



GOVERNMENT OF WEST BENGAL
Maulana Azad College

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GENDER AUDIT REPORT

(2018-2023)

CONDUCTED BY

GENDER AUDIT COMMITTEE

COMPRISING OF EXTERNAL AND INTERNAL MEMBERS



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1. Gender Audit: Key components and features

A. An Introduction of the Institution:

Maulana Azad College, situated in Kolkata, is a distinguished institution named after Maulana Abul Kalam Azad, a notable freedom fighter, scholar, and the first Education Minister of independent India. Established in 1926, the college has a rich legacy of academic excellence and cultural heritage. Founded during the British colonial era, this College was originally set up to cater to the educational needs of the Muslim community. In 1990, the college was declared a co-educational institution. Over the decades, the institution evolved as an academic place of harmonious co-existence amidst the plurality of gender, language, culture and religion welcoming students from all backgrounds and contributing significantly to the educational landscape of Kolkata.

Maulana Azad College has been affiliated with the University of Calcutta since its inception. The college functions under the administrative control of The Higher Education Department, Government of West Bengal. The College has a 5-acre campus in the heart of the city of Kolkata, which comprises a Heritage Building and an Annex Building with a traditional Char-Bagh (four gardens) as its facade and one of these serves as a well maintained 'medicinal plant' garden. The college campus has well-maintained facilities that support both academic and extracurricular activities offering a broad spectrum of undergraduate programs across arts, science, and commerce. Apart from UG courses the college has been running PG courses in the faculties of Zoology, English and Urdu. It has also been a center for distance learning affiliated to the Indira Gandhi National Open University (IGNOU). It was established in 1990 and has gradually grown to be one of the biggest centers of IGNOU in the city. The college is known for its rigorous academic curriculum and research opportunities. Regular seminars, workshops, conferences, certificate and add-on courses are organized to enhance the learning experience and keep students abreast of the latest developments in their fields. In addition to conventional academic program stress is also laid on building moral and ethical characters, career planning and guidance, and co-curricular activities such as NCC, NSS and Sports.

The administrative framework of the college is designed to ensure smooth and efficient functioning of the key components of the college that includes Academic Departments, Administrative Offices, Handling admissions, examinations, and Student Support Services, Committees and Cells to address specific needs and issues.

The college has taken initiatives in qualitative growth by way of utilization of funds received from various agencies to provide modern teaching aids, well equipped laboratories and



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research facilities to the academic departments. An Internal Quality Assurance Cell (IQAC) of Maulana Azad College has been established to initiate the process of developing realistic and attainable quality benchmarks for each of the Academic, Extracurricular and Administrative activities. The Cell is actively engaged in enhancing the quality of education and overall institutional performance through a variety of activities and programs e.g. Workshops and Seminars, Skill Development Programs, Research and Academic Collaboration, Quality Audits and Reports, Community Engagement and Outreach.

Maulana Azad College stands out for its commitment to providing quality education, fostering a culture of inclusivity, and nurturing future leaders. The College takes pride in its exceptionally qualified, dedicated, and enthusiastic teaching staff holding doctorates/M.Phil. degrees. Over the past decades, the College has steadily expanded with increasing annual student enrolment, making it a favored destination for education seekers from all of West Bengal and other Indian states. With its robust infrastructure, diverse academic offerings, and dedicated administrative support, the college continues to be a beacon of learning and development in Kolkata.

B. What is Gender Audit

A gender audit is a systematic assessment aimed at evaluating and enhancing gender equality within the institution. It involves analyzing the college's policies, practices, infrastructure, and culture to ensure they promote an inclusive environment for all genders.

Standard approaches to gender audits often utilize participatory methods and the Gender Integration Framework to ensure comprehensive and effective evaluations.

- Participatory approach:

The participatory approach to a gender audit emphasizes active involvement and engagement of a diverse range of stakeholders, including students, faculty, and staff, throughout the audit process. By incorporating methods such as surveys, interviews, focus groups, and workshops, this approach ensures comprehensive data collection and analysis that reflects various perspectives and experiences. This inclusivity fosters transparency, enhances buy-in, and ensures the development of practical, context-specific recommendations. Ultimately, the participatory approach not only identifies gender-related issues more effectively but also builds a collective commitment to implementing sustainable improvements in gender equality within the institution.

- Gender Integration Framework



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The Gender Integration Framework approach to a gender audit systematically incorporates gender perspectives into all aspects of an institution's operations and policies. This method involves assessing the institution's policies, programs, infrastructure, and culture to identify and address gender disparities. Key components include evaluating gender representation, reviewing gender-sensitive policies, analyzing support services, and examining curriculum and teaching methods for inclusivity. By developing specific indicators and benchmarks for progress, this framework ensures that gender equality is embedded into the institution's core functions, leading to a more inclusive and equitable environment for all members.

A gender audit encompasses both **internal** and **external dimensions** to thoroughly evaluate gender equality within an organization.

1. **An Internal Audit:** The internal dimension focuses on the organization's internal environment, assessing policies, practices, organizational culture, representation, participation, facilities, and support services to ensure they promote gender inclusivity and address gender-specific needs.
2. **An external Audit:** The external dimension examines how the organization interacts with and impacts the broader community, including community engagement, public image, curriculum, research, and the effectiveness of partnerships and initiatives aimed at advancing gender equality.

By addressing both dimensions, a gender audit provides a holistic view of gender integration and identifies areas for improvement both within the organization and in its external engagements.

The Gender Audit undertaken by **the IQAC, Maulana Azad College** along with internal and external members of **Gender Audit Committee** intended to enquire into the gender balance within the institution and its practices and focused on the following objectives.

C. Objectives of the Gender Audit exercise

The Gender Audit at Maulana Azad College encompasses several key objectives. First, it evaluates gender representation among students, faculty, and staff to identify imbalances and ensure equal representation. Second, it reviews policies and practices to ensure they promote gender equality and do not inadvertently reinforce gender biases, fostering a fair and inclusive environment. Third, it analyzes the availability and effectiveness of support services and infrastructure, such as counseling, health services, and safety measures, to meet the needs of all genders. Fourth, it enhances the teaching methods to include diverse perspectives and



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actively promote gender equality. Fifth, it raises awareness and sensitivity regarding gender issues through training and capacity-building initiatives, fostering a campus culture that values gender diversity and inclusivity. Lastly, it develops actionable recommendations to address identified gaps and improve gender equality in all aspects of college life.

The primary objectives of the Gender Audit are as follows:

- a) To assess the gender balance within the college.
- b) To understand gender perceptions on campus.
- c) To develop and outline a strategic plan for gender-related initiatives.

D. Methodology

The gender audit methodology tailored for Maulana Azad College, originally founded to meet the educational needs of the Muslim community, primarily boys, before transitioning into a coeducational institution in 1990, reflects the institution's journey towards inclusivity. This methodology is structured around four organizational dimensions: political will, technical capacity, accountability, and organizational culture. It begins by examining the leadership's commitment to gender equality, assessing policies and initiatives aimed at fostering inclusivity. Subsequently, it evaluates the college's technical resources and infrastructure to support gender integration effectively. Accountability mechanisms are scrutinized to ensure transparent monitoring and reporting of gender equality initiatives. Lastly, the audit delves into the college's cultural norms and practices, aiming to cultivate an environment that embraces diversity and promotes gender equity. By addressing these dimensions, the gender audit methodology enables Maulana Azad College to identify areas for improvement and implement strategies to create a more inclusive and supportive learning environment for its diverse student body.

2. Gender Sensitive Features

Gender sensitivity embodies the endeavor to engage with individuals without preconceived notions. It encompasses an approach that seeks to expand and reconstruct expectations and behavioral norms concerning gender. By embracing a gender-sensitive approach, institutions aim to create environments that equally accommodate the specific interests and needs of individuals, irrespective of gender, without relying on outdated stereotypes or biases. Such structures prioritize inclusivity and fairness, ensuring that everyone feels valued and respected regardless of their gender identity or expression.

Gender sensitivity is crucial in educational institutions like Maulana Azad College, which underwent a significant transformation from catering exclusively to the educational needs of



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Muslim boys to becoming a coeducational institution welcoming students from diverse communities, including Muslim girls, and varied cultural and economic backgrounds. The institution was founded in 1926, a time when gender considerations were not at the forefront of institutional concerns. However, as society's awareness of gender issues grew, the institutional leadership responded accordingly. While the institution may not have achieved perfection in this regard, a comprehensive survey of its infrastructure reveals a more accurate depiction of its current state. An audit of gender-sensitive features within the institution unveiled several notable points. A physical inspection was conducted to assess the presence and nature of gender-sensitive features on campus, leading to the identification of the following key features.

- Adequate sanitation facilities are provided across the institution, including separate toilets for students and staff in the administrative office, Departments, and Hostels. However, some Departments lack separate facilities for male and female faculty members.
- A dedicated air-conditioned Girls' Common room is situated at the 2nd floor.
- An Internal Complaints Committee, established in the college to address grievances related to Sexual Harassment as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act and Rule 2013.
- Separate hostels for male and female students equipped with collapsible gates, 24-hour security personnel, and a full-time warden and staff members.
- CCTV monitoring devices are strategically placed throughout the campus, particularly in the library and at major entry points of academic departments and administrative wings
- The institution houses a separate cell, which regularly conducts Gender Sensitization programs for students.

3. Gender Balance within the Institution

Gender balance denotes the equitable representation of both male and female individuals within the institution, encompassing student enrolment across various programs and the composition of the staff. This principle is grounded in the recognition that historically, women have encountered barriers to accessing resources and opportunities, perpetuated by societal structures. These barriers limit women's capabilities and hinder their empowerment, creating a cycle that impedes their access to developmental opportunities. Achieving gender balance is





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crucial for dismantling these barriers and fostering an environment where all individuals have equal access to opportunities for growth and development.

A. Gender Balance among the UG Students:

Table 1 Gender wise distribution of the UG students in the college

Session	Female	Male	Total	Female %	Male %
2018-19	310	427	737	41	59
2019-20	324	407	731	44	56
2020-21	353	505	858	41	59
2021-22	392	464	856	46	54
2022-23	342	382	724	47	53

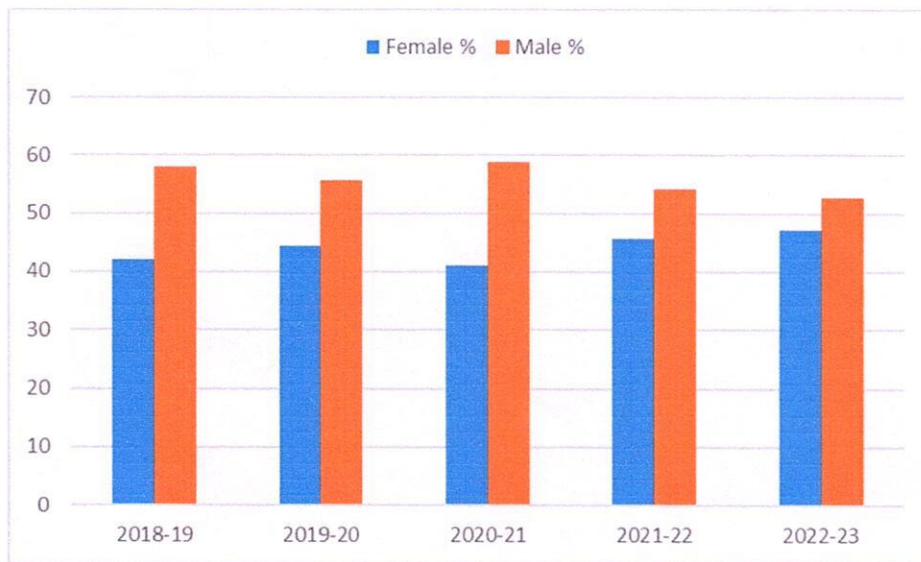


Fig 1: Gender balance in UG students

The above table and corresponding bar chart giving gender wise details of UG students in the College provides the information regarding growth of UG students' strength in the last five years. In the year 2018-19, out of 645 total students 41% were female students as compared to 59% male students. The further years show a continuous increase in female students of 47% in the year 2022-23.

- **Social composition of male and female students**



As per the Education Commission, GOI, 1966, also known as the Kothari Commission, the concept of social inclusion in the context of education in India refers to the creation of an educational system that provides equal opportunities for all individuals, regardless of their socio-economic background, caste, religion, gender, or any other discriminating factor. The

Table 2 Gender and category wise distribution of the UG students in the college

Session	Female						Male						Total
	Total	G	SC	ST	OBC-A	OBC-B	Total	G	SC	ST	OBC-A	OBC-B	
2018-19	310	242	18	6	37	7	427	270	51	3	78	25	737
2019-20	324	249	28	5	34	8	408	292	38	7	54	17	732
2020-21	353	257	31	4	47	14	505	326	54	9	88	28	858
2021-22	392	307	31	2	41	11	464	301	58	3	76	26	856
2022-23	342	256	19	3	50	14	382	228	49	7	73	25	724

The commission emphasized that education should be a means of promoting social and economic equality.

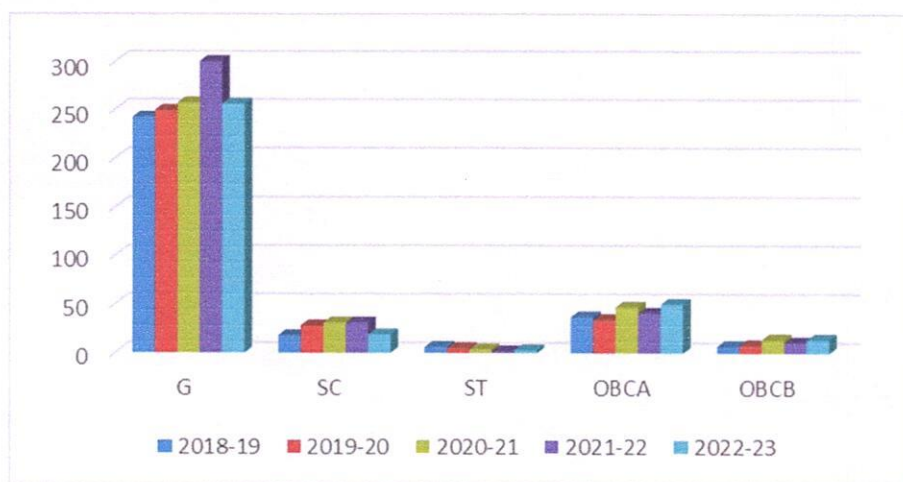


Fig 2: Social Composition of Admitted Female students



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The audit revealed the following breakdown of the social composition of female students who enrolled for undergraduate education at this college.

It is to be noted here that a significant portion of female students belong to the general category as traditionally observed in other educational institutions in India, but a rise in female students in SC and OBC categories is noticeable over the years except the last academic session. The number of female ST students remained almost the same in past academic sessions. This trend could be attributed to the college's cosmopolitan location, which may not attract ST students from more remote areas. The social composition of admitted male students shows a similar trend over the past academic sessions.

B. Gender Balance among the PG Students:

Table 3 Gender wise distribution of the PG students in the college

Session	Female	Male	Total	Session	Female %	Male %
2018-19	36	35	71	2018-19	51	49
2019-20	39	31	70	2019-20	56	44
2020-21	48	27	75	2020-21	64	36
2021-22	50	37	87	2021-22	57	43
2022-23	61	24	85	2022-23	72	28

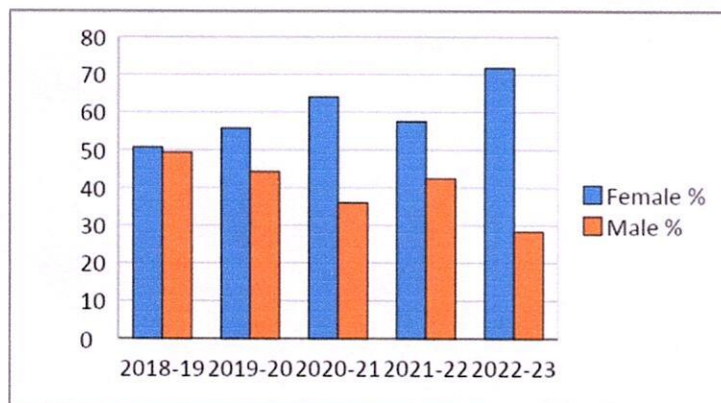


Fig 3: Gender balance in PG students

The above table and corresponding bar chart giving gender wise details of PG students in the College points out to the growth of PG students' strength in the last five years. In the year 2018-19, out of 71 total students 51% were female students as compared to 49% male students. The

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further years show a continuous growth in female students of 85 % in the year 2022-23. The following figure indicates the rise in the progression of women in higher education that has presently crossed 70% which projects gender inclusion in higher education and the positive role of the college in the region.

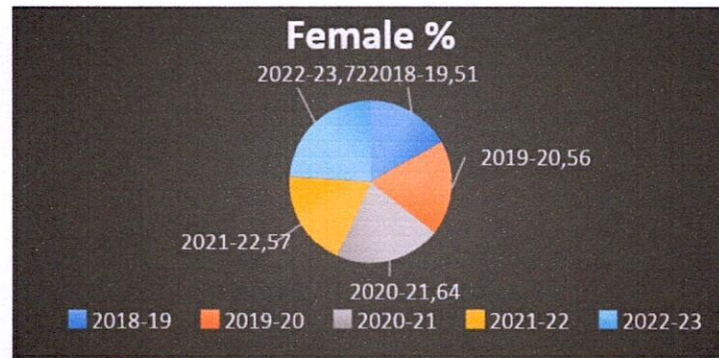


Fig 4: Variation of Percentage of Female PG students

One may note here a gradual decrease in the number of male students in PG courses over the years. This points out to the fact that women tend to prefer studying biological sciences and language subjects more than men do in higher education specially in the subjects Zoology, English and Urdu in which the college offers PG courses.

C. Gender Balance among the Ph.D. scholars:

Table 4 Gender wise distribution of the Ph.D. scholars in the college

Session	Female	Male	Total	Session	Female %	Male %
2018-19	1	4	5	2018-19	20	80
2019-20	3	4	7	2019-20	43	57
2020-21	3	4	7	2020-21	43	57
2021-22	6	5	11	2021-22	55	45
2022-23	8	5	13	2022-23	62	38

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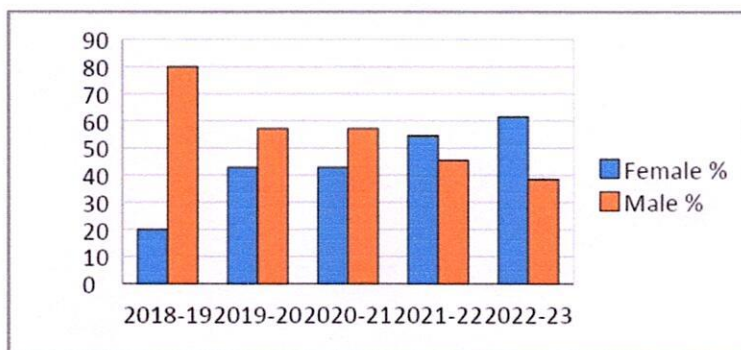


Fig 5: Gender balance in Ph.D. scholars

The above table and figure show gender balance among the Ph.D. scholars. A gradual rise in the total number of Ph.D. scholars along with a noticeable rise in women Ph.D. scholars over the years which has crossed 50% in the last two sessions is definitely a positive trend.

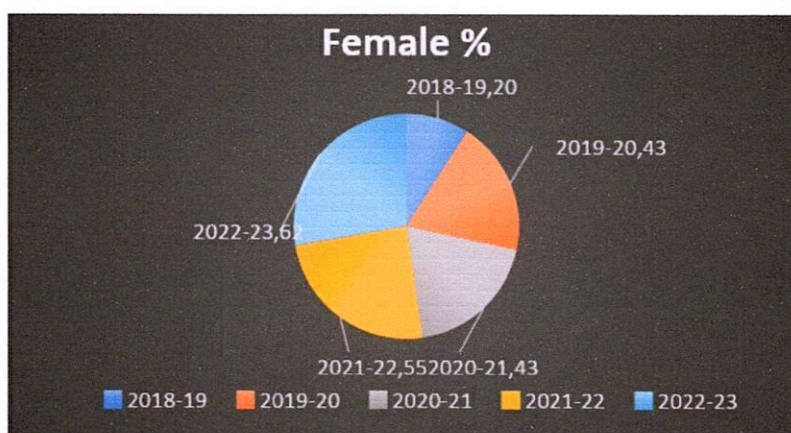


Fig 6: Female percentage in Ph.D. scholars

D. Gender Balance among the Teachers:

Table 5: Gender wise Details of Total Teaching Faculties in the College

Session	Female	Male	Total	Session	Female %	Male %
2018-19	25	73	98	2018-19	26	74
2019-20	36	73	109	2019-20	33	67
2020-21	35	74	109	2020-21	32	68
2021-22	34	71	105	2021-22	32	68
2022-23	36	70	106	2022-23	34	66



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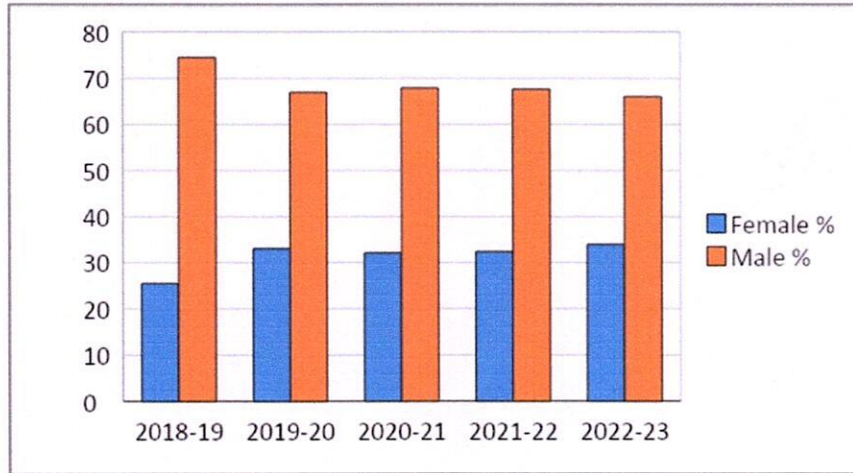


Fig 7: Gender balance in Teaching Faculties

The table detailing the gender distribution of the teaching faculty at the College offers insights into the growth and composition of the faculty over the past five years. In the 2018-19 academic year, out of a total of 98 staff members, 73 (74%) were male and 25 (26%) were female. By the 2019-20 academic year, the total teaching staff comprised 106 members, with 70 (66%) males and 41 (34%) females. The trend shows a gradual but slow increase in female teaching staff reflecting gender inclusion in the teaching workforce.

E. Gender Balance in the leadership role (Committee Convenor):

Table 6: Gender wise distribution of the Teachers Council Committees Convenor

Session	Female	Male	Total	Session	Female %	Male %
2018-19	17	45	62	2018-19	27	73
2019-20	19	43	62	2019-20	31	69
2020-21	16	45	61	2020-21	26	74
2021-22	16	49	65	2021-22	25	75
2022-23	19	57	76	2022-23	25	75

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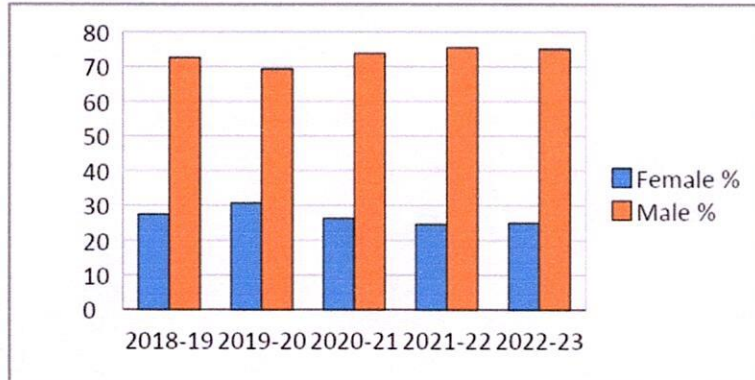


Fig 8: Gender balance in leadership role (Committee Convener)

The table and accompanying bar chart illustrate the gender ratio trends in leadership roles over the past five academic sessions. The gender distribution in leadership has remained relatively constant, despite a gradual but slow increase in the number of female teaching staff at the college. This trend may be attributed to the consistently lower number of women in the teaching workforce over the years. Recruitment of teachers is primarily governed by the policies set by the Higher Education Department, Government of West Bengal, which impacts the overall gender balance in leadership positions.

F. Gender Balance among the non-Teaching staff:

Session	Female	Male	Total	Session	Female %	Male %
2018-19	8	36	44	2018-19	18	82
2019-20	8	33	41	2019-20	20	80
2020-21	8	36	44	2020-21	18	82
2021-22	7	36	43	2021-22	16	84
2022-23	7	35	42	2022-23	17	83

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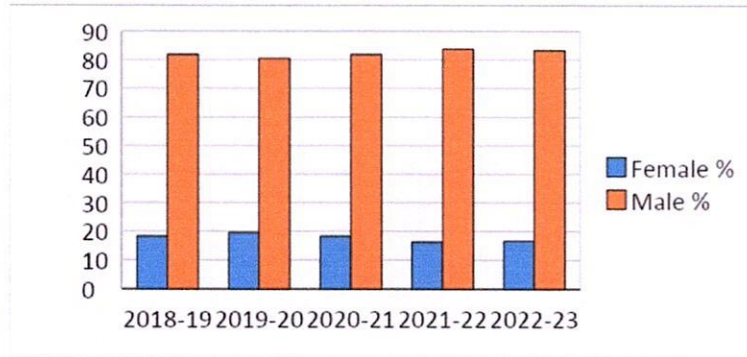


Fig 9: Gender balance in Non-Teaching Staff

The gender distribution data for the non-teaching staff at this college, presented in the table and bar chart, indicates a consistent gender gap favoring male staff over the last five academic sessions. This trend can be attributed to the recruitment policies set by the Higher Education Department of the Government of West Bengal, which influence the overall gender balance of staff within the institution.

4. Gender Perception within the Institution

The survey and focus group discussions conducted among the establishment, faculty, staff, and students of the college produced the following findings

A. Reflection from the survey:

I. Response from establishment

The college ensures the absence of gender discrimination by integrating gender equality into its program objectives. The college views gender inclusively, recognizing both men and women as equal stakeholders. With the exception of women-specific programs, the college follows a gender-neutral approach. Nonetheless, the college places special emphasis on upgrading facilities for women, such as hostels, toilets, and security measures. Gender considerations influence the general objectives of the programs, and efforts are made to bridge any gender gaps during the formulation of development proposals. However, the college currently lacks systematic gender-specific frameworks for measuring results, monitoring gender mainstreaming, and other related activities. Statutory guidelines are followed in the formation of subcommittees and cells for gender mainstreaming.

To improve the incorporation and monitoring of gender issues, the college plans to track all stakeholders' data digitally, identify gender gaps through gender audits, and adopt criteria for gender mainstreaming. The college is also revamping its website to provide more information



on gender-specific activities. Recent initiatives undertaken with a focus on gender equality include the construction of additional women's toilets and hostels, as well as the organization of specific seminars and workshops on gender sensitization.

II. Response from Students

The survey conducted among the students of the institution revealed a generally positive perspective on gender sensitivity within the campus and the institutional environment. However, there is a need to educate students on the differences between gender blindness and gender responsiveness. Enhancing gender responsiveness is essential to further strengthen gender sensitivity within the institution. The following provides an insight into the students' perceptions of gender issues.

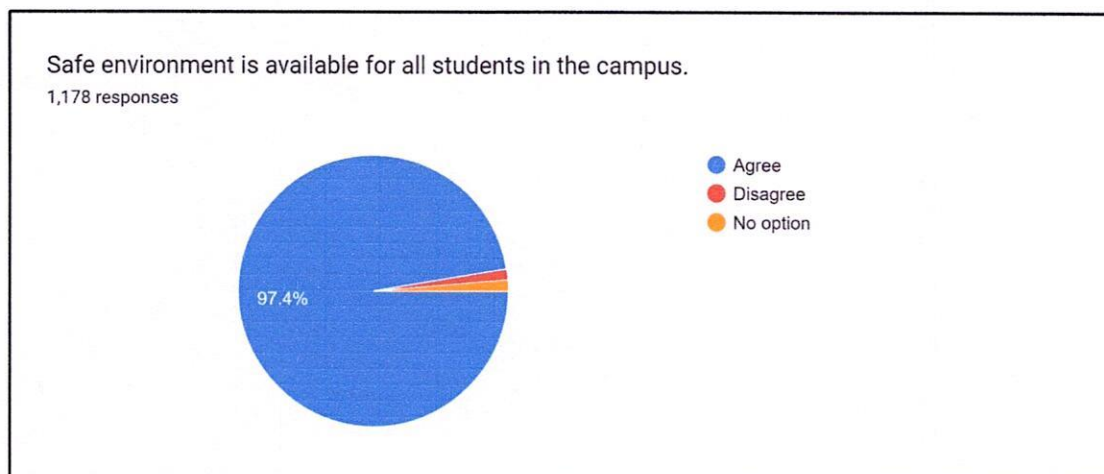


Fig 10: Q. Is safe environment available in the campus

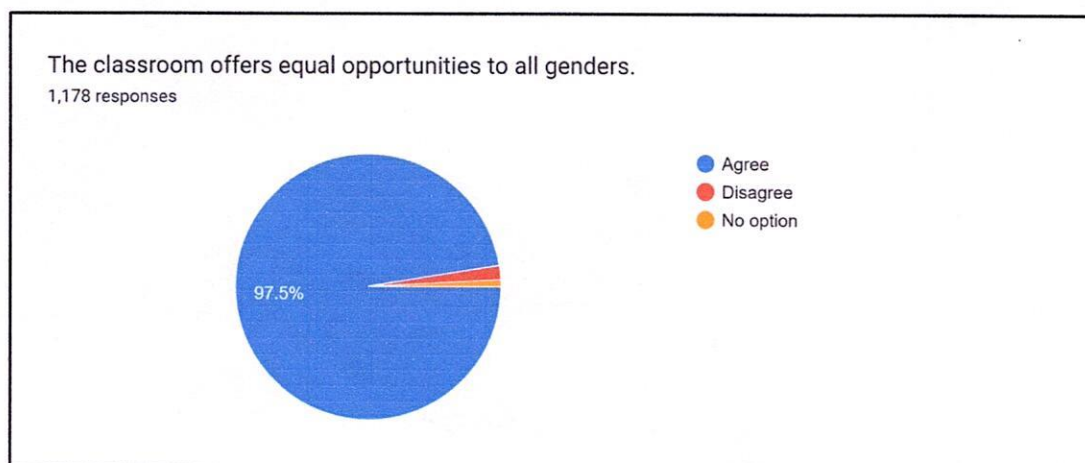


Fig 11: Q. Does the classroom offer equal opportunities to all genders?

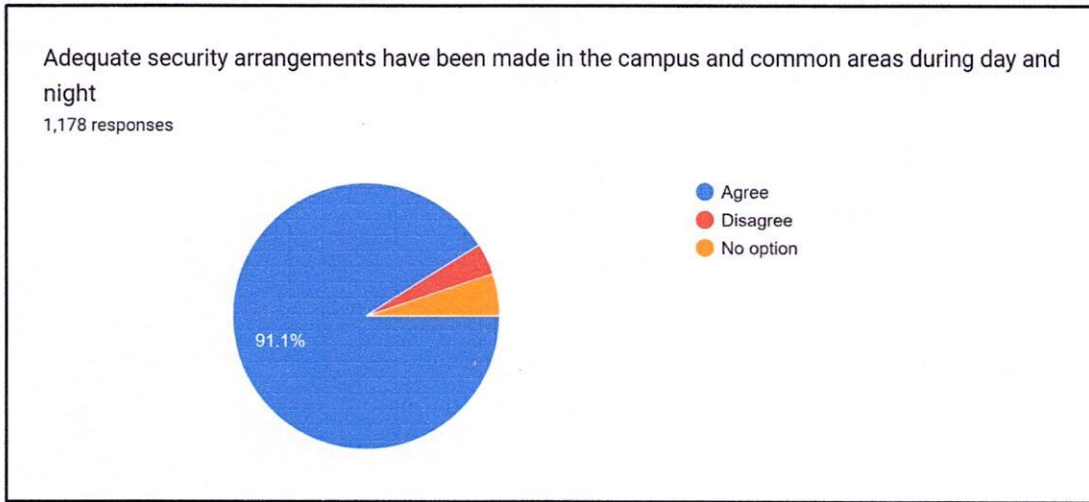


Fig 12: Q. Are Adequate security arrangements have been made in the campus and common areas during day and night?

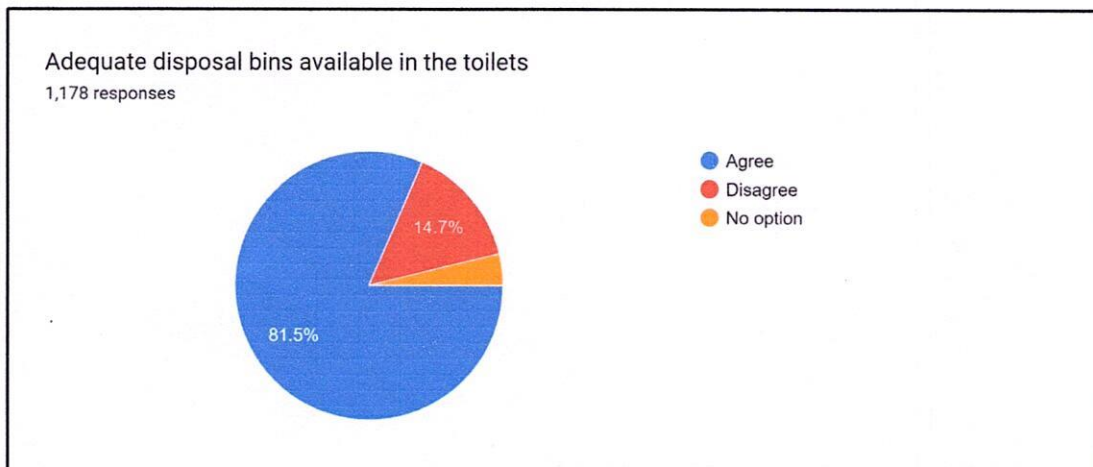


Fig 13: Q. Are adequate disposal bins available in the toilets?

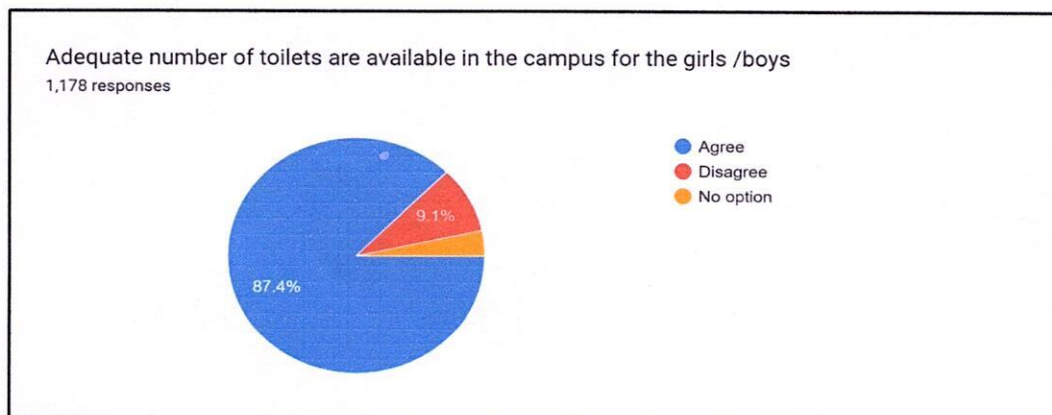


Fig 14: Q. Adequate number of toilets are available in the campus for the girls /boys?

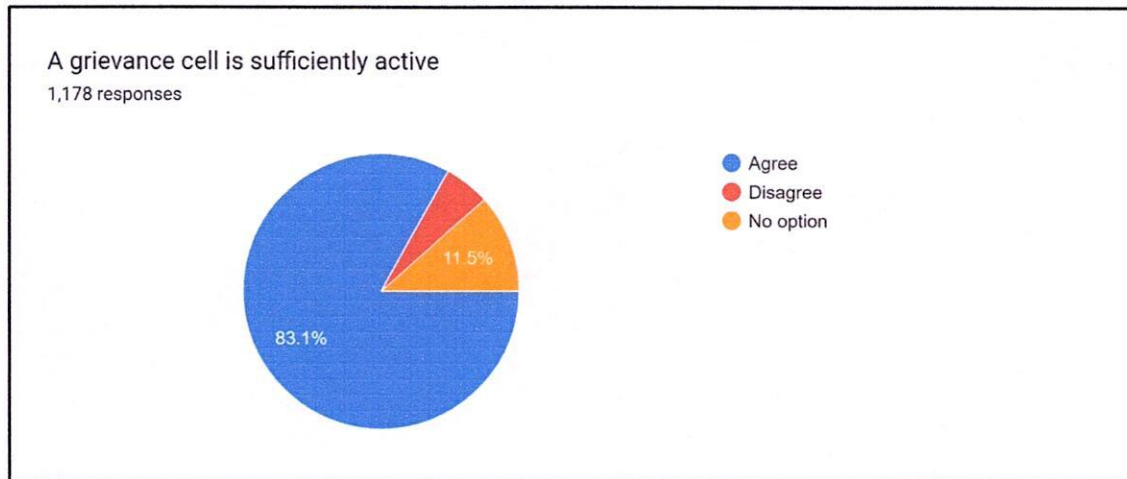


Fig 15: Q. Is a grievance cell sufficiently active?

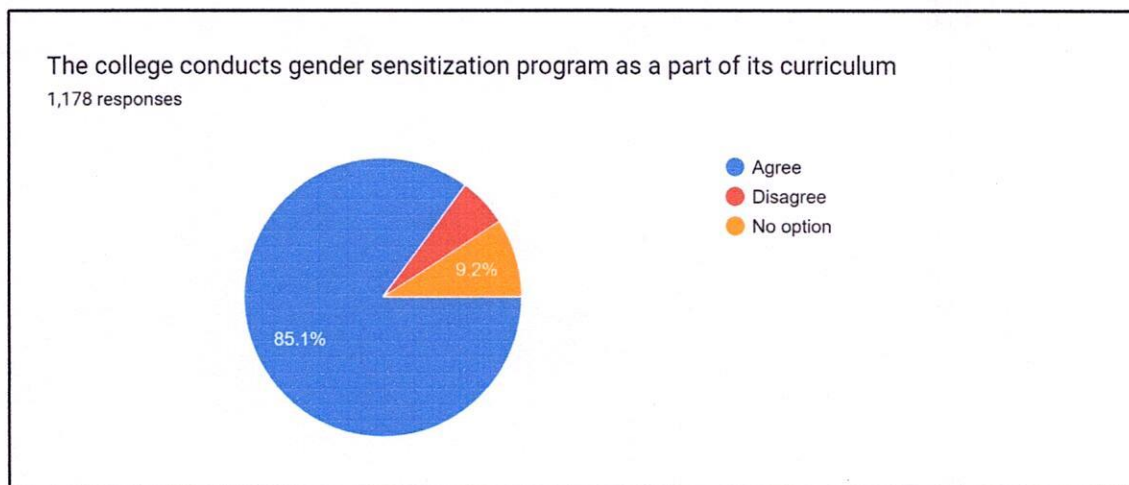


Fig 16: Q. Does the college conduct gender sensitization programs as a part of its curriculum?

5. Gender Sensitization Initiatives

A. Welfare measures:

Promotion of gender sensitization also encompasses various welfare measures that the institution regularly maintains with special concern for the girls through its various activities, notices and circulars. It has been observed that the following measures are initiated for gender sensitization and promotion of gender equity:

- Surveillance through CCTV cameras and monitored entry of all persons and vehicles in both college campus and the two hostels.



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- The committee of proctors/mentors consists of both male and female faculties.
- Lady staff members always accompany female students during study tours/college functions and other such activities.
- Availability of Internal Complaints Cell, Anti-ragging cell, Disciplinary Committee etc. ensure that all such related issues are handled with promptness and precision. Till date complaints received if any were resolved satisfactorily within the stipulated time period.
- Counselors are available on a daily basis. During COVID-19 Pandemic, online counseling has been initiated.
- Grievance Redressal Committee is in place for solving their problems.
- As the curriculum involves gender related topics, it has been observed that gender equity and equality are also discussed during handling of cross-cutting issues during curriculum delivery.
- Placement cell works for the career related counselling of both genders.
- On-campus availability of medical facilities and for health-related counseling.
- Girls Common Room with all necessary amenities is available.
- Separate washroom for girls and lady staff is available in every block. These are facilitated with proper water and dustbin facilities.
- Sanitary pad vending machines and incinerators have been installed.
- Awareness programs and Quiz on health and hygiene issues are regularly organized.
- Women are also felicitated for their contribution in respective fields.
- Wheelchairs and other facilities are available for specially-abled students.

B. Infrastructure and Learning Resources:

The college is tirelessly promoting the idea of gender sensitivity in all possible ways. Most women being relatively suppressed by a conservative patriarchal society, we have tried to focus on and take concrete actions allowing us to focus on diverse spaces of empowerment and engage with issues that impact women's life within the campus. With an increasing proportion of female faculties, staff, and students, day by day, we are constantly trying our best in terms of empowering them. Some of these infrastructural and learning resources have benefitted all students in general. There are following facilities available at present:

- A fully functional women's and men's hostel.
- A common room both for women and men is available in the campus.
- Clean and well-maintained washrooms with necessary amenities are available in all the blocks.



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- Medical room facility with a medical practitioner is available on call as well as five best government hospitals in the city are situated within 5 to 10 Km distance.
- The institutional library is constantly upgraded in terms of books and journals/e-journals.
- Adequate research facilities have been provided.
- Counseling facilities are available in the campus.
- Canteen facilities are available both for students, teachers and other staff members.
- Good Sports facilities are available in the campus.
- The campus is on CCTV surveillance and physical monitoring by the security staff is ensured for safety and security.
- Sanitary pad vending machine and incineration machines are also available.
- For visually challenged students, computers with brail software are available in the library.

C. GENDER SENSITIZATION SEMINARS AND WEBINARS:

Gender sensitization seminars and webinars are held regularly by the ICC and IQAC. On the occasion of International Women's day, enlightening talks are arranged where eminent personalities like Dr. Miratun Nahar, Dr. Shefali Moitra and Dr. Basabi Chakraborty are the invited speakers. Students get the chance to actively interact with them after the session. It is also to be noted that during the 'Annual orientation program' held every year, gender sensitization and awareness is part of the topics discussed with the students.

ACADEMIC YEAR 2018-2019

Activity: Seminar Lecture on Women studies



Prof. Shefali Moitra, Retired Professor of Philosophy Jadavpur University delivered the lecture '*Je Hyanostha Nojore Pore Na* (the invisible harassment)' on 7.8.2018 in the college seminar room. She emphasized and highlighted how women faced harassment in everyday life, both inside their homes and outside. There was also a tendency to trivialize the harassment of women.



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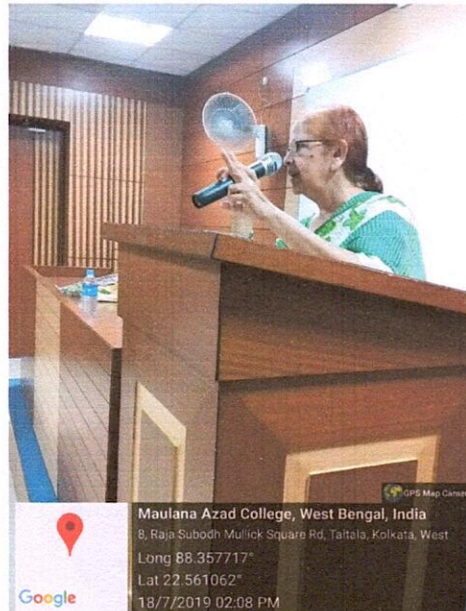
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ACADEMIC YEAR 2019-2020

Activity: Seminar Lecture on Women studies

Ardhek Manusher Apochoy (Half the people are wasted) (18.7.2019)



Women's Rights: Hurdles and Challenges (19.07.2019)

Prof. Dr.(Mrs.) Miratun Nahar

ACADEMIC YEAR 2021-2022

Activity: Seminar Lecture on Women studies

Women's Rights and Human Rights (2.9.2021)

MAULANA AZAD COLLEGE
8, Rafi Ahmed Kidwai Road, Kolkata- 700013.
West Bengal, India

Online lecture
on
WOMEN'S RIGHTS and HUMAN RIGHTS
Organized by
Internal Complaints Committee

Invited Speaker
Prof. (Dr.) Basabi Chakraborty
Deptt. Of Sociology, Rabindra Bharati University
Associated with Women's Studies Research Centre (C.U)
on
2nd September 2021, 4.00 pm. - 4.45 pm

Principal
Dr. Subhasis
Dutta

IQAC Coordinator
Prof. Subir Ch.
Dasgupta

Presiding
Officer (ICC)
Mrs. Anuradha Sen

Prof. (Dr.) Basabi Chakraborty

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ACADEMIC YEAR **2022-2023**

Steps Towards Equality (8.3.2022)



Women's Safety in Public Transport (10.3.2023)

There are a number of committees established by the college to aid the well-being of students and staff of both binary and non-binary categories. Some of these committees are:

D. Workings of different Committees to strengthen Gender Equity:

I. INTERNAL COMPLAINTS COMMITTEE:

The College has constituted an Internal Complaint Committee (ICC) as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act and Rule 2013. This committee has been constituted with nine members with the Principal of the college as the chair-person. Among the members there are five teacher representatives, two office staff representatives, an external member of NGO 'AGAMEE' and a lawyer. In the last five years a couple of complaints have been received by the committee and that these were solved according to the rules within the stipulated time frame shows the sincerity of the members and efficiency of the committee.

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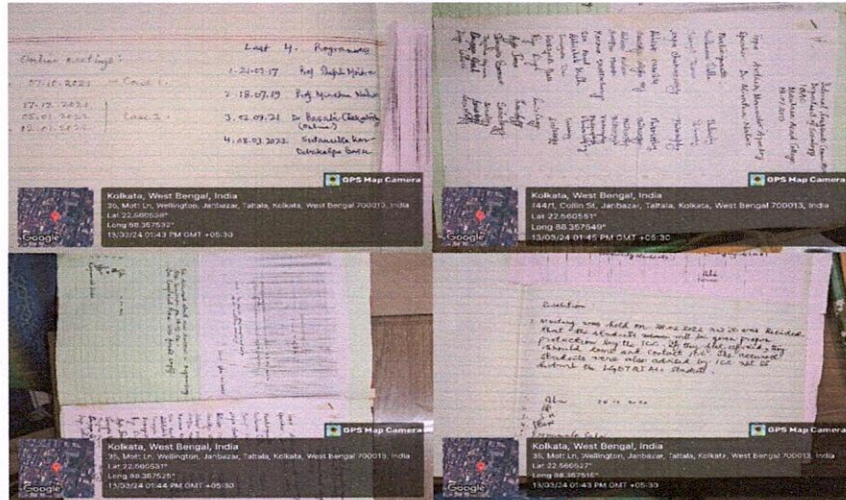


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Activities of the ICC unit:



II. ANTI-RAGGING COMMITTEE:

According to the UGC guidelines on curbing the menace of ragging in Higher Education institutions, there is an anti-ragging committee in the college which publishes the regulations in the prospectus and keeps a regular track of court affidavits on anti-ragging submitted by each and every student on an annual basis. The students can approach the committee directly or through the head of the concerned department in case of any complaint. Fortunately, there has not been any case of ragging in the college till date.

III. DISCIPLINE AND PARENT-TEACHER CO-ORDINATION COMMITTEE

Maintenance of discipline in an educational institution is most important for the proper dissemination of knowledge and unhindered development of the students. To ensure that discipline is maintained within the campus, a ten-member Discipline and Parent-Teacher Co-ordination Committee has been formed. Disciplining of students involves active participation of parents and therefore, in this committee the parents have been included so that in case of any breach of rules, parents can communicate with the teachers and the teachers can also reach the parents if required.

IV. STUDENT AFFAIRS AND GRIEVANCE REDRESSAL COMMITTEE:

Maintenance of discipline also involves proper coordination between the teachers and the students. The students should be able to voice their grievance if any without the fear of getting targeted in any way. In order to ensure this, a nine-member Student Affairs and Grievance Redressal committee has been formed. The students can submit their grievance in the grievance box maintained outside the office area of the college and in case of any grievance,

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prompt action is taken by the committee.

SAMPLE OF THE ICC, ANTI-RAGGING COMMITTEE, DISCIPLINE AND PARENT TEACHER CO-ORDINATION COMMITTEE AND STUDENT AFFAIRS AND GRIEVANCE REDRESSAL COMMITTEE:


Principal

**Maulana Azad College
Teachers' Council Sub-Committee, 2021-2022**

XIII. Purchase & Condemnation Committee	XIV. Publication, Academic Calendar Committee	XV. Career Advancement Committee
Subir Ch. Dasgupta (Jt. Convener)	Rajarshi Ghosh (Jt. Convener)	Tapan Kr. Karpfa (Jt. Convener)
Partha Roy (Jt. Convener)	Ajanta Mukherji (Jt. Convener)	Partha Roy (Jt. Convener)
Santanu Ghosh	Debajit Chatterji	Subhodip Samanta
Dabir Ahmed	Roopamala Saha	Pijush Kanti Ghosh
All SC HOD	Niloy Bakshi	Arpan Chakraborty
	Samudra Prosad Banik	Goutam Kr Mondal
	Sujit Kumar Bhowal	Somnath Bandyopadhyay
	Samrat Roy	
XVI. Students' Support Cell/Students' Credit Card/ Kanyashree	XVII. UGC, DBT, DST and RUSA	XVIII. Seminar, Debate and Cultural Activity
Pritha Chakraborty (Jt. Convener)	Tapan Kr. Karpfa (Jt. Convener)	Ujjwal Chattopadhyay (Jt. Convener)
Aditi Basu (Jt. Convener)	Samudra Prosad Banik (Jt. Convener)	Md. Irshad Ali (Jt. Convener)
Babli Saha (Jt. Convener)	Subir Ch. Dasgupta	Upal Sen
Jayeeeta Saha	Sanjit Kr Das	Dipak Kr. Som
Madhumita Chatterji	Partha Roy	Sanjukta Manna
Laxmi Narayan Rao	Kartik Basak	Iftekhah Ahmed
S.M.M.J.S. Alquadri	Anup Giri	Debaprasad Chatterji
Madhuvanti Chatterjee	Rajarshi Ghosh	Madhuvanti Chatterjee
Camellia C Burman		Ayan Banerjee
Madhu Sarda		Debalina Bhattacharya
Golam Moinuddin		Chandrani Bhattacharjee
Khalid Md Zubair		Samrat Roy
Md. Irshad Ali		Camellia C Burman
Santanu Chattopadhyay		
Pijush Kanti Ghosh		
Debajit Chatterjee		
Sanchita Sarkar		
XIX. Anti-Ragging and Prevention of Sexual Harassment Committee	XX. Discipline and Parent Teacher Co-ordination Committee	XXI. Student Affairs and Grievance Redressal Committee
Sucheta Singha (Chandra) (Jt. Convener)	Anuradha Sen (Jt. Convener)	Dabir Ahmed (Jt. Convener)
S. M. Hashmi (Jt. Convener)	Roopamala Saha (Jt. Convener)	Santanu Ghosh (Jt. Convener)
Somnath Bandyopadhyay	Alok Das	Nilanjan Chakraborty
Paramita Maharatna Chakraborty	Dipak Kr. Som	Sanjay Chattopadhyay
Md. Humayun Jamil Khan	Santanu Ghosh	Debabrata Mukhopadhyay
Anuradha Sen	Ashok Kr Mandal	Sanjukta Manna
Anamitra Chatterji	Anima Saha	Gourishwar Chaudhuri
Arpan Chakraborty	Babli Saha	Deba Prasad Chatterji
Snehangshu Roy	Bikash Ch Dutta	Abhishek Dey
Sukanya De	Debasree Bhattacharya	
XXII. Library Committee	XXIII. Routine Committee	XXIV. Games and Sports Committee
Susanta Roy Karmakar (Jt. Convener)	Partha Pal (Jt. Convener)	Golam Moinuddin (Jt. Convener)
Nayer Jamal (Jt. Convener)	Nanda Das (Jt. Convener)	Md. Irshad Ali (Jt. Convener)


Principal

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**E. SAMPLE OF GENDER RELATED TOPICS IN THE CURRICULUM:
UG - ENGLISH SYLLABUS**

- Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545-9.*
3. John Stuart Mill, 'The Subjection of Women' in *Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061-9.*

CC11 (SEMESTER 5, CODE - ENG-A-CC-5-11-TH/TU)
WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you'
Elizabeth Barrett Browning, 'How do I love thee'
Eunice De Souza, 'Advice to Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights*
Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I & II (New York: Norton, 1988)

Rassundari Devi, *Amar Jiban*, translated Enakshi Chatterjee, Writers' Workshop.

End Semester Question Pattern:

Objective - 5 marks
One question of 15 marks from poetry (out of two)
Two questions of 15 marks each from fiction (out of three, one from each)
One question of 15 marks from non-fiction (out of two, one from each)

Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172-97
5. 'Feminist Criticism' in Peter Barry, *Beginning Theory*, Chennai: T.R. Publications

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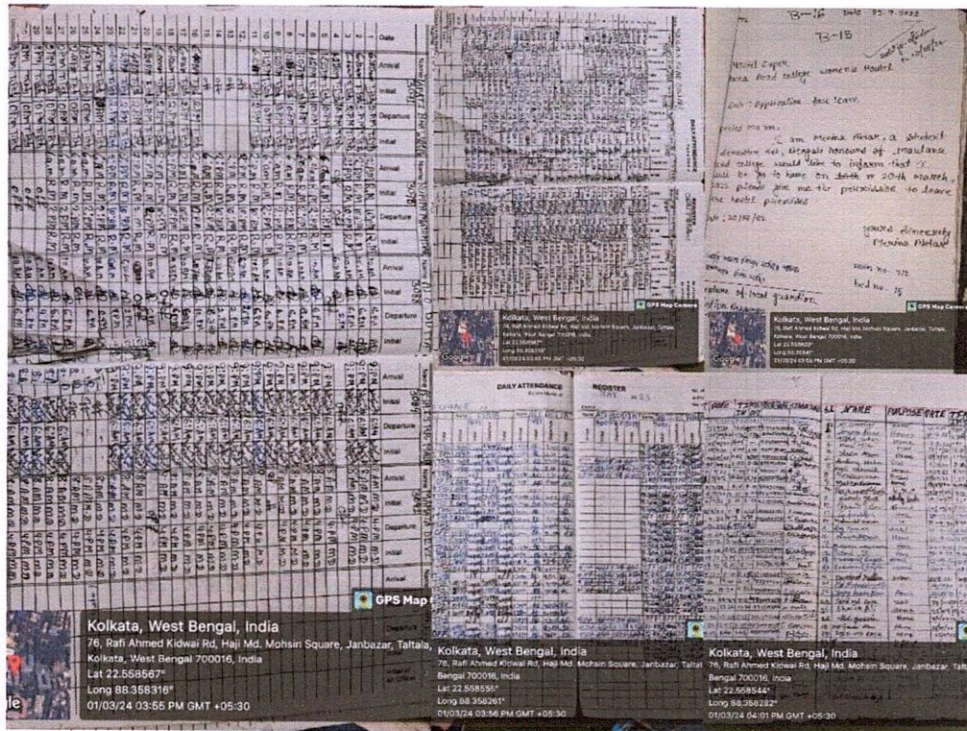
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F. SAFETY AND SECURITY:



Maintenance of attendance records in the women's hostel:



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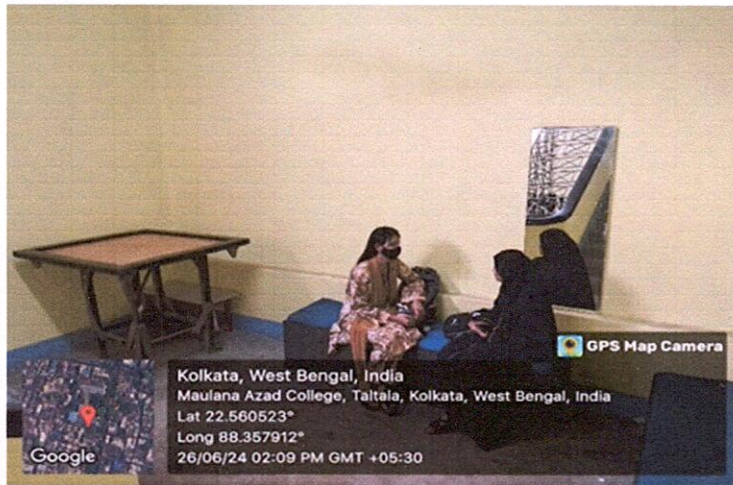
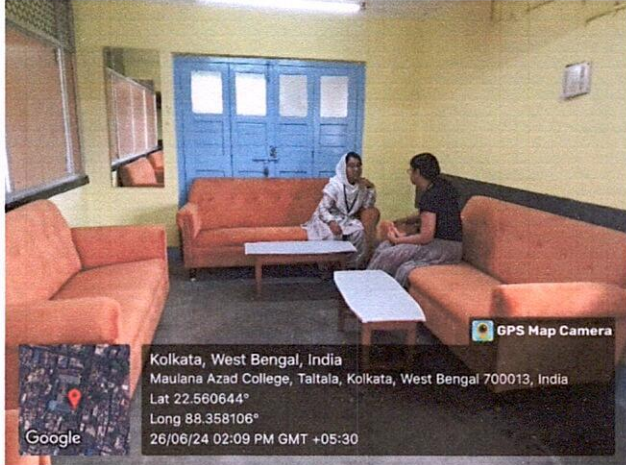


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SAMPLE PHOTOGRAPHS OF GIRL'S COMMON ROOM



Air-conditioned Girl's common room

Asse

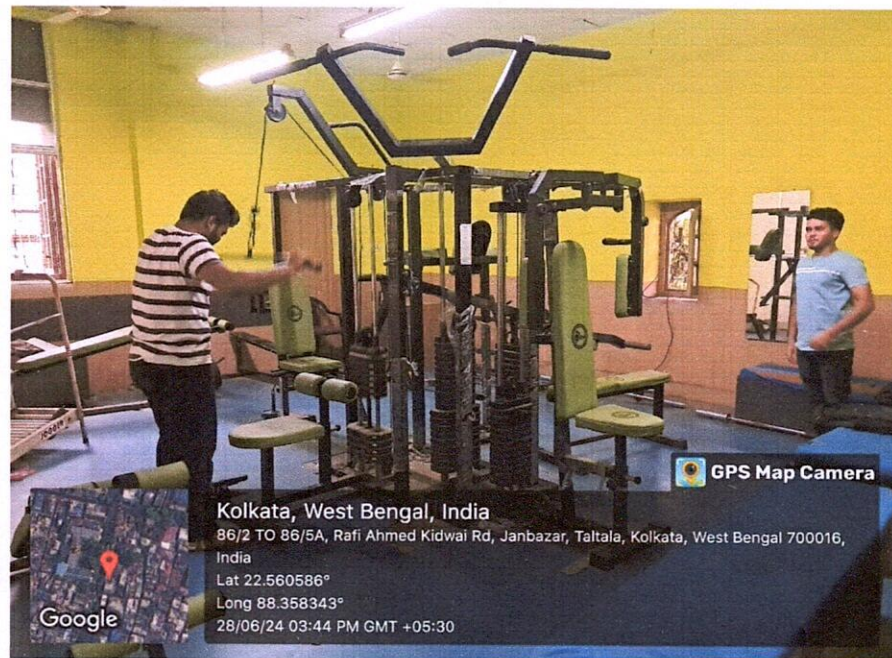


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SAMPLE PHOTOGRAPHS OF BOY'S COMMON ROOM



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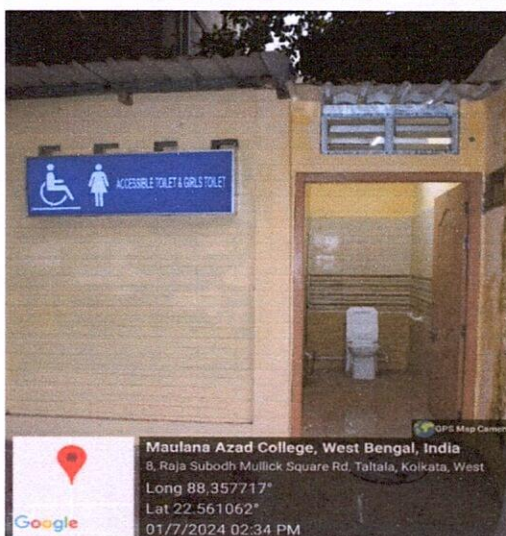
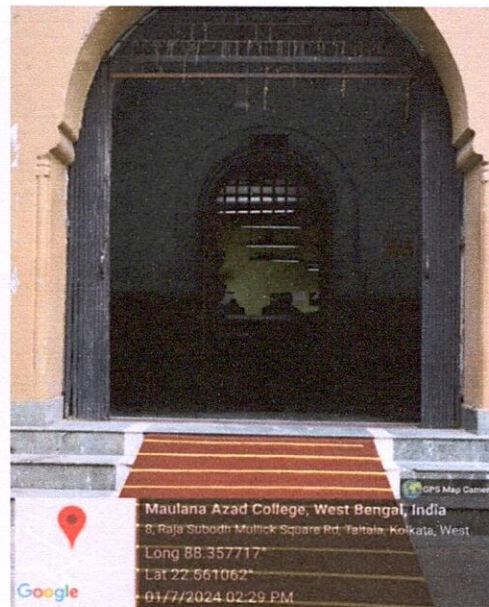
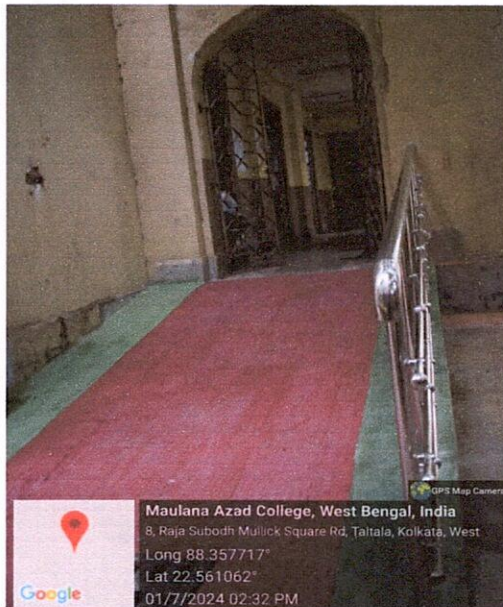


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SAMPLE PHOTOGRAPHS OF RAMP AND TOILETS FOR DIVYANGJAN IN COLLEGE CAMPUS



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SAMPLE PHOTOGRAPHS OF PARTICIPATION OF GIRL STUDENTS IN VARIOUS ACTIVITIES INSIDE AND OUTSIDE THE COLLEGE CAMPUS



Cultural Program



Cultural Program



Cultural Program: Fresher's Welcome



Certificate received as panelist, MHPD



Community Service in Sundarban



Best Performing Rotaractor

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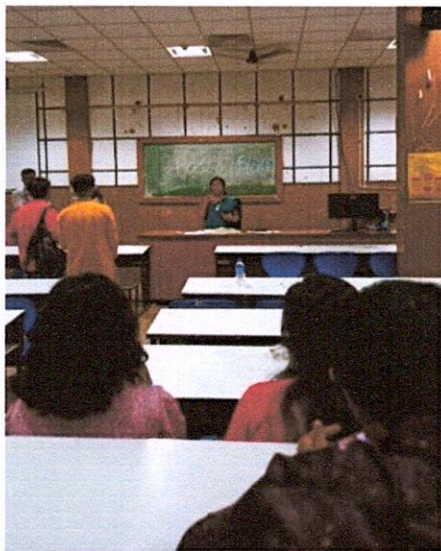
**SAMPLE PHOTOGRAPHS OF PARTICIPATION OF GIRL STUDENTS IN
VARIOUS ACTIVITIES INSIDE AND OUTSIDE THE COLLEGE CAMPUS**



Award received in Quiz competition



Prize received in Annual Sports



Debate Competition



Shayari performance in Prize distribution

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6. Challenges and Best Practices

CHALLENGES:

The greatest challenge faced by this college is the problem of space. The college is located in a strategic position which is both a matter of boon and bane. The area of Rafi Ahmed Kidwai Road is very densely populated with offices and old buildings and there is hardly any space for extension of the college building to keep pace with the requirements of the time. Although it is observed that the college has constantly strived to provide all possible facilities to students and staff of both genders, yet due to lack of space it is difficult to organize all the students in one place for training purposes and activities like yoga or martial arts. Upgradation from UG level to PG level in different subjects, also requires extension of the campus to a new location. The campus is also devoid of a sports ground and sports activities are held in a ground quite far away from the campus. Therefore, several students, particularly women and specially-abled candidates often face difficulty in participation. The college building is also very old. Therefore, an initiative for installation of elevators for specially-abled students and teachers with specific medical conditions had to be dropped. Taking into consideration the present circumstances, the incorporation of toilets in every floor is also impossible.

BEST PRACTICES:

As has been already mentioned, over the decades, the institution evolved as an academic place of harmonious co-existence amidst the plurality of gender, language, culture and religion welcoming students from all backgrounds and contributing significantly to the educational landscape of Kolkata. Interestingly enough, despite all the distractions and compromised value system in every walk of life, students in this college have maintained a healthy environment for knowledge dissemination, in this pluralistic environment. The college takes pride in the fact that there has been no case of eve-teasing or ragging till date within the campus. Students, irrespective of their gender, engage in healthy discussions, group studies and sports without any fear or hesitation. Evidently, the college has provided a healthy and safe environment for all.

7. Key Findings and recommendations

Key Findings:

As per suggestions received from the committee members:

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1. *Policies and Procedures:* It is appreciable that college maintains zero tolerance towards sexual harassment and has established a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. *Community and Stakeholder Involvement:* Engagement with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity is observed. The college has partnerships with organizations and institutions like NGO 'Agamee', experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

3. *Student Experiences:* The institution has increased its efforts to promote the safety of all students on campus, such as lighting in all the areas of campus, monitoring through CCTV surveillance, Suggestion and grievance box at every building, a proper mechanism for reporting and responding to gender-based violence and harassment. It has also been observed that regular coordination between the parents and teachers is maintained in the college.

4. *Faculty and Staff:* The institution has a balanced gender ratio and the institution implements its policies to create better work-culture for faculty and staff.

5. *Gender neutral admission procedure:* Over the years it has been observed that the college has evolved an admission procedure that ensures maintenance of gender balance and further it has been noticed that the number of female students admitted in the college has significantly increased.

6. *TEJASHWINI-SUKANYA-A project of Kolkata Police for the School & College Girls*
The Maulana Azad College Girl students participated in the TEJASHWINI-SUKANYA project conducted by the Kolkata Police, Govt. of West Bengal.

The Kolkata Police has prioritized women's safety with the introduction of a unique program called SUKANYA. This initiative aims to minimize and eliminate potential offenses against women by providing self-defence training to young female students. Established martial arts training agencies in the city have been enlisted to impart essential self-defence techniques. The program features a specially designed course spanning ten days, with sessions lasting two hours each day, aimed at equipping women with fundamental unarmed combat skills to effectively handle challenging situations.

<https://kolkatapolice.gov.in/kpinitiatives/tejaswini/>

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Recommendations:

As per suggestions received from the committee members:

- Include outreach activities related to gender issues with societal background. Also, it is recommended that meritorious women from various works of life be invited in the college for interactions.
- Increase the number of Female staff in decision making bodies.
- Increase the number of disposal bins in the toilets.
- Organize more sensitization programmes and workshops for faculty/staff and students and specially on legal rights of women.
- Organize short term training programmes to empower women and encourage self-employment.
- Girls' common room needs Gymnasium and Boys' common room needs air-conditioning facility.
- Medical room with on-call doctor or regular health check-up of students.
- Self-Defence training can be incorporated in the curriculum.
- Yoga and meditation should also be incorporated to ensure better concentration and good psychological health.
- Gender neutral toilet facility is required.
- There's a sick room available in the Girls' hostel but the same is required in the Boys' hostel and the main college campus.

8. Conclusions

It has been noticed that over the years the number of girl students have increased in both UG and PG programmes. Keeping pace with the changing times, the college has made required changes in the policy and infrastructure of the college. "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). It is evident that men and women have different needs and powers but equality applies to the idea that no



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discrimination is done on the basis of gender and the policies are made to cater to the gender specific needs of all individuals. Imbalance between sexes is pre-existent in this society and to overcome this imbalance is one of the primary goals of education. It is the persistent endeavor of the college to understand the areas of development that may benefit both boys and girls and work towards that end.

Finally, the **Gender Audit Committee** suggests that the college continue its reputation of being a safe environment for stakeholders with specific attention to the women and retain its gender (both Binary and Non-Binary Stakeholders) sensitive culture. Recommendations and Suggestions given by the External Committee members have been incorporated in this report. The suggestions and recommendations received from the external experts are being enclosed herewith for ready reference.

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