



GENDER AUDIT

2018 -19 to 2022 -23



ULUBERIA COLLEGE

Uluberia, Howrah - 711315

Debanish Pal
Principal
ULUBERIA COLLEGE
Uluberia, Howrah

Prepared by the Women Cell

Smt. Kasturi Saha, Asst. Professor (Convener)

Dr. Rina Mondal, Asst. Professor (Jt. Convener)

Dr. Basabdatta Ghosh, Asst. Professor, (Member)


Smt. Soma Neogy, Asst. Professor, (Member)

Dr. Ghazala Nehal, Asst. Professor, (Member)

Smt. Tandrima Sil, Asst. Professor, (Member)

Dr. Kinkar Saha, Asst. Professor, (Member)

Dr. Jaydeep Adhikary, Asst. Professor, (Member)


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Deborah P. L.
Principal
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Overview

Uluberia College, the brainchild of an educationist and headmaster of a local high school, Sri Haripada Ghoshal, started its journey on 16th August, 1948. Sri Ghoshal, the founder Principal of the college, aimed to provide higher education opportunities, particularly for girls who were unable to finish their formal education due to lack of neighbouring colleges. He started the institution with a small group of boys and girls, and local parents to enroll their daughters. The institution is experiencing a surge in enrollment, with a growing number of female students outnumbering males in certain streams.


Uluberia College, which offers UG and PG courses to learners from diverse communities and low-income rural areas, has evolved to meet academic challenges and societal demands over time. As a co-educational institution, the college prioritizes gender fairness. One of its continuous goals has been to uphold gender parity under the guidance of the existing Principal, Dr. Debasish Pal.

The government's policies and scholarships such as the Kanyashree, Oasis, have been implemented by the institution and internal policies promoting an inclusive atmosphere have also been introduced. Additionally, gender parity and equality have been upheld by their equal involvement in NSS and NCC. The Grievance Redressal Committee and Anti Ragging Policy have guaranteed gender safety and empowerment. In recent years, the Uluberia College app and website now have an Online Grievance Portal for both staff and students, in addition to the on-campus CCTV surveillance. Gender oriented seminars and awareness initiatives organised by departments have helped to foster respect for women's socio-economic, political and legal rights as well as tolerance for people of different sexes.

On-campus medical camps address physical issues specific to female students. Gender specific amenities include separate common rooms for boys and girls, as well as installation of sanitary napkin vending machine. The institution has made an effort to ensure gender equality for its employees as well. The Equal Opportunity Policy considers wellbeing of the students and teaching and non-teaching staff. Staff complaints about gender discrimination in the workplace are handled by the Internal Complaint Committee. The institution's Gender Audit ensures that the aforementioned cells, committees and policies are functioning effectively.

Definition

A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and Budgets. (Council of Europe — Directorate General of Human Rights and Legal Affairs, Gender Budgeting: practical implementation. Handbook prepared by Sheila Quinn, 2009. Available at: <https://rm.coe.int/1680599885>)


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Method

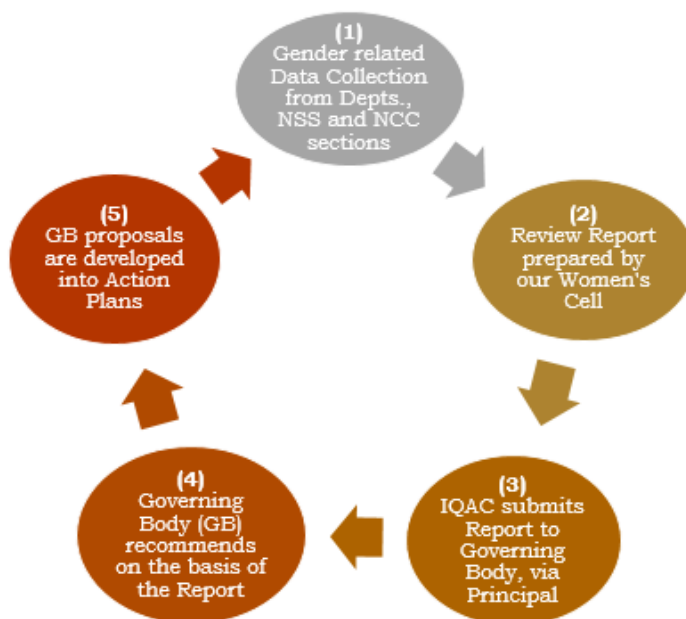
Although there is no standard approach for carrying out a Gender Audit, our institution opted for an internal audit to identify and understand gender patterns within their composition, structures, processes, and in the design and delivery of policies and Services.

Objectives of the Gender Audit

- 1) Generate knowledge and data regarding the degree to which the organisation has institutionalised gender mainstreaming in the creation and implementation of its policies, programs, initiatives, goods, and services;
- 2) Assess the level of resources allotted to and used for gender equality and gender mainstreaming initiatives.
- 3) Furnish details regarding the degree of gender mainstreaming in policies and the presence of gender parity among employees across various organisational tiers;
- 4) Set up an initial baseline of performance on gender mainstreaming in the institution to be used as a benchmark to measure progress on gender equality across time.
- 5) Track the implementation of gender mainstreaming plans and strategies and recommend revisions, if necessary.
- 6) Identify mechanisms that have contributed to mainstreaming gender within the institution and disseminate them both inside and beyond the institution.
- 7) Provide recommendations to enhance organisational effectiveness in promoting gender equality.

Modus Operandi

Uluberia College, being a Govt.-aided institution, implements GB proposal, developed into Actions Plans, as measures to ensure gender equality among its staff and students. The modus operandi for the Governing Body to lay its recommendations has been illustrated below:



Equal Opportunity Policy

Uluberia College is committed to provide inclusive holistic education to all aspiring youth irrespective of gender, caste, creed, religion, and ethnicity, social and economic background. The right to education of youth with special needs is at the heart of the educational philosophy of the institution.

Equal Opportunity Cell

In order to coordinate with all the stakeholders and implement an academic process that incorporates equal opportunity for all students, the institution must establish an Equal Opportunity Cell. The composition of the cell shall be as follows:

- 1) Principal
- 2) IQAC Coordinator
- 3) Bursar
- 4) Faculty nominees
- 5) Coordinator of women cell
- 6) Coordinator of academic committee

Equal Opportunity Cell

Chairman

Dr. Debasish Pal (Principal)

Sl. No.	NAME
01	Dr. Shibsankar Das (IQAC Coordinator)
02	Dr. Tapas Kumar Samanta (Bursar)
03	Smt. Kasturi Saha (Convener, Women Cell)
04	Dr. Subhamoy Ghosh (Convener, Academic Committee)
05	Dr. Ghazala Nehal (Faculty Nominee)
06	Dr. Biswajit Saha (Faculty Nominee)
07	Smt. Tandrima Sil (Faculty Nominee)

Present Composition

Roles and Responsibilities

1. The cell shall ensure the effective implementation and monitoring of the policy.
2. In accordance with the institution's basic values, the cell will ensure that every student has the right to a holistic education while maintaining their equality and dignity.
3. The cell shall guide the institution in providing the right care, protection and security for the students with disabilities and deprived backgrounds.
4. The cell shall create an enabling environment for students to exercise their rights, enjoy equal opportunities and full participation in all academic activities.
5. The cell shall address the grievances of the Divyangjan.

Guidelines of the Policy

1. Admission: The College shall provide special provisions for the advancement of differently abled, socially and economically challenged students according to government reservation norms applicable to the co-education institution. The cell shall ensure that all the students with physical challenges who seek admission are admitted to the college.

2. Zero tolerance to Ragging: No student should be a victim of any form of on campus or online abuse, ragging or cyber crime. If anyone is proven guilty of it, he/she will be strictly punished as per Anti Ragging Policy of the institution.

3. Cell/ Committee: Students must be informed about the right, duty etc. during their Fresher's Welcome in 1st Semester.

4. Enrollment in NCC & NSS: Students must be allowed equal participation, irrespective of their sex and economic background, to participate in sports and outreach programmes, on-campus programmes and other NSS activities. Enrollment in college's NCC Section must be open to both boys and girls, and equitable treatment during their curriculum transactions must be guaranteed.

5. Infrastructure & Academic Support for Divyangjan students: The institution shall construct and maintain the following Infrastructural support facilities:

- A) Provision of disabled friendly learning resources
- B) Accessible pedestrian pathways with the tactile path
- C) Academic blocks with elevators, ramp facilities, spacious corridors and accessible classrooms.
- D) Libraries and laboratories with disabled-friendly accessibility
- E) Accessible website
- F) Exclusive restrooms with toilet and healthcare facilities.

6. Human Assistance: Human assistance shall be made available in the campus through non-teaching staff.

7. Financial Incentives: An exclusive scholarship to benefit differently-abled students shall be instituted to provide financial assistance to them. No gender discrimination to be allowed while recognising deserving students whose college fees can be waived off as per Institution's student fee concession policy.

8. Examination: The institution shall provide scribes to visually challenged students. The examination venue shall be arranged according to the need of the differently-abled students.

9. Enhancement of Employability: Concerted effort shall be made by all the departments in collaboration with Career Counselling Cell for capability enhancement and placement of students..

10. Counselling and Mentoring: Faculty members shall assist the students for their emotional well-being through counselling and mentoring.

11. Collaborations: The institution shall establish collaboration with Government/ Non-Government agencies for the welfare and growth of students.

12. Code of Conduct: All students, teaching staff and non-teaching staff need to strictly abide by the institution's Code of Conduct to ensure cooperation and harmonious coexistence.

Gender Classification of Students (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	2531	3937	6468	39.13	60.87
2019-20	2309	4417	6726	34.33	65.67
2020-21	2621	4709	7330	35.76	64.24
2021-22	3094	5548	8642	35.80	64.20
2022-23	2995	4967	7962	37.62	62.38

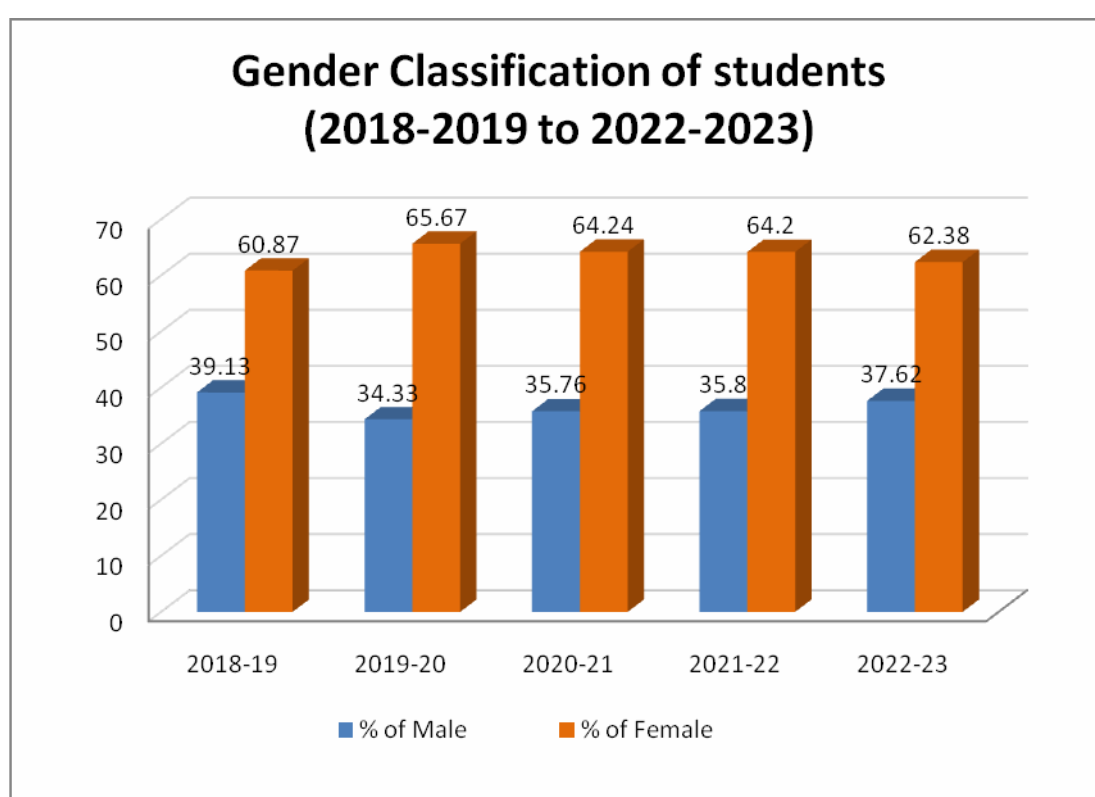



Figure 1: The bar graph shows year-wise gender classification of male and female percentage of enrolled students. As per gender classification, from 2018-19 to 2022-23, the percentage of female students was more than the percentage of male students. The bar graph and tabular form vividly illustrate year-wise gender classification. There has been a difference of 20% approx. between male and female students.


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Gender Classification of Students enrolled in NCC (2018-2023)

Session	Male	Female	Total	% of Male	% of Female
2018-19	160	160	320	50	50
2019-20	160	160	320	50	50
2020-21	160	160	320	50	50
2021-22	160	160	320	50	50
2022-23	160	160	320	50	50

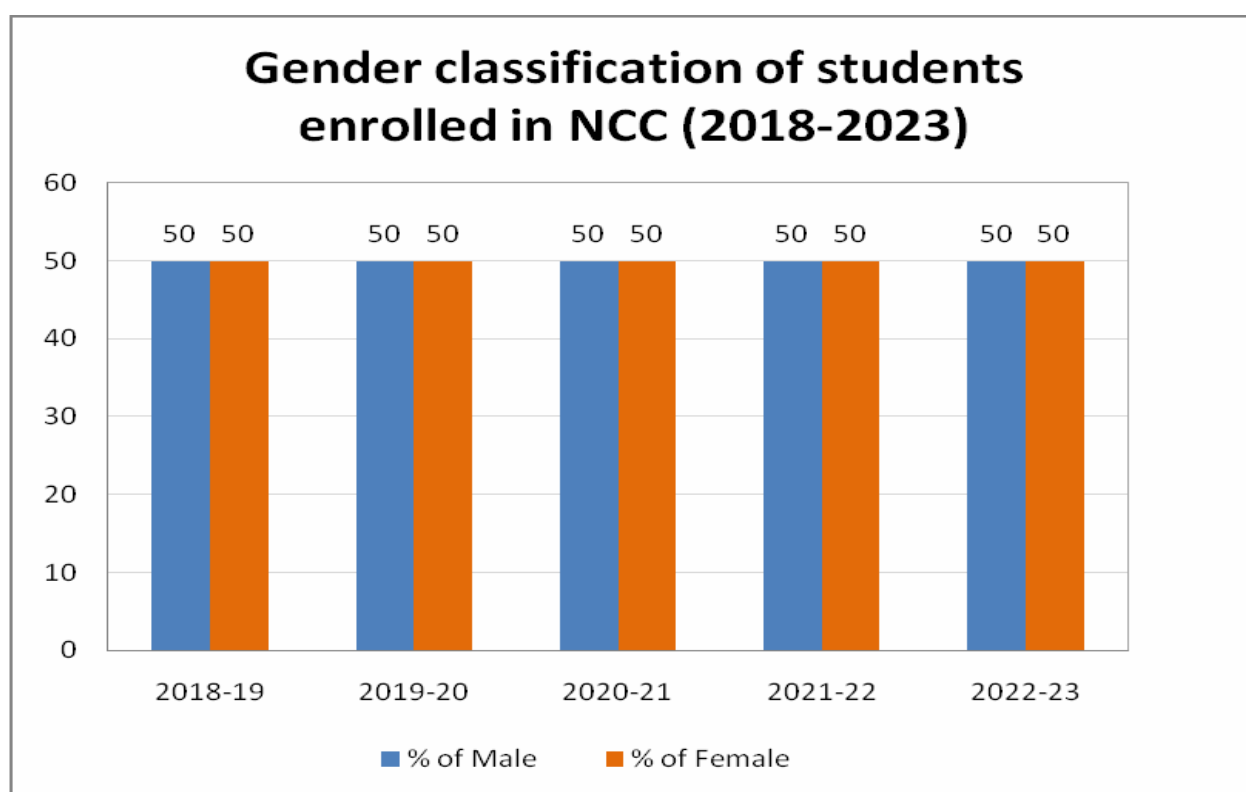



Figure 2: The bar graph shows year-wise gender classification of male and female percentage of enrolled students in NCC. As per above classification, from 2018-19 to 2022- 23, the percentage of female students is equal to the percentage of male students. The bar graph and tabular form vividly give important data of year wise gender classification. The NCC enrolment rate from gender perspective has been 50-50 in the last 5 years. It implies how girl-students are interested as well as availing the opportunity of being a member of the cadet corps.


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Gender Classification of Students enrolled in NSS (2018-2023)

Session	Male	Female	Total	% of Male	% of Female
2018-19	27	63	90	30	70
2019-20	32	64	96	33.33	66.67
2020-21	20	30	50	40	60
2021-22	26	40	66	39.39	60.61
2022-23	25	95	120	20.83	79.17

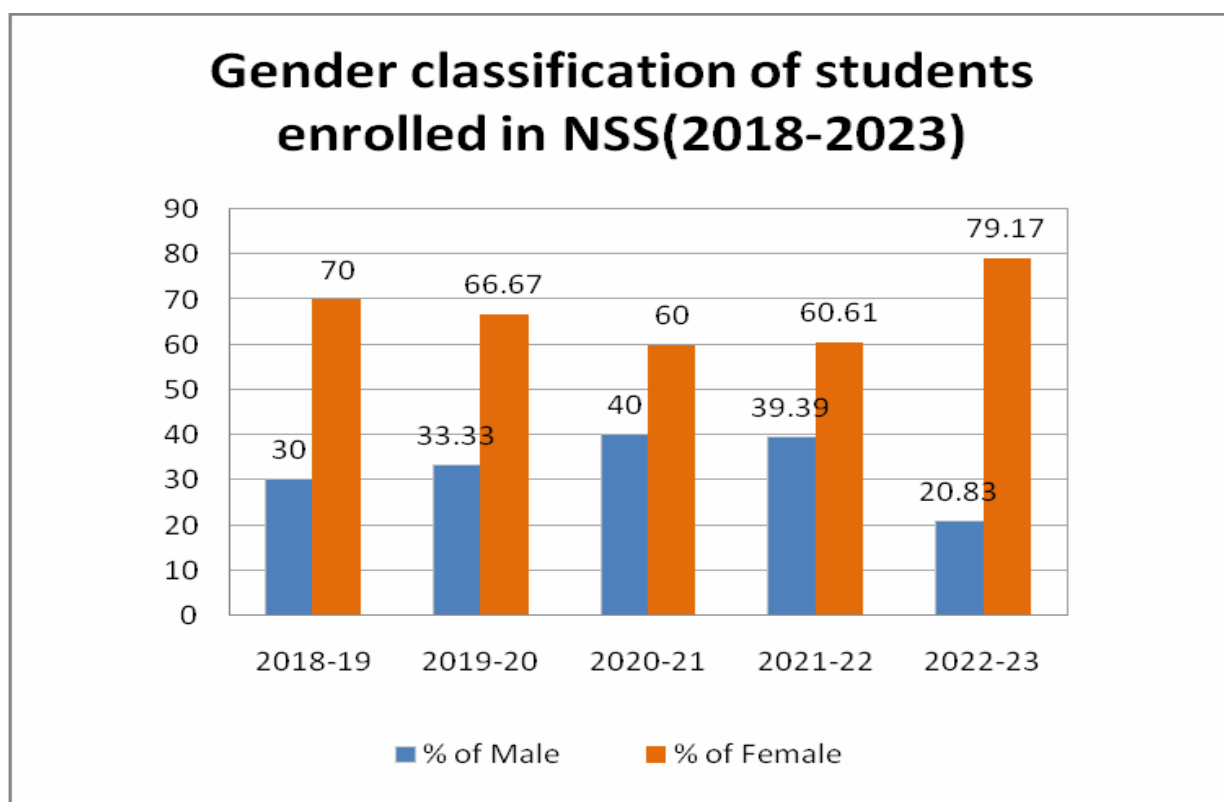


Figure 3: The bar graph shows year-wise gender classification of male and female percentage of enrolled students in NSS. As per above classification, from 2018-19 to 2022- 23, the participation rate in NSS activities is more among female students than their male counterparts. The difference is significant in all the years but highest in 2022-23. It shows that 60% more female-students had enrolled in NSS activities than the male-students.

Gender Classification of Students benefited from various scholarship schemes (2018-2023)

Year	Male%	Female%
2018-2019	10	90
2019-2020	19	81
2020-2021	26	74
2021-2022	31	69
2022-2023	33	67

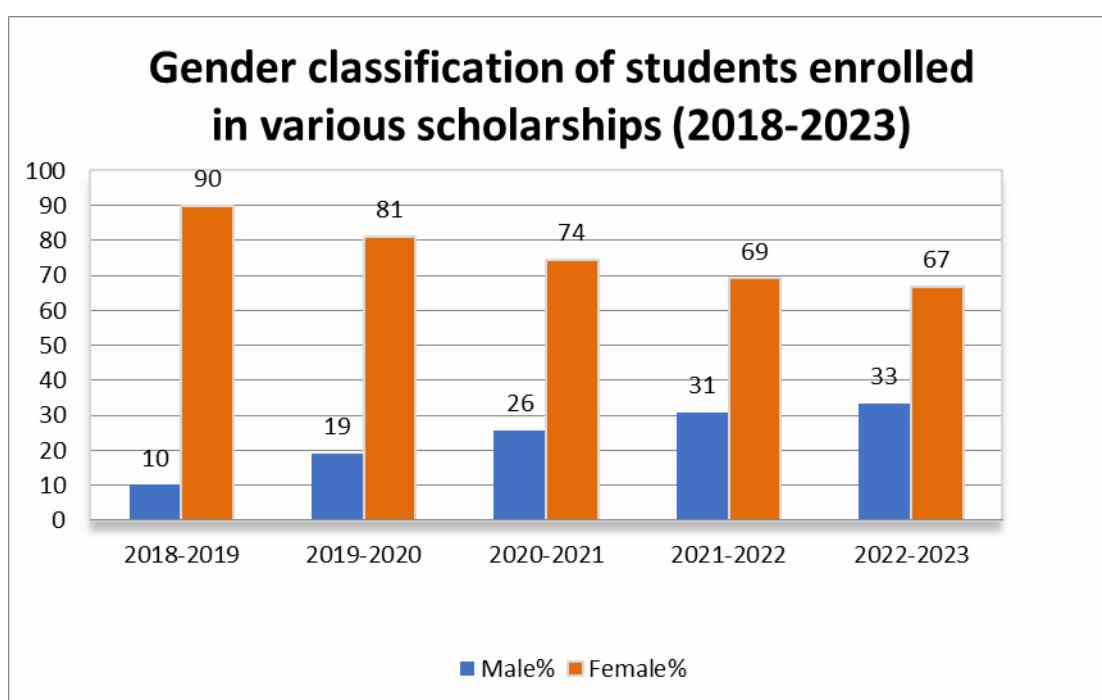
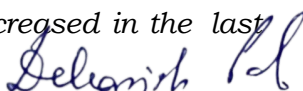


Figure 4: The bar graph shows year-wise gender classification of male and female percentage of enrolled students in various scholarships. As per above classification, from 2018-19 to 2022-23, the percentage of female students is higher than their male counterparts. Although the gender-difference in enrolment rate is significant, it is also worth noting that over the years, the male-student percentage, although lower than the female percentage, has increased in the last 5 years. Whereas, the female-students' scholarship enrolment, though higher than the male enrolment rate, has decreased in the last 5 years.


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Gender Classification Teaching Faculty (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	63	49	112	56.25	43.75
2019-20	71	60	131	54.20	45.80
2020-21	72	60	132	54.55	45.45
2021-22	73	60	133	54.89	45.11
2022-23	72	60	132	54.55	45.45

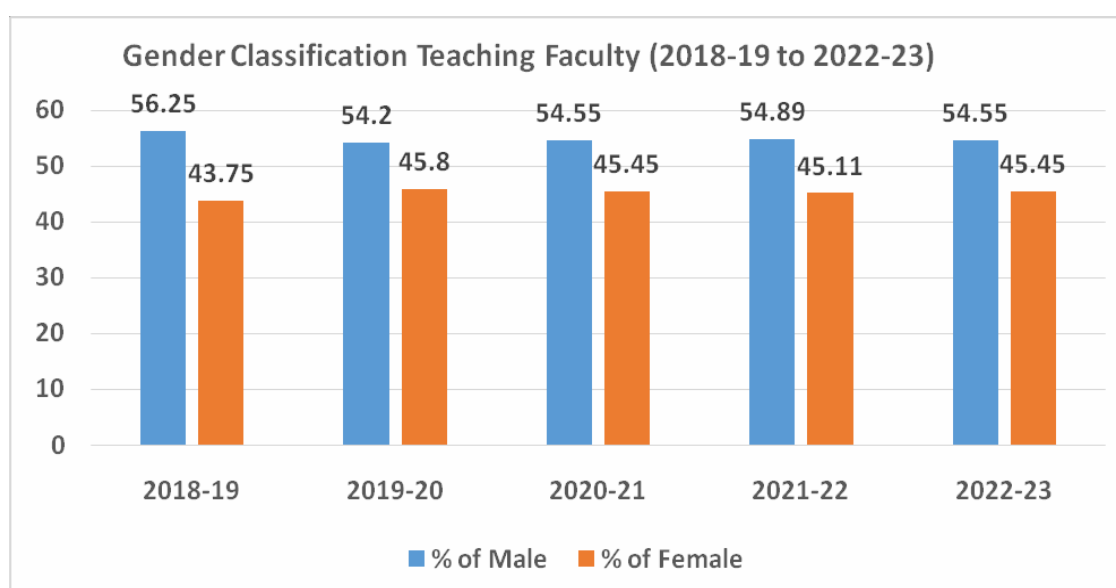


Figure 5: The bar graph shows year-wise gender classification of male and female percentage of teaching faculty during the Academic Years 2018- 19 to 2022-23. The percentage of total number of male teachers is more than the percentage of total number of female teachers. Although the difference is consistent over the years, there is a slight increase in female teachers' recruitment rate; the female percentage of 43.75 in 2018-19 has increased to being 45.45 in 2022-23, the male percentage has moved down from 56.25 in 2018-19 to 54.55% in 2022-23.

Gender Classification Non-Teaching Faculty (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	41	17	58	70.69	29.31
2019-20	44	17	61	72.13	27.87
2020-21	46	17	63	73.02	26.98
2021-22	43	15	58	74.14	25.86
2022-23	45	16	61	73.77	26.23

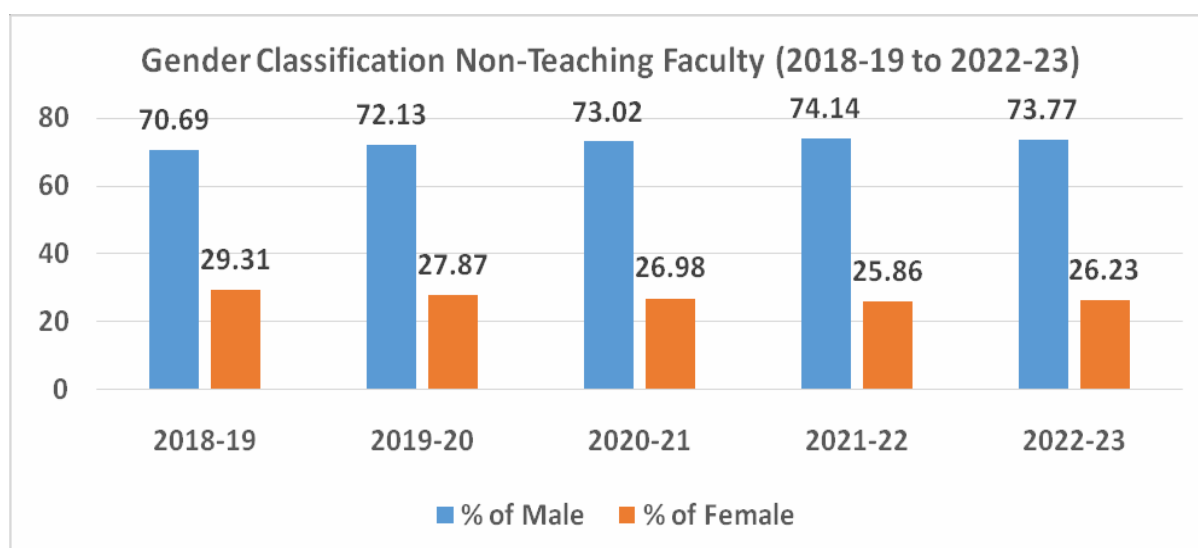


Figure 6: The bar graph shows year-wise gender classification of male and female percentage of non-teaching faculty during the Academic Years 2018- 19 to 2022-23. The percentage of total number of male teachers is more than the percentage of total number of female teachers. The difference in the two columns is huge and consistent in the last 5 years. More so, along with the consistency in difference, there is an increase in male staff's recruitment rate; while the male percentage of 70.69 in 2018-19 has increased to being 73.75 in 2022-23, the female percentage has moved down from 29.31 in 2018-19 to 26.23% in 2022-23.

Gender Classification Governing Body (2018-19 to 2022-23)

The Governing Body of the College comprises of 12 members who include the President of the Governing Body, Secretary and Principal, One Representative of Higher Education Council, Representative of the Municipality, Two Government Nominees, Number of Two Member of University of Calcutta Syndicate Nominees, Three Teachers' Representatives, One Representative of Non-Teaching Staff and the General Secretary of the Students' Union.

Session	Male	Female	Total	% of Male	% of Female
2018-19	9	3	12	75.00	25.00
2019-20	8	2	10	80.00	20.00
2020-21	8	2	10	80.00	20.00
2021-22	8	2	10	80.00	20.00
2022-23	8	2	10	80.00	20.00

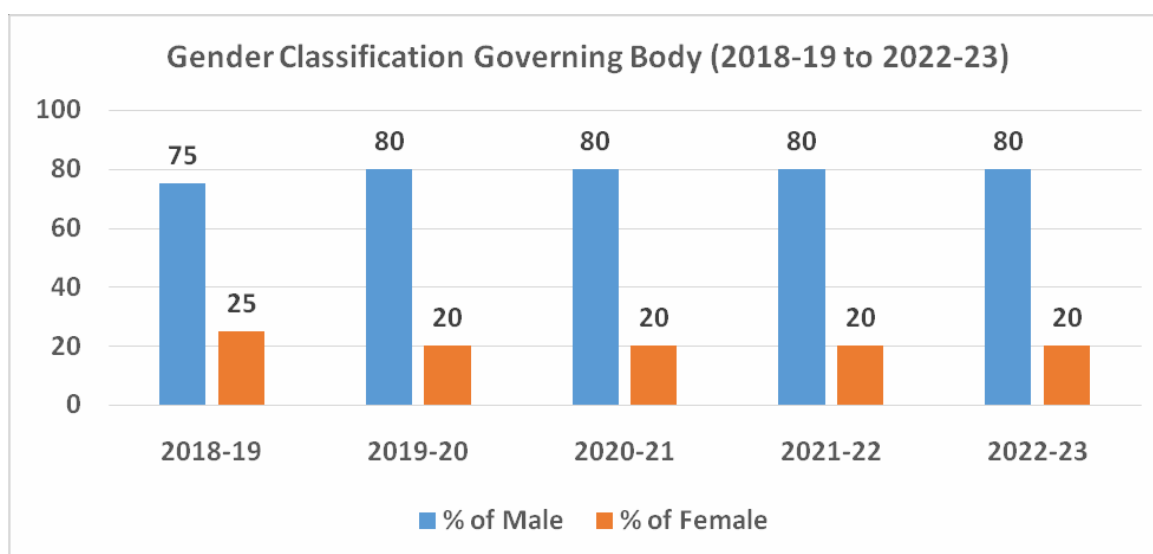


Figure 7: The bar graph shows year-wise gender classification of male and female percentage of Governing Body Members during the Academic Years 2018- 19 to 2022-23. Similar to teaching & non-teaching graphs, the difference in its two columns is huge and consistent in the last 5 years. More so, along with the consistency in difference, there is an increase in male members' appointment rate; while the male percentage of 75 in 2018- 19 has increased to being 80% in 2022-23, the female percentage has moved down from 25% in 2018-19 to 20% in 2022-23.

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Gender Classification IQAC Member (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	15	5	20	75.00	25.00
2019-20	15	5	20	75.00	25.00
2020-21	15	5	20	75.00	25.00
2021-22	15	5	20	75.00	25.00
2022-23	16	5	21	76.19	23.81

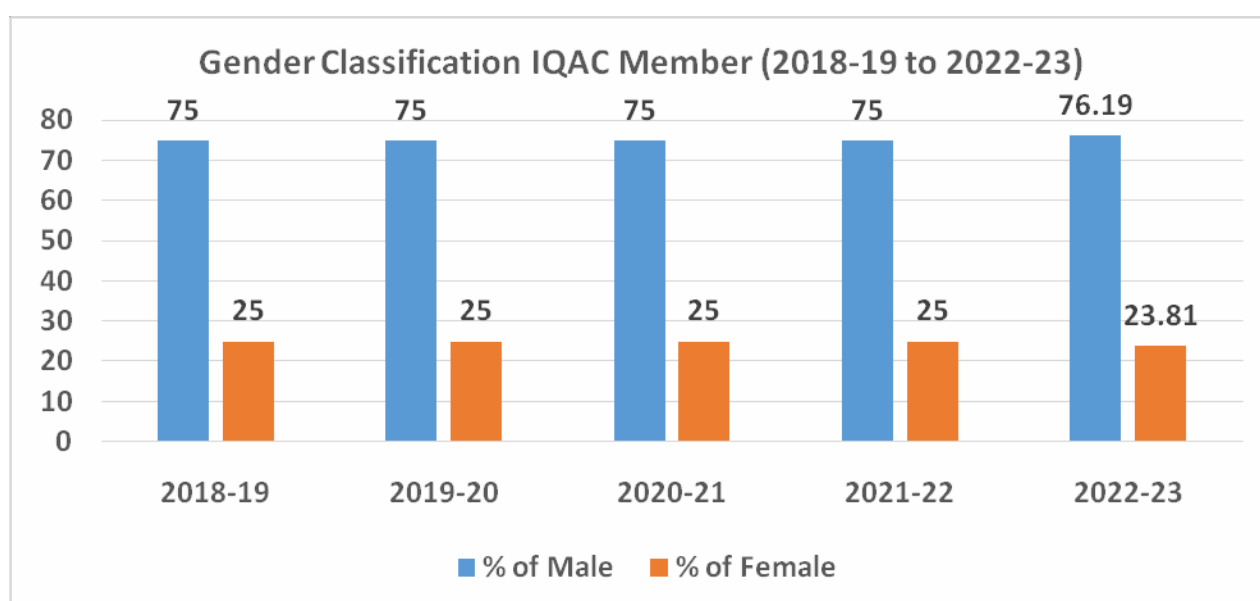


Figure 8: The bar graph shows year-wise gender classification of male and female percentage of IQAC Members during the Academic Years 2018-19 to 2022-23. Similar to the previous three graphs, the difference in its two columns is huge and consistent in the last 5 years. More so, along with the consistency in difference, there is an increase in male members' appointment rate; while the male percentage of 75 in 2018-19 has increased to being 76.19% in 2022-23, the female percentage has moved down from 25% in 2018-19 to 23.81% in 2022-23.

Facilities for Women in the Campus

1. Related to Safety and Security:

A) 24 Hours CCTV Surveillance: CCTV cameras placed across the college to ensure students' safety and security.

- **Implemented on:10/12/2019**

- **Objective:**

- a. Avoid undesirable incidence in the campus.

- b. To provide security, CCTV surveillance is in place throughout the entire campus.



CC TV Control panel installed at Principal's Room



CC TV camera installed at Main Entrance and different parts of the campus

B) **24 Hours Security Service:** Around-the-clock security personnels are stationed on campus to protect female students who are coming from various locations to pursue Undergraduate and Post-Graduate Degrees as well as to stop unwanted incidents.

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Security personnel deployment in campus

c) Inclusion of Karate Training Class: College is operating Karate training classes since 2010 under the guidance of Mrs Moushumi Mojumdar, Faculty of Department of Philosophy, and an eminent expert in the field of Traditional Shoto Karate.



2. Related to Health and Hygiene:

a. Report on Separate Ladies Toilet facility in Uluberia College Campus:

Objective: Provide health and hygiene facilities for the Girls' students

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coming from different locations for pursuing undergraduate and post graduate and B.Ed courses.



Geo-tagged photographs of Toilet Blocks in Uluberia College Campus

b. Name of the Facility for Girls' in the College campus:

Installation of Napkin Vending Machine and Incinerator machine:

A sanitary napkin vending machine was installed in Girls' Toilet (situated in Girls' Common Room) for students' convenience. An incinerator machine has also been installed for environment friendly disposal of used sanitary napkins in the Girls' Common Room. Established on: 2019



Napkin Vending Machine and Incinerator machine

3. Related to Recreational Purpose: Report on the Girls' Girls' Common Room and Gymnasium

Name of the Facility for Girls' in the College campus for recreation:

a) **Girls' Common Room:** There is a well equipped Girls' Common Room with separate bathrooms, a notice board, seating arrangement.

b) **objectives:**

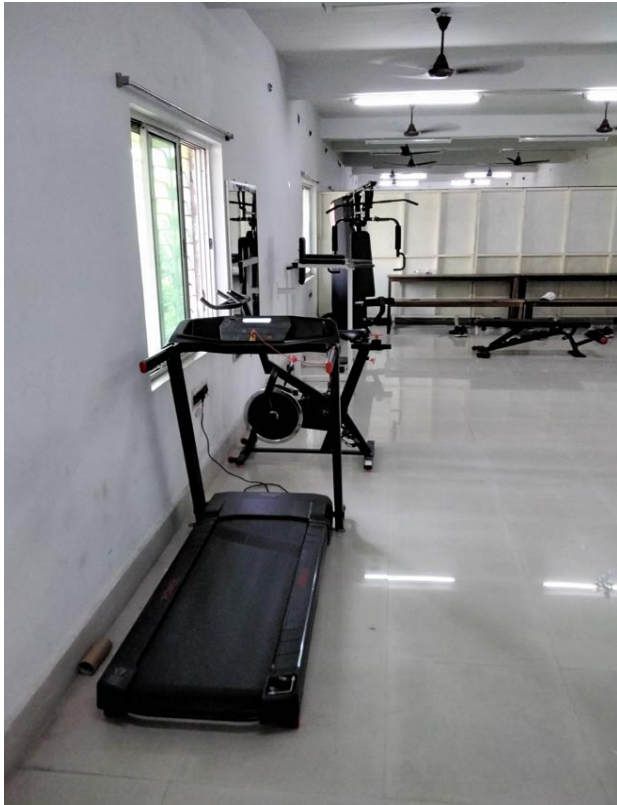
Some recreational supplies to provide an atmosphere to perform extra-curricular activities.



Geo-tagged photographs of Girls Common Room in Uluberia College Campus

b) Gymnasium:

A well-equipped Gymnasium is established to relieve the negative effects of stress and anxiety, so that students can maintain an active and healthy lifestyle, leading to improved academic performance through better concentration.



Geo-tagged photographs of Girls Common Room in Uluberia College Campus Gymnasium

KANYASHREE PROKOLPO FOR GIRL'S STUDENTS:

Name of the Facility: Kanyashree Prakalpa seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families through Conditional Cash Transfers.



Government of West Bengal
Department of Women Development & Social Welfare
Kanyashree Prakalpa
To Whom It May Concern



This is to certify that Kumari. **DEBAPRIYA SINGH** (19160115605130000245),

D/o **MAHADEV SINGH**, having DOB **30/06/2001** Residing at **KUMARCHAK AMTA**, Block/Municipality **AMTA-I**, Subdivision **ULUBERIA**, District **HOWRAH**, and Bank account No. **22718100004376**, IFSC Code **BARBOBHANDH**, has availed of the *Kanyashree Scheme* of the Government of West Bengal. The Government of West Bengal wishes her success in her future endeavours and economic empowerment.

[Signature]
District Magistrate



Government of West Bengal
Department of Women Development & Social Welfare
Kanyashree Prakalpa
To Whom It May Concern



This is to certify that Kumari. **PURNIMA PURKAIT** (19160115605130000264),

D/o **NABAKUMAR PURKAIT**, having DOB **16/05/2001** Residing at **JOARGORI JOARGRI ULUBERIA**, Block/Municipality **ULUBERIA-II**, Subdivision **ULUBERIA**, District **HOWRAH**, and Bank account No. **33978143590**, IFSC Code **SBIN0006787**, has availed of the *Kanyashree Scheme* of the Government of West Bengal. The Government of West Bengal wishes her success in her future endeavours and economic empowerment.

[Signature]
District Magistrate

[Signature]
Principal
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PHOTOGRAPHS OF BENEFITED GIRLS STUDENTS 2018-2023 UNDER KANYASHREE PRAKALPA

[Signature]
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Number of benefited students 2018-2023 Under KANYASHREE PRAKALPA

Year	Name of the scheme	Government/Non-government	Name of the individual/organisation	Number of students benefited	Amount (in INR)
2022-2023	KANYASHREE(K1)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	2	2000
2022-2023	KANYASHREE(K2)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	60	150000
2022-2023	KANYASHREE(K3)[FRESH]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	33	834000
2022-2023	KANYASHREE(K3)[RENEWAL]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	14	336000

2021-2022	KANYASHREE(K1)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	7	7000
2021-2022	KANYASHREE(K2)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	21	525000
2021-2022	KANYASHREE(K3)[FRESH]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	41	1056000
2021-2022	KANYASHREE(K3)[RENEWAL]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	28	702000

2020-2021	KANYASHREE(K1)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	12	12000
2020-2021	KANYASHREE(K2)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	151	3775000
2020-2021	KANYASHREE(K3)[FRESH]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	28	702000
2020-2021	KANYASHREE(K3)[RENEWAL]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	16	408000

2019-2020	KANYASHREE(K1)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	53	53000
2019-2020	KANYASHREE(K2)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	860	21500000
2019-2020	KANYASHREE(K3)[FRESH]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	54	1320000
2019-2020	KANYASHREE(K3)[RENEWAL]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	6	144000

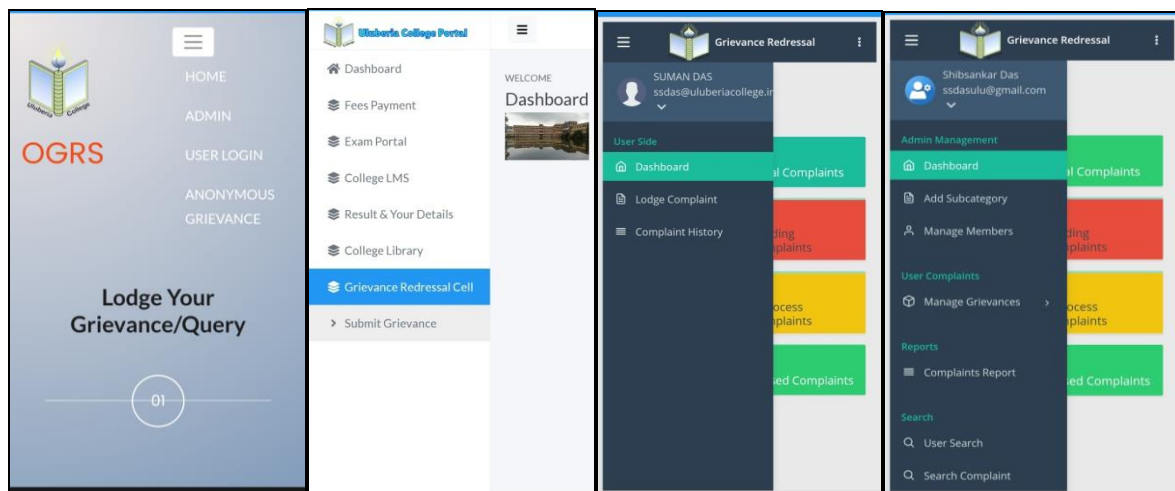
2018-2019	KANYASHREE(K1)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	81	81000
2018-2019	KANYASHREE(K2)	GOVERNMENT	GOVERNMENT OF WEST BENGAL	808	20200000
2018-2019	KANYASHREE(K3)[FRESH]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	38	171000
2018-2019	KANYASHREE(K3)[RENEWAL]	GOVERNMENT	GOVERNMENT OF WEST BENGAL	6	18000

4) Related to Monitoring of Grievance:

As per Government Rules and Regulations, College constituted Internal Complaint Committee, Grievance Redressal Committee and Anti-Ragging Cell to prevent Ragging and Sexual Harassment in the campus.

Objectives:

- Prevention steps to stop ragging.
- Stop sexual harassment and ragging on campuses.
- Plan programs for gender equity and sensitization.
- Ensure the students at Girl's safety and security.
- Knowledge of the procedures for submitting complaints.
- Preserve peace on campus.



Interface of the College Website showing ICC, Grievance Redressal Committee, Anti-Ragging Committee and Complaint submission mechanism.

Assessment of awareness on Gender Issues

A) Creating awareness through curriculum:

The institution offers UG and PG Courses that address pertinent gender-related issues. The gender related topics that are taught are highly diverse and include the following areas:

- **Studies on Feminism:** Exploration of feminist theories and movements.
- **Gender Geography:** Examination of spatial relationships and gender.
- **Literature and Non-Fiction by Women Authors:** Analysis of works by and about women.
- **Gender as a Social Issue:** Investigation of how gender shapes societal norms and behaviors.
- **Gender Inequalities:** Understanding disparities in various social contexts.
- **Education and Politics:** Insight into gender dynamics in educational and political spheres.
- **Women's Empowerment and Policies:** Study of policies and initiatives aimed at empowering women.
- **Democratic Awareness through Legal Literacy:** Education on legal rights and democratic participation.
- **Social Issues and Movements in India:** Focus on gender-related social movements.
- **Women's Studies in India:** Comprehensive study of women's roles and challenges in Indian society.

These courses draw the attention of students as to how gender ideologies play a major role in defining gender relations in the place of work, in the field of politics on the one hand and in giving rise to situations of gender violence on the other. Topics on Feminist theory, Western-Indian Feminism as well as issues addressing reservation of women in grass root democracy in Indian polity are also emphasized in the different curriculum. These courses illuminate how gender ideologies critically influence gender relations in workplaces and politics, and contribute to gender-based violence. They emphasize feminist theory, both Western and Indian perspectives, and discuss the reservation of women in grassroots democracy within Indian politics. Through these academic endeavors, Uluberia College ensures that students gain a deep understanding of the pervasive impact of gender ideologies across various domains.

The table below gives an idea about the departments which cover topics on gender and the topics they teach at various levels.

SL NO.	DEPARTMENT	COURSE	COURSE CODE/ SEMESTER/PAPER	TITLE	CONTENT
1	PHILOSOPHY	UG-B.A. (HONS)	PHI-A-SEC- B/ Sem-4	C. Feminist Philosophy	<p>1)Feminist Thought: A Comprehensive Introduction, Rosemarie Tong, Vol 1&2, Third Edition, Westview Press, 2009</p> <p>2) Feminist Thought, Shefali Moitra, Munshiram Manoharlal Publishers Pvt.Ltd in association with Centre of Advanced Study in Philosophy, Jadavpur University, Kolkata, 2002</p> <p>3)The Second Sex, Simone De Beauvoir, Vintage Books, London, 2001</p> <p>4) A Companion to Feminist Philosophy (ed. Alison, M, Jaggar and Iris Marion Young), Willey- Blackwell, 1999</p> <p>5) Feminist Knowledge (RLE Feminist Theory) Critique and Construct, (ed.SnejaGunew),Ro utledge Library Editions,2014</p> <p>6)Representing Reason: Feminist Theory and Formal Logic, (in ed. Rachel Jaffe Falmange and Marjorie Hans), Rowman and Littlefield Publisher, 2002</p>

2	ENGLISH	UG-B.A. (HONS)	ENGA-CC3	Indian Writing in English	Kamala Das: 'Introduction' Mahesh Dattani: <i>Bravely Fought the Queen</i> Bankim Chandra Chattopadhyay: <i>Rajmohan's Wife</i>
		UG-B.A. (HONS)	ENGA- CC5	American Literature	Sylvia Plath: 'Daddy'
		UG-B.A. (HONS)	ENGA-CC10	19TH Century British Literature	Christina Rossetti: 'The Goblin Market' Robert Browning; 'My Last Duchess' Charlotte Bronte: <i>Jane Eyre</i> Jane Austen: <i>Pride and Prejudice</i>
		UG-B.A. (HONS)	ENGA- CC13	Modern European Drama	Henrik Ibsen: <i>A Doll's House</i>
		UG-B.A. (HONS)	ENGA-DSE-B-2	Contemporary India: Women and Empowerment	Social Construction of Gender History of Women's Movement in India (pre- independence and post- independence) Women and Law: Domestic Violence, Female Foeticide, Sexual Harassment Dalit Women and Double Marginalisation
		UG-B.A. (HONS)	ENGA-DSE-A-1	Modern Indian Writing in English Translation	Ismat Chughtai: 'The Quilt' Fakir Mohan Senapati: 'Rebati' Vijay Tendulkar: <i>Silence! The Court is in Session</i>
		UG-B.A. (HONS)	ENGA-DSE-A-2	Literary Theory and Criticism	Virginia Woolf: 'A Room of One's Own'
		UG-B.A. (HONS)	ENGA- DSE B-3	Autobiography	Binodini Dasi: <i>My Story and Life as an Actress</i>

		UG-B.A. (HONS)	ENGA-CC11 SEM-5	WOMEN'S WRITINGS	<p>Poetry</p> <p>Emily Dickinson: 'I cannot live with you'</p> <p>Elizabeth Barrett Browning: 'How do I love thee'</p> <p>Eunice De Souza: 'Advice to Women'</p> <p>Fiction</p> <p>Alice Walker: <i>Color Purple</i> OR Emily Bronte: <i>Wuthering Heights</i></p> <p>Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak</p> <p>Katherine Mansfield, 'Bliss'</p> <p>Non-Fiction</p> <p>Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i>, Chapters I & II (New York: Norton, 1988)</p> <p>Rassundari Devi: <i>Amar Jiban</i></p>
3	POLITICAL SCIENCE	UG-B.A. (HONS)	PLS-A-CC-4/ 2 ND -4 TH SEMESTER – TH+TU	Politics in India: Structures and Processes	<p>Module II</p> <p>6. New Social Movements since the 1970s:</p> <p>(a) Environmental movements</p> <p>(b) Women's movements</p> <p>(c) Human rights movements.</p>
		UG-B.A. (HONS)	PLS-A-DSE-5-B(2)/ 5 TH SEMESTER – TH+TU	Development Process and Social Movements in Contemporary	<p>Module II</p> <p>V. Globalisation and Social Movements in India (18 classes)</p>

				India	(a) Environmental movements (b) Tribal movements (c) Women's movements (d) Civil rights movements
		UG-B.A. (GEN)	PLS-G-DSE-B-6-2A/ 6 TH SEMESTER - TH+TU	Feminism: Theory and Practice	Module I 1. Distinction between sex and gender. Biologism and Social Constructivism. 2. Patriarchy and Feminism. 3. Theoretical foundation: Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas Module II 4. Traditional historiography and Feminist critiques. 5. Social reform movements and position of women: Indian context. 6. Gender relations in family: consumption; entitlement; property rights.
		UG-B.A. (GEN)	CC-12	Political Sociology	GENDER & POLITICS: BASIC ISSUES Module II: 6. Social stratification and

					politics: caste, tribe, class, elite. 7. Gender and politics: basic issues.
4	BENGALI	UG-B.A. (HONS)	CC13- 6 TH SEMESTER, CC4- 2 ND SEMESTER CC7- 3 RD SEMESTER		POETRIES LIKE BIRANGANA KABYA, DESH DEKHACHO ANDHOKARE, BABORER PRARTHONA NOVELS LIKE JOGAJOG, PADMANADIR MAJHI, DENA PAONA SHORT STORIES LIKE AADAB, ABHAGIR SWARGO CULTURAL AND SOCIAL HISTORY OF BENGAL OUPONIBESHIK ADHUNIKATAR ABHIGHAT- SHIKHYAY, DHARMA SANSKARE O MUKTO CHINTAY Module -1 Charjapad Nirbachit pathyapad-1-50 Module 2 Shrikrishnakirtanka bya Nirbachita pathyapad -7-412 Module-3 Mdmonsingha
		PG-MA	SEMESTER – I PGBNG0CC-1-3	Pragadhunik Bangla Sahitya	
			PGBNG-CC-1-4	Adhunik Kabya kobita	

			PGBNG-CC-1-5	Bangla Natok	Geetika Mahuya Chandrabati kajolrekha Dewanbhabna Module-1 Meghnadbadh Kabya Module 2 Unish Shataker Geetikobita Module 3 Jibananander Shreshtha Kobita
			SEMESTER - II (205/1) PGBNG-CC-2-8	Pragadhunik Bangla Sahitya	Module 1 Sadhabar Ekadashi – Dinabandhu Mitra Module 2 Nurjahan- Dwijendralal roy Module 3 Chandbaniker Pala – Shambhu Mitra
			PGBNG-CC-2-9	Bangla Uponyas/Novel	Module 1 Boishanab Padabali Shakta Padabali Jana Padabali Module -3 Annanda Mongol Kabya -Bharat Chandra Roy

			PGBNG-CC-2-10	Rabindra Sahitya	Gunakar Module-1 Krishnakanter Uil – Bankim Chandra Chattopadhyay Module-2 Jagori -Satinath Bhaduri Module-3 Prothom Protishruti- Ashapurna Devi
			SEMESTER - III PGBNG-CC-3-11	Bangla Golpo	Module-1 Golpo Musalmanir Golpo Noshtonir Poila No Strir Potro Module -2 Roktokarabi (Drama) Module-1 Prabhat Kumar Mukhopadhayer Golpo Devi Fuler Mulya Rashamoyeer Rashikata Matrihin Premendra Mitrer Golpo

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			PGBNG-CC-3-12	Rabindra Sahitya	Sangsar Simante Sangor Sangame Telenapota Abiskar Stove Module -2 Somen chander Golpo Danga Indur Bonospati Manik Bandopadahyer Golpo
			PGBNG_DSE-A 3-1	Pragadhunik Bangla Sahitya	CHotobakulpurer Jatri Shilpi Sarisrip Module-3 Tarashankar Bandyapadhayer Golpo
			PGBNG_DSE-D- 3-1	KATHA SAHITYA	Nari o Nagini Daini Bimal Karer Golpo Borof Saheber Meye Janani
			PGBNG_DSE-D- 3-1	Katha sahitya	Atmaja Module -1 Rabindra Kobita o gaan Module-2 Ghare Baire (Novel)
			Semester -IV	Pashchatya Samalochona	Module-1 Ramayan

			PGBNG-CC-4-14	Padhhati	Module -2 Mahabharat Module -3 Lorchandrani o Satimayna
			PGBNG_DSE-A 4-3	Pragadhunik Bangla Sahitya	Module -3 Narichetanabad
			PGBNG_DSE-D 4-3	Katha sahitya	Module -2 Jagadish Gupter Golpo Aruper Ras Chandra Surja Jotodin
			PGBNG_DSE-D 4-4	Katha sahitya	Shoilajananda Mukhopadhayer Golpo Koila Kuthi Narimedh Module-3 Narichetana Mulok Bichar Padhhhati Module-1 Condimongol- Mukunda Ram Chakraborty Module-2 Monosha Mongol- Ketakadas

					<p>Khemananda</p> <p>Module-3</p> <p>Dhormomongol- Ghanram Chakraborty</p> <p>Module -1</p> <p>Mahashweta Devir Golpo-</p> <p>Droupadi</p> <p>Byen</p> <p>Module-2</p> <p>Epar Ganga Opar Ganga</p> <p>Jyotirmoyee Devi</p>
5	EDUCATION	UG-B.A. (HONS)		Development of Education in Modern India	Education of Women since independence
	EDUCATION	UG-B.A. (HONS)	DSE-B-2 – 6 th SEMESTER	Women Education	<p>1. Historical Perspectives of Women Education</p> <ul style="list-style-type: none"> • Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period • Contribution of Missionaries • Role of British Govt. <p>2. Policy Perspective, Committee and Commission on Women Education</p> <p>• Constitutional provision, NPE</p>

					<p>1968, 1986, 1992, POA-1992</p> <ul style="list-style-type: none"> • Radhakrisnan, Mudaliar and Kothari Commission • Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee. <p>3.Role of Indian Thinkers in promoting Women Education</p> <ul style="list-style-type: none"> • Rammohan Roy • Vidyasagar <p>4.Major Constraints of Women Education and Women Empowerment</p> <ul style="list-style-type: none"> • Social – Psychological • Political – Economical • Role of women empowerment in modern society in brief.
6	HISTORY		CC-3	HISTORY OF INDIA – C 300 BCE TO C 750 CE	<ul style="list-style-type: none"> • Gender: Marriage and property relations • Changing norms of marriage &property
			CC-4	SOCIAL FORMATIONS AND CULTURAL PATTERS OF THE MEDIEVAL WORLD OTHER	<ul style="list-style-type: none"> • Position of woman in medieval Europe.

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			THAN INDIA	
		CC-7	HISTORY OF INDIA (c.1206-1526)	• Women bhaktas
		CC-11	HISTORY OF MODERN EUROPE (c.1780-1939)	• Social classes and emerging gender relations. • Family, gender, and process of industrialization.
		CC-13	HISTORY OF INDIA (c.1857-1964)	• Debates around gender. • Women
		CC-14	HISTORY OF WORLD POLITICS :1945 - 1994	• Second wave feminist movement.
		DSE-A-1-5 th SEMESTER	HISTORY OF BENGAL (c.1757-1905)	• Social reforms and the women's question.
		DSE-A-3-6 th SEMESTER	HISTORY OF BENGAL (c.1905-1947)	• Women's movements in Bengal 1920-1946.

B) Creating awareness through programmes

Awareness Programmes:

SL.	NAME OF THE ACTIVITY	YEAR OF THE ACTIVITY	RESOURCE PERSON(S)	ORGANIZED BY THE DEPARTMENT/IQAC
1	INTERNATIONAL WOMEN'S DAY	08.03.2019	NA	WOMEN CELL & IQAC
2	STREET PLAY NARI (THE WOMEN)	03.05.2019	NA	B.Ed Section
3	SAVE THE GIRL CHILD	24.09.2019	Rahima Khatun Rama Bhunia	WOMEN CELL & IQAC AND ANTI- <i>Debanish Pal</i>

				RAGGING CELL
4	HUMAN TRAFFICKING AND RAPE	06.03.2020	TARUN GOSWAMI	WOMEN CELL & IQAC
5	INTERNATIONAL WOMEN'S DAY	08.03.2021	DR. RITA MODAK MANASI MANDAL	DEPT. OF BENGALI
6	ONLINE AWARENESS PROGRAM (MAA-EDER SWOPNO KOTHA)	26.03.2021	NA	B.Ed Section
7	ONLINE AWARENESS PROGRAM (AWARENESS ON MENSTRUATION)	31.03.2021	NA	B.Ed SECTION
8	WOMEN EMPOWERMENT	12.05.2022	SALEMA JAHAN, HAKIMA KHATUN, NARGIS AHMED, SADIA AFRIN	WOMEN CELL & IQAC
9	STREET PLAY - CHATYRAARYA	12.05.2022	NA	B.Ed Section
10	PROGRAMME ON GENDER EQUITY – TRANSGENDER MOVEMENT & MY STORY	14.05.2022	Dr. Manabi Bandyopadhyay	B Ed. & IQAC

11	LEGAL AWARENESS ON SAFETY OF WOMEN	10.08.2022	Smt. Pinki Chakraborty, Officer-in-charge OF ULUBERIA WOMEN PS	WOMEN CELL & IQAC WITH ULUBERIA WOMEN PS
12	ANEAMIA AWARENESS PROGRAMME	23.08.2022	Dr Abhijit Mitra Dr Dipankar Pati Dr Geeta Mukhuti Dr Mrityunjay Khanra Dr Anuradha Ghosh	STUDENT WELFARE & HEALTH CARE CELL & WOMEN CELL & IQAC, ULUBERIA COLLEGE IN COLLABORATION WITH IMA (INDIAN MEDICAL ASSOCIATION)
13	SOCIAL AWARENESS PROGRAM (FEMALE FOETICIDE: A SOCIAL EVIL)	27.09.2022	NA	B.Ed SECTION
14	INTERNATIONAL WOMEN'S DAY – "ANGANAR AGNIGATHA"	04.04.2023	Smt. Chandra Mukhopadhyay, Independent Scholar	DEPT. OF BENGALI
15	CANCER AWARENESS PROGRAMME	02.05.2023	Dr. Ramdas Chatterjee, President KKCMA	NSS & IQAC
16	GENDER DISCRIMINATION AND JUDICIAL RESPONSE	12.05.2023- 13.05.2023	Mrs. Oindrila Roy, Asst. Registrar, Calcutta High Court Mr. Mukti Kanta Mukherjee,	B Ed in collaboration with IQAC & Woman Cell

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			Senior Advocate, Judges Court, Hooghly	
17	SOCIAL AWARENESS PROGRAM: STREET PLAY – “SHIKAL”	12.05.2023	NA	B.Ed SECTION
18	SOCIAL AWARENESS PROGRAM: PROCESSION-MARCH FOR WOMEN’S LIBERATION	12.05.2023	NA	B.Ed SECTION
19	SOCIAL AWARENESS PROGRAM: FEMALE FOETICIDE – A SOCIAL EVIL	07.06.2023	NA	B.Ed SECTION

C) Assessment through survey:

Relevance of the Survey

The socio-economic profile of the students in Uluberia College is considerably diverse. On the other hand, there are students from distant rural places with conservative background; on the other there are students who are typically urban with modern outlooks. Some are first generation learners, some are socially backward and deprived, while some are financially weaker. Quite predictably the students are likely to have varied opinions and perspectives regarding various social issues, including gender issues.

Uluberia College, while realizing this diversity among the students, aims to ensure that educational attainment is accompanied by gender sensitive mind-set. For the purpose, a number of policy measures have been taken as mentioned earlier. However, it is necessary to determine the attitude and sensitivity of the students towards gender issues. The beliefs of

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both girls and boys are equally important – because it is perhaps the transformation of the mind-sets of young men that can challenge the feudal - patriarchal attitudes and institutions, which are largely responsible for undermining women in the society and perpetuating violence against them.

Methodology

In order to analyze the views of the students, the Internal Complaints Committee carried out a sample survey. For the purpose, a questionnaire was designed that comprised of 10 questions, 8 among them being of objective-type and 2 short answer types. The questionnaires were given out to all the departments to be filled up by the students of 1st semester, 3rd semester and 5th semester. The filled up questionnaires were taken back after three days.

The total number of filled-in questionnaires was 1262. The class-wise distribution of respondents was as follows:

Class	No. of Respondents
1 st Semester	393
3 rd Semester	452
5 th Semester	417
Total	1262

The questionnaire filled up by the students is given below:

- 1. Do you feel ‘Bharat’ is moving towards a gender equal society?**
(a) Very true (b) Partially true (c) Not at all/ can’t say
- 2. Do you feel ‘Uluberia College’ is moving towards a gender equal campus?**
(a) Very true (b) Partially true (c) Not at all/ can’t say
- 3. ‘Women education is the gateway for progress of our society’. Give your view.**
(a) Very true (b) Partially true (c) Not at all/ can’t say
- 4. Is your mother working?**
(a) Yes (b) No

5. Who takes decisions regarding everyday purchases?

(a) Father (b) Mother (c) Both

6. Who takes decisions regarding your education and career?

(a) Father (b) Mother (c) Both

7. Do you think girls should get higher education?

(a) Yes (b) No (c) Can't say

8. What benefit do you think girls may get by acquiring higher education?

9. Do you think women should work after marriage?

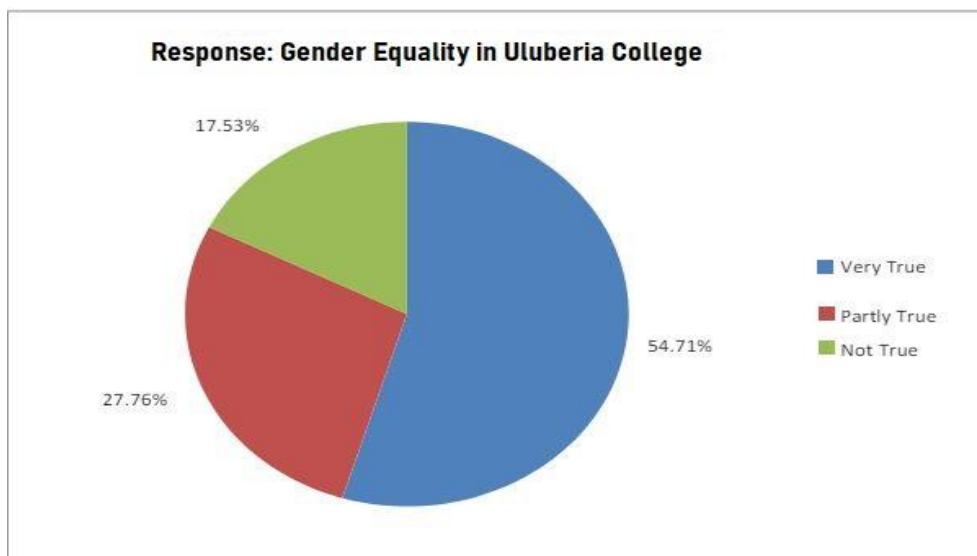
(a) Yes (b) No. (c) Can't say

10. What are the reasons for increasing atrocities against women?

Findings from the survey

Assessment regarding gender equality in Uluberia College

Based on the answers to question no. 2, the responses were as follows:



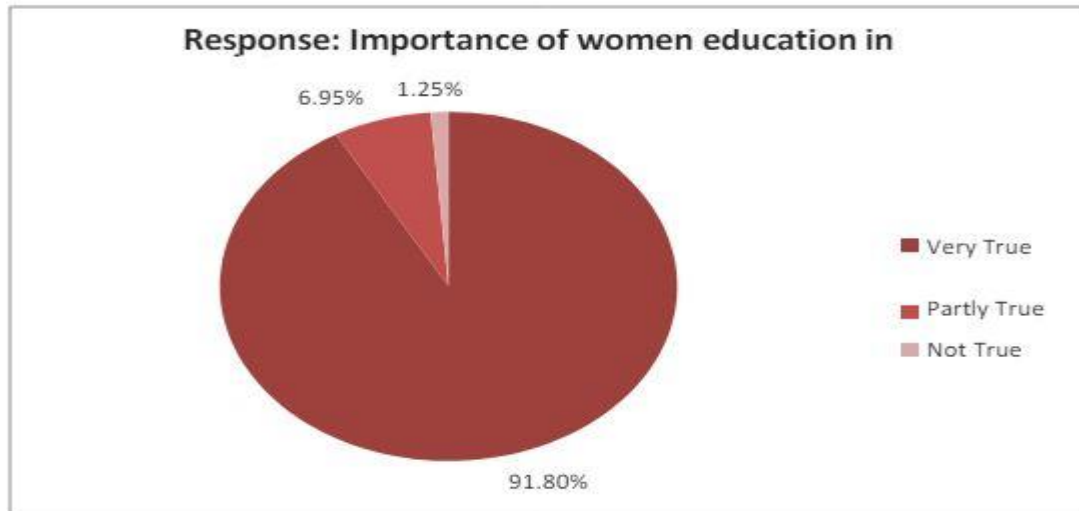
It is found that 54.71% of the respondents think that Uluberia College is moving towards a gender equal campus.

Assessment regarding importance of women education in society

Based on the answers to question no. 3, the responses were as follows:

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Quite predictably, 91.8% of the respondents agree that women education is important for society. However, 4 male students think it is not true, and 20 male and even 2 female students think that it is only partially true!



Assessment regarding whether girls should get higher education

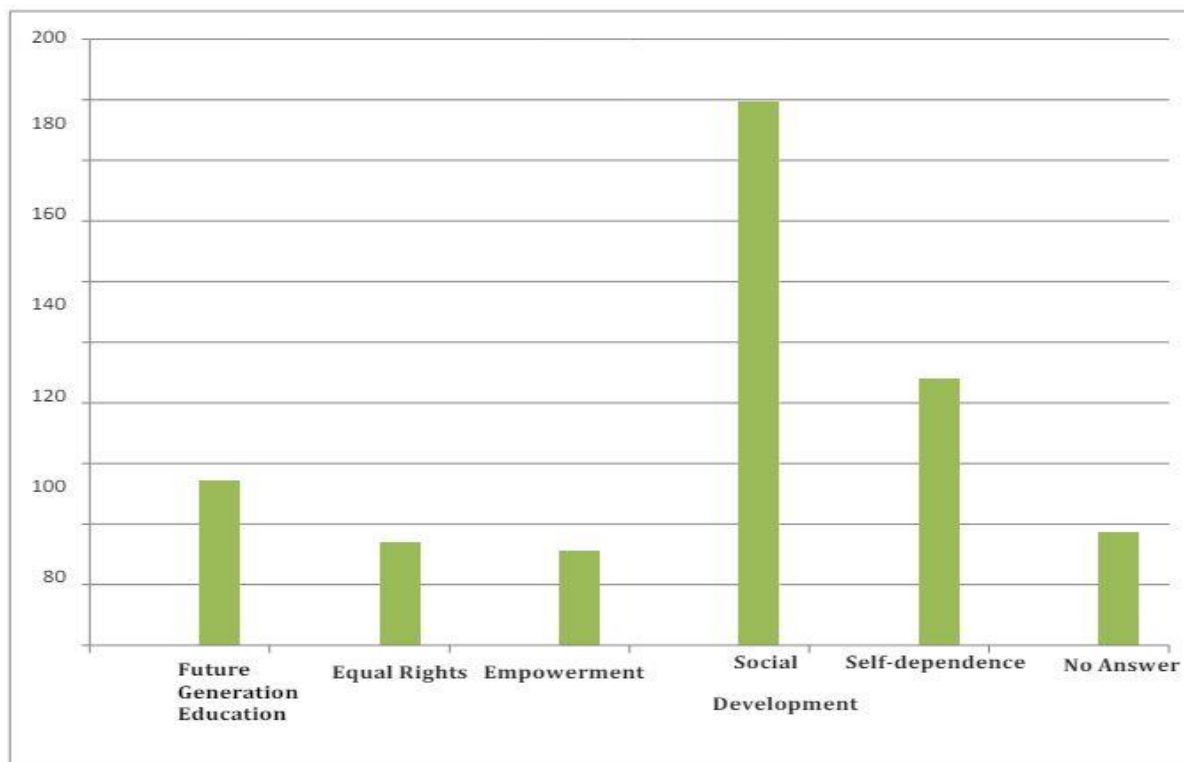
Based on the answers to question no. 7, the responses were as follows:

99.05% of the respondents agree that girls should get higher education, while there are 3 male students who are unsure!

Assessment regarding what benefit they think girls may get by acquiring higher education

Based on the answers to question no. 8, the responses were broadly classified into five benefits as shown below:

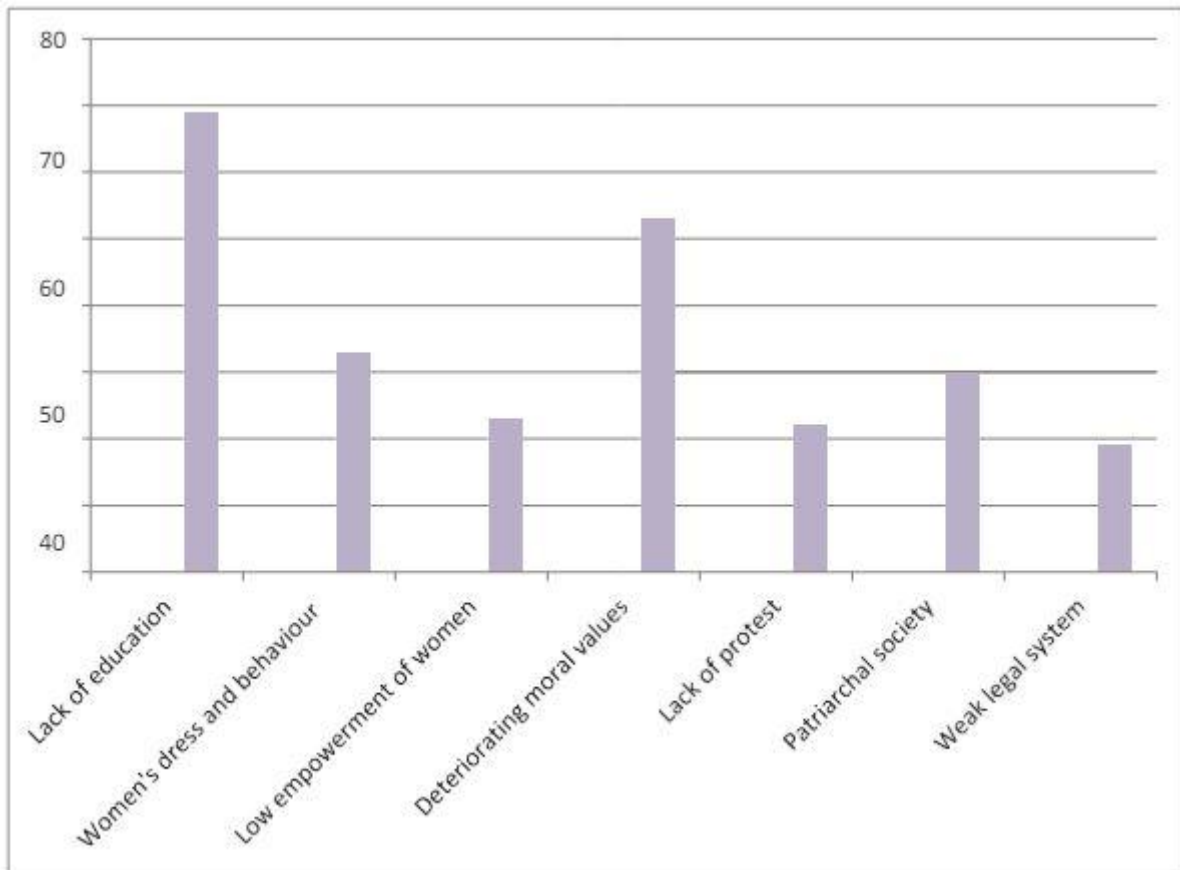
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The findings are quite interesting since the students show considerable rationality and pragmatism while elaborating on their answers to question 8. Their answers are often overlapping in the sense that while pointing out the benefit, they have addressed more than one benefit. The highest numbers of students think that education obtained by girls may lead to ‘social development’. The next most popular response is ‘self-dependence’, which implies that they realize that girls’ education paves the way for their job opportunities and financial independence. The lowest numbers of students opt for ‘empowerment’ followed by ‘equal rights’. It is true that education alone may not always lead to empowerment and equal rights.

Assessment regarding their view on the reasons for increasing atrocities against women

Based on the answers to question no. 10, the responses were broadly classified into five benefits as shown below:



Among the significant reasons behind increasing atrocities against women identified by the respondents, lack of education feature as the most important, followed by deteriorating moral values. A considerable number of students (13.2%) blame the girls themselves for violence against them.



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Phone : (033) 26610332

FAX : 033 26610240

Website : www.uluberiacollege.org

e-mail : uluberia_college@rediffmail.com

ULUBERIA, HOWRAH - 711315

From :
The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

Action Plan for Gender Equality and Awareness Programs (2018-2019)

Objective

To promote gender equality, raise awareness about women's rights, and create a supportive environment for women through a series of planned activities and initiatives.

Key Activities

1. Celebration of International Women's Day

- **Description:** Organize a comprehensive program to celebrate the achievements of women, discuss challenges, and promote gender equality.
- **Planned Actions:**
 - Guest speeches by prominent women leaders and activists.
 - Workshops on women's health, legal rights, and empowerment.
 - Cultural performances celebrating women's contributions.
 - Panel discussions on current issues faced by women.
- **Responsible Units:** Women Cell & IQAC
- **Expected Outcomes:** Increased awareness and appreciation of women's contributions, strengthened resolve to address gender disparities.

2. Street Play on Women's Issues

- **Description:** A street play designed to highlight women's issues and promote societal change.
- **Planned Actions:**
 - Script development focused on real-life challenges faced by women.
 - Rehearsals involving students and faculty from the B.Ed section.
 - Performances in various public areas to reach a wider audience.
 - Post-performance discussions with the audience to foster dialogue.
- **Responsible Units:** B.Ed Section
- **Expected Outcomes:** Enhanced public awareness and engagement on women's issues, encouragement for community action.

3. Save the Girl Child Campaign

- **Description:** An initiative to advocate for the rights of girl children and combat gender-based discrimination and violence.
- **Planned Actions:**
 - Educational workshops and seminars led by experts.
 - Awareness campaigns through posters, leaflets, and social media.
 - Collaboration with local schools and community organizations to extend outreach.
 - Anti-ragging activities to ensure a safe and supportive environment for girl students.
- **Responsible Units:** Women Cell, IQAC, and Anti-Ragging Cell
- **Expected Outcomes:** Increased awareness and advocacy for girl children's rights, reduction in gender-based discrimination, and a safer educational environment.



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From :

The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

General Actions

- **Coordination and Communication:** Regular meetings between organizing committees to ensure smooth execution of plans and address any issues promptly.
- **Resource Allocation:** Secure necessary resources, including financial support, venues, and materials, for all planned activities.
- **Publicity and Outreach:** Utilize various media channels to publicize events and attract participation from students, faculty, and the wider community.
- **Feedback and Evaluation:** Collect feedback from participants and conduct evaluations post-events to measure impact and identify areas for improvement.

Long-term Goals

- Establish a tradition of regular women's empowerment and awareness activities.
- Foster an inclusive and supportive college environment for all genders.
- Create a network of advocates and allies committed to gender equality within the community.

This action plan aims to address gender issues proactively and foster a culture of respect and equality at Uluberia College.

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ULUBERIA, HOWRAH - 711315

From :
The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

Action Plan for Gender Equality and Awareness Programs (2019-2020)

Objective: To promote gender equality, raise awareness about women's rights, and create a supportive environment for all genders through strategic initiatives and activities.

Key Activities

1. Save the Girl Child Campaign

- **Description:** An initiative to advocate for the rights of girl children and combat gender-based discrimination and violence.
- **Planned Actions:**
 - Educational workshops and seminars led by experts.
 - Awareness campaigns through posters, leaflets, and social media.
 - Collaboration with local schools and community organizations to extend outreach.
 - Anti-ragging activities to ensure a safe and supportive environment for girl students.
- **Responsible Units:** Women Cell, IQAC, and Anti-Ragging Cell
- **Expected Outcomes:** Increased awareness and advocacy for girl children's rights, reduction in gender-based discrimination, and a safer educational environment.

2. Women Empowerment Initiatives

Description: Implement a series of programs focused on promoting women's empowerment and addressing gender disparities.

Planned Actions:

- **Seminars and Workshops:**
 - Organize seminars and workshops featuring prominent women leaders and activists.
 - Topics: Women's rights, gender equality, leadership, and empowerment.
- **Training Sessions:**
 - Conduct training sessions on women's rights, health, and career development.
 - Topics: Legal rights, health and wellness, career planning, and financial independence.



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Ref. No. :

Dated :

- **Discussions:**

- Facilitate discussions on overcoming gender-based challenges and promoting leadership.
- Topics: Breaking stereotypes, building resilience, and creating supportive networks.

Responsible Units:

- Women Cell
- Internal Quality Assurance Cell (IQAC)

Expected Outcomes:

- Enhanced understanding of women's issues among participants.
- Increased empowerment and confidence among women.
- Improved support systems for gender equality within the institution and community.

3. Street Play on Gender Issues

Description: Present a street play to raise awareness about gender issues and inspire community action.

Planned Actions:

- **Script Development:**
 - Develop a script addressing prevalent gender issues and societal attitudes.
 - Themes: Gender discrimination, gender roles, empowerment, and equality.
- **Rehearsals:**
 - Organize rehearsals with students and faculty from the B.Ed section.
 - Ensure the play is engaging, educational, and impactful.
- **Public Performances:**
 - Perform the play in various public spaces to engage a diverse audience.
 - Locations: Community centers, parks, marketplaces, and college campus.
- **Post-Performance Discussions:**
 - Facilitate discussions post-performance to encourage dialogue and reflection.
 - Topics: Audience feedback, personal experiences, and actionable steps for gender equality.



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FAX : 033 26610240
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e-mail : uluberia_college@rediffmail.com
ULUBERIA, HOWRAH - 711315

From :
The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

Responsible Units:

- B.Ed Section

Expected Outcomes:

- Increased public engagement and awareness on gender issues.
- Motivation for community-based action towards gender equality.
- Enhanced understanding and empathy among diverse audiences.

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From :
The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

Action Plan for Gender Equality and Awareness Programs (2020-2021)

Objective

To promote gender equality, raise awareness about women's rights, and create a supportive environment for women through a series of planned activities and initiatives.

Key Activities

1. International Women's Day Celebration

- **Description:** Organize a comprehensive program to celebrate the achievements of women, discuss challenges, and promote gender equality.
- **Planned Actions:**
 - Guest speeches by prominent women leaders and activists.
 - Workshops on women's health, legal rights, and empowerment.
 - Cultural performances celebrating women's contributions.
 - Panel discussions on current issues faced by women.
- **Responsible Units:** Women Cell & IQAC
- **Expected Outcomes:** Increased awareness and appreciation of women's contributions, strengthened resolve to address gender disparities.

2. Online Awareness Program: Maa-Eder Swopno Kotha

- **Description:** Conduct an online program to address the dreams and aspirations of mothers, fostering discussions around their roles and challenges.
- **Planned Actions:**
 - Development of program content focusing on mothers' issues.
 - Interactive online sessions with experts and participants.
 - Sharing of real-life experiences and solutions through virtual platforms.
- **Responsible Units:** B.Ed Section
- **Expected Outcomes:** Enhanced understanding and support for the challenges faced by mothers, increased community engagement.

3. Online Awareness Program: Awareness on Menstruation

- **Description:** Host an online session to educate about menstrual health and hygiene, aiming to break taboos and promote open discussion.

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Dated :

o **Planned Actions:**

- Educational presentations and interactive discussions led by health professionals.
- Distribution of informational materials and resources.
- Virtual Q&A sessions to address common concerns and myths.

o **Responsible Units:** B.Ed Section

- o **Expected Outcomes:** Improved knowledge about menstrual health, reduced stigma, and increased support for menstrual hygiene.

General Actions


- **Coordination and Communication:** Regular meetings between organizing committees to ensure smooth execution of plans and address any issues promptly.
- **Resource Allocation:** Secure necessary resources, including financial support, venues, and materials, for all planned activities.
- **Publicity and Outreach:** Utilize various media channels to publicize events and attract participation from students, faculty, and the wider community.
- **Feedback and Evaluation:** Collect feedback from participants and conduct evaluations post-events to measure impact and identify areas for improvement.

Long-term Goals

- Establish a tradition of regular women's empowerment and awareness activities.
- Foster an inclusive and supportive college environment for all genders.
- Create a network of advocates and allies committed to gender equality within the community.

This action plan aims to proactively address gender issues and foster a culture of respect and equality at Uluberia College.

Debanish Pal
Principal
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From :
The Principal / President / Teacher-in-charge

Ref. No. :

Dated :

Action Plan for Gender Equality and Awareness Programs (2021-2022)

Objective To advance gender equality, increase awareness about women's rights, and foster a supportive environment for all genders through a series of strategic initiatives and activities.

Key Activities

1. Women Empowerment Initiatives

- **Description:** Implement a series of programs aimed at promoting women's empowerment and addressing gender disparities.
- **Planned Actions:**
 - Organize seminars and workshops featuring key women leaders and activists.
 - Conduct training sessions on women's rights, health, and career development.
 - Facilitate discussions on overcoming gender-based challenges and promoting leadership.
- **Responsible Units:** Women Cell & IQAC
- **Expected Outcomes:** Enhanced understanding of women's issues, increased empowerment among women, and improved support systems for gender equality.

2. Street Play on Gender Issues

- **Description:** Present a street play to raise awareness about gender issues and inspire community action.
- **Planned Actions:**
 - Develop a script addressing prevalent gender issues and societal attitudes.
 - Organize rehearsals with students and faculty from the B.Ed section.
 - Perform the play in various public spaces to engage a diverse audience.
 - Facilitate discussions post-performance to encourage dialogue and reflection.
- **Responsible Units:** B.Ed Section



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- **Expected Outcomes:** Increased public engagement and awareness on gender issues, and motivation for community-based action.

3. Gender Equity Programme - Transgender Movement

- **Description:** Conduct a program focused on the transgender movement and personal narratives to promote inclusivity and understanding.
- **Planned Actions:**
 - Host a keynote address by a renowned expert in transgender rights.
 - Organize interactive sessions on gender diversity and inclusion.
 - Share personal stories and experiences to highlight the challenges faced by transgender individuals.
- **Responsible Units:** B.Ed. Section & IQAC
- **Expected Outcomes:** Improved awareness and sensitivity towards transgender issues, fostering a more inclusive and supportive environment.

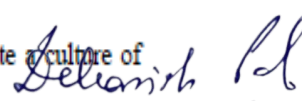
General Actions

- **Coordination and Communication:** Ensure effective communication among organizing committees to streamline activities and resolve issues.
- **Resource Allocation:** Obtain necessary resources, including financial support, venues, and materials, for successful execution of events.
- **Publicity and Outreach:** Use diverse media channels for promoting events and encouraging participation from the college community and beyond.
- **Feedback and Evaluation:** Gather feedback from participants and assess the impact of activities to refine future initiatives.

Long-term Goals

- Establish ongoing programs and events to promote gender equality and women's empowerment.
- Build an inclusive college culture that supports all genders equally.
- Develop a network of advocates committed to advancing gender equality and social justice within the community.

This action plan is designed to proactively address gender issues and cultivate a culture of respect and equality at Uluberia College.


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Ref. No. :

Dated :

Action Plan for Promoting Gender Equality and Women's Rights (2022-2023)

Objective

To promote gender equality, raise awareness about women's rights, and create a supportive environment for women through a series of planned activities and initiatives.

Key Activities

1. Legal and Health Awareness Programs

- **Description:** Conduct programs to educate students and the community about women's legal rights and health issues.
- **Planned Actions:**
 - Host guest lectures by legal and health professionals.
 - Organize workshops on women's safety, health, and legal rights.
 - Facilitate interactive sessions and Q&A with experts.
- **Responsible Units:** Women Cell, Student Welfare & Health Care Cell, IQAC
- **Expected Outcomes:** Improved knowledge of legal and health issues, enhanced understanding of women's rights and resources available.

2. Social Awareness Campaigns

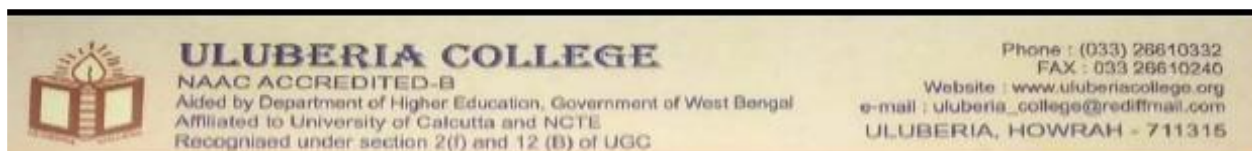
- **Description:** Implement campaigns and events to address social issues like female foeticide and gender discrimination.
- **Planned Actions:**
 - Develop and execute street plays and processions focusing on social evils.
 - Conduct awareness campaigns through various media and community outreach.
 - Organize discussions and forums to engage the community.
- **Responsible Units:** B.Ed Section, Women Cell, IQAC
- **Expected Outcomes:** Increased public awareness and engagement, strengthened community commitment to addressing social issues.

3. International Women's Day Celebration

- **Description:** Celebrate International Women's Day with a focus on women's achievements and ongoing challenges.
- **Planned Actions:**
 - Arrange speeches and workshops by women leaders and activists.

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- Host cultural events showcasing women's contributions.
- Conduct panel discussions on gender equality and women's issues.
- **Responsible Units:** Women Cell, Department of Bengali, IQAC
- **Expected Outcomes:** Greater recognition of women's achievements, enhanced dialogue on gender equality.

4. Save the Girl Child Campaign

- **Description:** Advocate for the rights of girl children and combat gender-based discrimination.
- **Planned Actions:**
 - Implement educational workshops and seminars on gender issues.
 - Launch awareness campaigns using posters, leaflets, and social media.
 - Partner with local schools and organizations for extended outreach.
- **Responsible Units:** Women Cell, IQAC, Anti-Ragging Cell
- **Expected Outcomes:** Increased advocacy for girl children's rights, reduced gender-based discrimination, safer educational environment.

General Actions

- **Coordination and Communication:** Hold regular meetings among committees to ensure smooth implementation and address issues promptly.
- **Resource Allocation:** Secure necessary resources including finances, venues, and materials for all activities.
- **Publicity and Outreach:** Use media channels to promote events and attract participation from students, faculty, and the community.
- **Feedback and Evaluation:** Gather feedback from participants and evaluate events to assess impact and identify areas for improvement.

Long-term Goals

- Establish a tradition of regular gender empowerment and awareness activities.
- Foster an inclusive and supportive college environment for all genders.
- Develop a network of advocates and allies committed to gender equality within the community.

This action plan aims to proactively address gender issues and foster a culture of respect and equality at Uluberia College.



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From :

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Ref. No. :

Dated :

Action Taken Report (2018-2019)

In alignment with Uluberia College's commitment to gender equality and women's rights, a series of impactful events were organized. On March 8, 2019, the college celebrated International Women's Day, led by the Women Cell and IQAC, to honor women's achievements and advocate for gender equality. The B.Ed Section presented a street play, "Nari (The Women)," on May 3, 2019, addressing women's issues through dramatic expression. Further, a session on "Human Trafficking and Rape," conducted by Tarun Goswami on March 6, 2020, raised awareness about critical issues affecting women. These events reflect our ongoing efforts to promote gender equality, support women's rights, and foster a more inclusive environment.



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Dated :

Action Taken Report (2019-2020)

On 24th September 2019, Uluberia College's IQAC, in collaboration with Howrah Healthcare Family Welfare Department and Nari O Sishu Kalyan Kendra (NGO), organized the "Save the Girl Child" program under the National Health Mission. The event, coordinated by ten dedicated teachers, saw the active participation of 111 students. Ms. Rama Bhunia, the District Maternal and Child Health Officer of Howrah, graced the event, emphasizing the critical importance of gender equality and female empowerment. The program aimed to raise awareness about the significance of protecting and nurturing the girl child, fostering a community committed to their welfare and rights.

Other programmes could not be organized due to outbreak of COVID 19.



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Action Taken Report (2020-2021)

Uluberia College organized significant events to promote women's awareness and health in early 2021. On 08.03.2021, the Dept. of Bengali celebrated International Women's Day with insightful talks by Dr. Rita Modak and Manasi Mandal, emphasizing women's achievements and issues. The B.Ed Section held two online awareness programs: "MAA-EDER SWOPNO KOTHA" on 26.03.2021, aimed at empowering mothers, and "Awareness on Menstruation" on 31.03.2021, focusing on menstrual health education. These initiatives, involving meticulous planning and execution, highlighted critical social issues, fostered awareness, and contributed to a supportive and informed college environment.



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Action Taken Report (2021-2022)

On 12.05.2022, the Women Cell and IQAC organized a Women Empowerment event featuring Salema Jahan, Hakima Khatun, Nargis Ahmed, and Sadia Afrin, fostering discussions on women's issues. On the same day, the B.Ed. Section presented a street play, *Chatyaraarya*, to raise awareness about gender-related topics. On 14.05.2022, a program on Gender Equity, highlighting the Transgender Movement and personal narratives, was conducted by Dr. Manabi Bandyopadhyay in collaboration with the B.Ed. Department and IQAC. These initiatives aimed to enhance understanding and support for gender equity within the college community.

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Dated :

Action Taken Report: Gender Equality and Women's Rights (2022-2023)

Uluberia College has actively promoted gender equality and women's rights through various initiatives over the past year. Notable activities include:

1. **Legal Awareness on Safety of Women (10.08.2022):** A seminar led by Smt. Pinki Chakraborty, Officer-in-charge of Uluberia Women Police Station, focused on legal measures and safety protocols for women. This program, organized by the Women Cell and IQAC, aimed to enhance students' understanding of their rights and legal protections.
2. **Gender Discrimination and Judicial Response (12.05.2023 to 13.05.2023):** A two-day workshop featured expert speakers, including Mrs. Oindrila Roy, Assistant Registrar of Calcutta High Court, and Mr. Mukti Kanta Mukherjee, Senior Advocate. The session highlighted judicial responses to gender discrimination and aimed to educate students on legal remedies available.
3. **International Women's Day – "Anganar Agnigatha" (04.04.2023):** Organized by the Department of Bengali, this event featured Smt. Chandra Mukhopadhyay, an independent scholar, discussing women's roles in literature and society, celebrating women's contributions, and advocating for gender parity.
4. **Social Awareness Programs:** Various events, including street plays and processions, addressed social issues such as female foeticide and women's liberation, organized by the B.Ed Section.

These actions reflect Uluberia College's commitment to fostering gender equality and empowering women through education and advocacy.

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Observations

1. The college takes seriously its commitment to gender equality and the establishment of safe places for all students.
2. The fact that the college has not received any reports of harassment or other complaints like ragging is incredibly encouraging. This can be linked to the college's extensive informational and awareness-raising campaigns, which serve as a deterrent.
3. The college prominently displays the names of the concerned faculty members who are involved in the Anti Ragging Committee, ICC, etc. along with their contact information so that students can get in touch with them if required.
4. While student data showed overall, scholarship, NSS and NCC enrolment rates of female students to be significantly higher than their male counterparts, staff/member data of the institution in recruitment/appointment rates of female staff/members to be significantly lower than their male Counterparts.

Recommendations

1. Female representation must increase in the decision-making bodies of the institution.
2. More female students should be encouraged to take up leadership positions in the college. This process may be initiated through engaging them in becoming class representatives.
3. Conduct gender audit every two years to keep a track of gender balance.
4. Gender sensitization workshops must be conducted for teaching and non-teaching staffs.
5. Hands on training programmes need to be introduced which can enable students to generate income.

DECLARATION

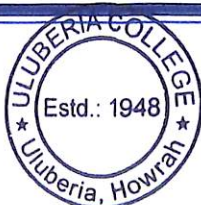
We have reviewed the gender standpoint of the institution and found the quality processes satisfactory.

Signature of the Members of the Women Cell, Uluberia College:

SL.	NAME WITH DESIGNATION	SIGNATURE WITH DATE
1.	Dr. Debasish Pal Principal	<i>Debasish Pal</i>
2.	Smt. Kasturi Saha, Asst. Professor (Convener)	<i>Kasturi Saha</i>
3.	Dr. Rina Mondal, Asst. Professor (Jt. Convener)	<i>Rina Mondal</i>
4.	Dr. Basabdatta Ghosh, Asst. Professor, (Member)	<i>Basabdatta Ghosh</i>
5.	Smt. Soma Neogy, Asst. Professor, (Member)	<i>Soma Neogy.</i>
6.	Dr. Ghazala Nehal, Asst. Professor, (Member)	<i>Ghazala Nehal</i>
7.	Smt. Tandrima Sil, Asst. Professor, (Member)	<i>Tandrima Sil</i>
8.	Dr. Kinkar Saha, Asst. Professor, (Member)	<i>Kinkar Saha</i>
9.	Dr. Jaydeep Adhikary, Asst. Professor, (Member)	<i>Jaydeep Adhikary.</i>

Principal
Uluberia College
Uluberia, Howrah

End of the Report



Debasish Pal
Principal
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Uluberia, Howrah