

**Government Degree College Kaffota
District Sirmaur, Himachal Pradesh**

Ranking of Government Colleges in HP

Criterion 6 Faculty Profile & Research Activities

Key Indicator 6.8 Teachers' Special Innovative Ideas

**Metric 6.8 Teachers' Special Innovative
Ideas (Brief description thereof)**



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RANKING FRAMEWORK

6. FACULTY PROFILE & RESEARCH ACTIVITIES

6.8. Teachers' Special Innovative Ideas (Brief description thereof):

6.8.1. Promoting Health, Hygiene, and Gender Equity at Government Degree College Kaffota through the PM-USHA Gender Inclusion and Equity Grant

i. Initiative Title:

Promoting Health, Hygiene, and Gender Equity at Government Degree College Kaffota through the PM-USHA Gender Inclusion and Equity Grant

ii. Context and Background

Government Degree College (GDC) Kaffota in Sirmour District, Himachal Pradesh, serves a rural, interior population that includes the scheduled tribe Hatti community. In response to gender-based health disparities, the college has pioneered an impactful initiative under the Gender Inclusion and Equity Initiative (GIEI) component of the Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) scheme wherein Sirmour district has been allocated a grant of ₹ 10 crore. Recognizing the unique challenges faced by young women in this setting, the initiative is focused on supporting gender equity, health, and inclusivity, addressing specific barriers in accessing education and physical fitness opportunities.

iii. Objectives:

Enhance Nutritional Health:

Address deficiencies among students, especially female students from marginalized communities, by providing free vitamin and mineral supplements.

Promote Menstrual Hygiene:

Ensure access to free sanitary napkins to support menstrual health and reduce absenteeism.

Encourage Sports and Physical Fitness:

Improve participation in sports and physical activities by addressing health and hygiene barriers.

Foster Gender Equality and Inclusion:

Create an inclusive supportive educational environment that encourages female students, especially from the Hatti community, to pursue all areas of student life.

iv. Implementation Approach:

- Organized systematic distribution of vitamin and mineral supplements to counter nutritional deficiencies common in the interior rural areas.
- Set up accessible, stigma-free access points for sanitary napkins, available free of cost to ensure young women do not miss classes or physical activities due to menstrual issues.
- Conducting workshops and seminars on health, hygiene, and gender inclusivity with a special focus on the cultural and health needs of the Hatti community.
- Integrated information on nutrition, hygiene, and self-care into the curriculum, including importance of fitness and physical activity for overall well-being.
- Introduced mentoring programs for young women to encourage their participation in fitness and sports, breaking down cultural stigmas associated with female sports participation.

v. Impact and Outcomes

Enhanced Physical and Mental Health:

Regular access to supplements and sanitary products will improve physical health and confidence among female students, translating to greater participation in physical activities.

Increased Sports Participation:

Addressing health and hygiene challenges will lead to improved participation of girl students in sports and inter-college activities, which is especially vital for the girl students from the Hatti community, who often face additional social and logistical barriers.

Improved Academic and Attendance Rates:

Nutritional support and hygiene resources will lead to higher attendance rates, enabling more consistent participation in academics, sports, and fitness programs.

vi. Sustainability and Scalability:

Ongoing Support through PM-USHA:

Leveraging the PM-USHA grant ensures sustainability in maintaining the resources for continued support.

Model for Other Rural Institutions:

This initiative provides a replicable model for other colleges in rural, underserved areas, especially those serving scheduled tribes, addressing unique cultural and health needs that impact gender equity in education.

vii. Conclusion and Future Plans:

The initiative at GDC Kaffota exemplifies how targeted, innovative measures by educators can create transformative change in higher education, health, and sports for rural female students. Moving forward, the college plans to expand this support by incorporating additional resources for sports and fitness and creating pathways for young women to participate more actively in inter-college events. Through this initiative, GDC Kaffota is fostering a holistic approach to gender equity and inclusion in academia, creating a more supportive and engaging environment for students, especially those from the Hatti community.