assistant Professor Dr. Banita Mahanandia, Assistant Professor Ms Singh Subhalaxmi Baidhar, Assistant Professor			
Resource Persons Details	Sl.No	R.P. Name	Designation	Affiliation	Website link (if any)
	1	Utpala Darua	Zilla Parishad member		
	2	Sukanta Sahu	Sarapanch		
	3	Natabar Nayak	Executive Officer		
	A. No. of student participants from GMU		120		
Participant's details	B.No. of student participants from outside GMU		00		
	C.No. of faculty participants from GMU		00		

Description of the event and its Significance/Scope in 100-200 words	D.No. of professional participants (faculty/industry person etc.) from outside GMU		00	
	Total number of participants (A+B+C+D)		120	
	Name and address of University/ institute of the outside participants (up to 10)	S.No.	Name of the University/institute	Address of the University
<p style="text-align: center;">GANGADHAR MEHER UNIVERSITY, AMRUT VIHAR, SAMBALPUR IQAC TECHNICAL REPORT</p> <p>TOPIC: "Women Empowerment" DATE: 25-11-2023 TIME- 08.00 AM Onwards</p> <p>Jhankarpali village of Jhankarpali panchayat is under Rengali Tehsil is situated within Sambalpur District. The people of this village are living in a peaceful manner. Agriculture is the main profession of this village. Still, this village is waiting for industrial development. Education, electricity, Drinking Water, and Road Facilities are the main concerns of this village. If Banks and finance will support to the villagers then they will see the real development. Medical and health services will also improve. It is located 26km towards the North of the district headquarters Sambalpur. According to the 2011 data Census, the total population of this village is 2619. And number of houses are 618. Female population is 49.8%. The village literacy rate is 63.6%. The total population of Scheduled Tribe is 47.4%, Scheduled Caste is 16.9%. The total working population is 54.2%.</p> <p>Report on activities: The journey of IQAC began on Dt.25.11.2023 at 8.00 am with the faculty members - Director of the IQAC Prof. Gyanaranjan Swain, Assistant Professor Dr. Keshab Chandra Ratha, Assistant</p>				

Professor Dr. Banita Mahanandia, Assistant Professor Dr. Subhankari Pati and Assistant Professor Singh Subhalaxmi Baidhar with PG and UG students. From different departments of Gangadhar Meher University to Jhankarpali village we traveled by bus. A total number of 120 students participated in this programme. It took one hour to reach that village. The Sarapanch Sukanta Sahu, Executive officer Natar Nayak, Zilla Parishad member Upala Darua, and Members of Mahila Mission, all are present there to welcome the students and faculties to their village. At first, the breakfast was taken. Then the formal session was begun by the welcome speech of Honourable Prof. Gyanaranjan Swain. After that Post graduate students organized themselves into two groups. One group represented the aspect related to Women's Empowerment and another group represented drama related to this topic. Students also show a rally in the village by using various slogans. Through interaction, our students aware the people about the government policies and programmes. In the drama, students show the domestic violence, gender discrimination, dowry system against women. They entertained the people of that village by singing songs for them and doing many comic activities. At last Miss Singh Subhalaxmi Baidhar had given the vote of thanks to all and finished the formal session. At the finish of the session, everyone from the faculties along with the villagers together had taken lunch. The extension programme was ended at 3 pm by reaching Gangadhar University, Sambalpur.

Poster and Photograph/Media Clip of the event (insert upto 4 nos. of documents including poster)



Name/Full Signature of Convener(s)

1. Dr.Subhankari Pati *Subhankari* 25/11/23
2. Dr.Banita Mahanandia *Banita Mahanandia* 25/11/23
3. Ms Singh Subhalaxmi Baidhar *Subhalaxmi* 25.11.23



Director
Director, IQAC
Gangadhar Meher University
Sambalpur



GANGADHAR MEHER UNIVERSITY, SAMBALPUR

Report on Webinar

Name of the organizing School(s)	School of History				
Title of the event					
Date(DD/MM/YYYY) or Period (DD/MM/YYYY to DD/MM/YYYY) of the event	Webinar on “Women’s History: Problems and Perspectives”				
Name/Designation of the Convener(s) of the event (Director & Co-Director)	Dr. Sasmita Rani Shasini, Assistant Professor				
Description about the event (200- 300 words) and its Significance/Scope (100-200 words)	<p>Prof. Rekha Pande addressed the audience by citing the need of writing and studying women’s history. She threw light on its importance and established the historical fact of negligence and marginalization of the role of women in shaping women’s history. She focused on how men have denied women and their views that have a pervasive impact on human thought. History writing has led to the complete erasure of total contributions of women and made her invisible in the public sphere. With this approach she had</p>				

	focused on the condition of women during ancient, medieval and modern period and exposed the critical gaps in history writing.	
Poster and Photograph/Media Clip of the event (insert upto 4 nos. of documents including poster)		

ନାରୀ ଇତିହାସ ଅଧ୍ୟୟନ ଉପରେ ଡ଼େବିନାର

ସମ୍ବଲପୁର, ୨୩।୯ (ଇମିସ): ଗଙ୍ଗାଧର ମେହେର ବିଶ୍ୱବିଦ୍ୟାଳୟ(ଜିଏମ୍‌ୟୁ)ର ଇତିହାସ ବିଭାଗ ପକ୍ଷରୁ ନାରୀ ଇତିହାସ ଅଧ୍ୟୟନ ଓ ପୁନଃ ମୂଲ୍ୟାଙ୍କନ ବିଷୟ ଉପରେ ଡ଼େବିନାର୍ ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି। ହାଇଦ୍ରାବାଦ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ପୂର୍ବତନ ପ୍ରଫେସର୍ ରେଣା ପାଣ୍ଡେ ମୁଖ୍ୟବକ୍ତା ଭାବେ ଯୋଡ଼ି ହୋଇ ଇତିହାସ ପୃଷ୍ଠାରେ ନାରୀମାନଙ୍କ ଉପସ୍ଥିତିକୁ ଜିଭଳି ଭାବେ ଅଦୃଶ୍ୟ କରିବାକୁ ଅପଚେଷ୍ଟା କରାଯାଇଛି ଏବଂ ତାହାକୁ ଜିଭଳି ପୁନଃ ମୂଲ୍ୟାଙ୍କନ କରାଯାଇ ପାରିବ ସେ ଉପରେ ବକ୍ତବ୍ୟ ରଖିଥିଲେ। ଜିଏମ୍‌ୟୁର କୁଳପତି ପ୍ରଫେସର୍ ଏନ୍. ନାଗରାଜୁଙ୍କ ଅଧ୍ୟକ୍ଷତାରେ ଅନୁଷ୍ଠିତ କାର୍ଯ୍ୟକ୍ରମକୁ ଇତିହାସ ବିଭାଗ ମୁଖ୍ୟ ଡ. ଅତଲ ପଧାନଙ୍କ ପରିଚାଳନା କରିଥିଲେ। ଡ.





ap Pradhan



Rekha Pande



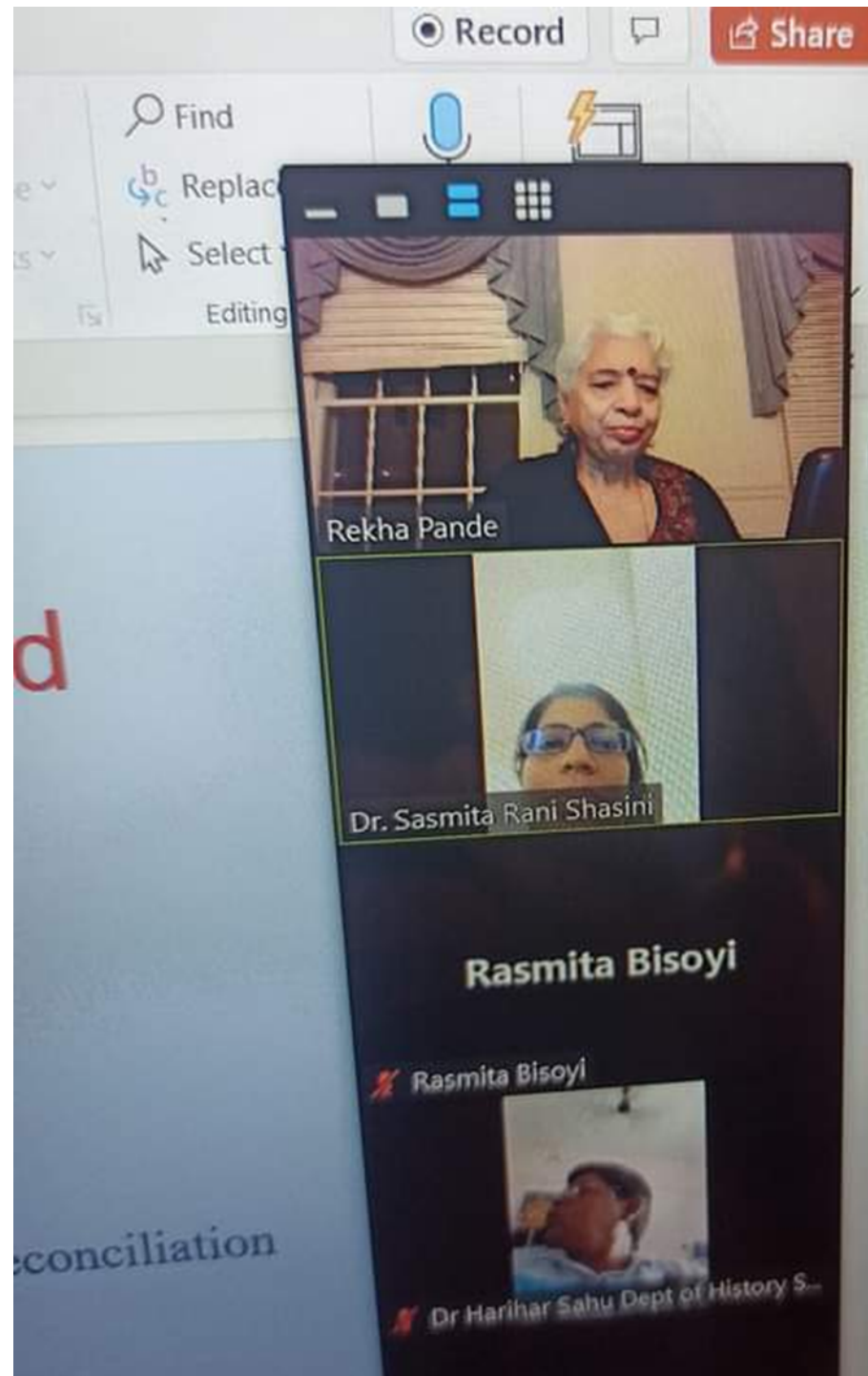
asmita Rani Shasini



Santosh Kumar Mallik

Devia sahoo

Redmi Note 10T...







67
Participants

16
Chat

Share Screen

Record

Show Captions

Reactions

Apps

Dr. Sasmita Rani Shasini
Name/Full Signature of Conveners

Full signature of Departmental IQAC Coordinator

Full Signature of Head with seal