

SPECIFIC FACILITIES PROVIDED FOR WOMEN

Orientation Program by Gender Equity Cell

St. Vincent Pallotti College's Gender Equity Cell plays an important role in voicing important issues affecting the daily lives of students and staff. It provides a forum where students can comfortably participate and share their opinions. It actively promotes gender equality in higher education. In this regard, St. Vincent Pallotti College Gender Equity Cell conducted Orientation Program on September 19, 2022 for students of all the departments of the College.

Students enthusiastically participated where they were informed about the objectives & functions of Gender Equity Cell of the college. In this dynamic situation, the cell visualizes to work for the enhancement of gender equity & equality programmes in future.



Health Awareness Program by Gender Equity Cell

Women's health and hygiene has been one of the taboo subjects in our society. The general discussion on this topic is usually very quiet and mostly does not involve men. St. Vincent Pallotti College has tried to help its students with the basics of this subject by organizing a workshop on girls' health and hygiene.

The program was organized by Women Cell of St Vincent Pallotti College in Seminar Hall on 8 January 2022 at 11:00 am under the mentorship of Dr. Sunita Pawar. The students from different streams like B. Com, BBA, BCA, B.Ed., M. Com, M.A, B.P.E., Yoga and PGDCA were present. The workshop was coordinated by Mrs. Nidhi Agrawal – President Mahila Swasthya Samuh, where a session was taken by the speaker Dr. Shilpa Pawar, Gynecologist Arogya Hospital. She delivered an informative topic on Menstruation, proper sanitization, and importance of sanitization for girls. She also made boys understand the topic and how they can help their mother, sister or friend in need.



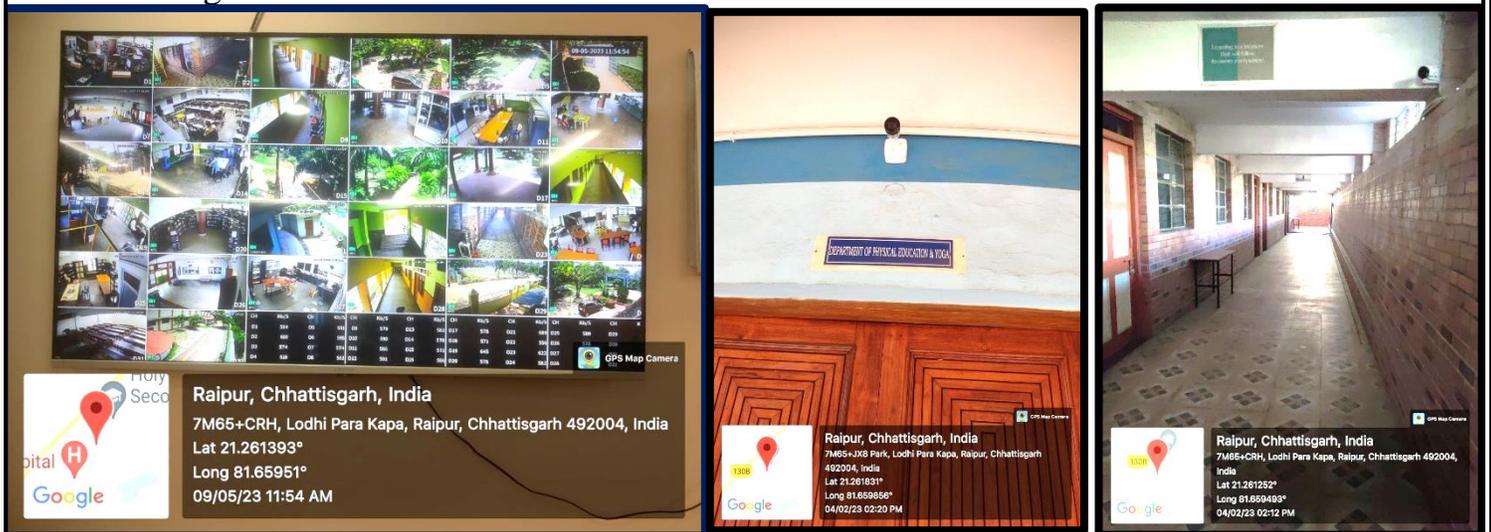
Hostel facility for Girl Students

A Hostel facility for 90 girls is made available inside the campus. The security of students is ensured by the college management.



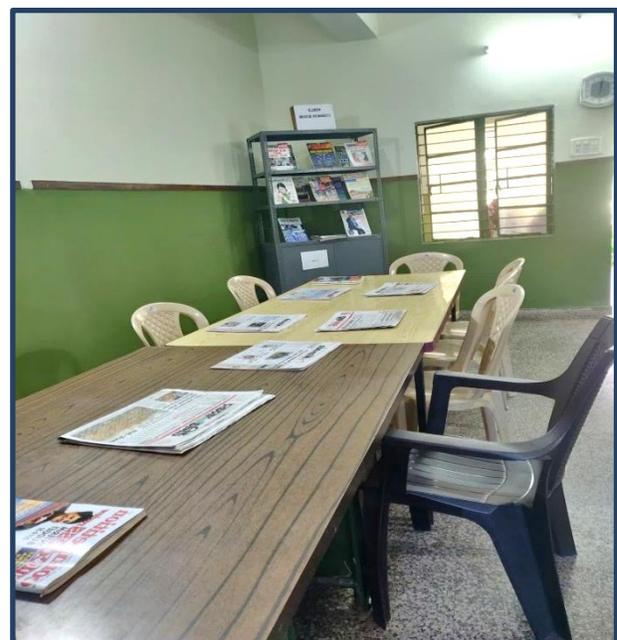
Installation of CCTV Camera

Sufficient number of CCTV cameras have been installed to guard every corner of the college campus. The control of the camera remains in the control of Principal of the College.



Common Room facility for Girls:

College has one common room for girls with facilities of washroom, restroom and reading materials.



Mentor Mentee System

St. Vincent Pallotti College has been successful in maintaining a healthy and cordial linking between students and teachers. The College has named it as 'Mentor-Mentee Relationship'. This is a practice in which a certain number of students are allotted to every teacher. That teacher is considered the mentor to that student for the entire course. The Mentor Teacher shoulders the responsibility of developing a genuine supportive relationship with that student.

**St. Vincent Pallotti College, Raipur**
Recognised by UGC under 2 (F) & 12 (B)
PERMANENTLY AFFILIATED TO PT. RAVISHANKAR SHUKLA UNIVERSITY
NAAC ACCREDITED WITH 'B++' GRADE
Tel. : +91-771-2283334, E-mail : pallotti.college@gmail.com, Website : www.stvincentpallotticollege.org, Facebook Page : St. Vincent Pallotti College, Raipur

Ref. No. Date : 11/07/21

Mentor Mentee Committee
2021-22

| S.No | Name of the teacher | Post | Department |
|------|-------------------------|----------|--------------------------------|
| 1 | Dr. Kuldeep Dubey | Chairman | Principal |
| 2 | Dr. G. Padma Gouri | Member | Vice Principal |
| 3 | Mr. Vaibhav Shrivastava | Member | HOD (Commerce) |
| 4 | Mrs. R. Gayatri Iyengar | Member | HOD (Education) |
| 5 | Mrs. Pooja Rathi | Member | HOD (Computer Science) |
| 6 | Dr. Prachi Singh | Member | HOD (Management) |
| 7 | Mr. Jay Kumar Shankh | Member | In charge (Physical Education) |


PRINCIPAL
Dr. KULDEEP DUBEY
ST. VINCENT PALLOTTI COLLEGE
KAPA, RAIPUR (C.G.)

Courses Offered : B. Com., B.B.A., B.C.A., B.Ed., B.P.E., P.G.D.C.A., M.Com., M.A. (Eng.), P.G. Dip. (Yoga)

Mentor-Mentee Committee List

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Functions of Mentor- Mentee Committee

- To assign mentor to each student and acquaint them with functions of mentor-mentee system.
- To provide academic guidance and advice to the students throughout the year.
- To identify advanced and slow learners and provide guidance according to their requirements.
- To assist the students in solving their academic issues with the help of appropriate resource person.
- Providing personal guidance to the students with psychological and other personal issues.
- To arrange meetings of mentor- mentec on a regular basis for interaction and discussions with academic problems encountered.


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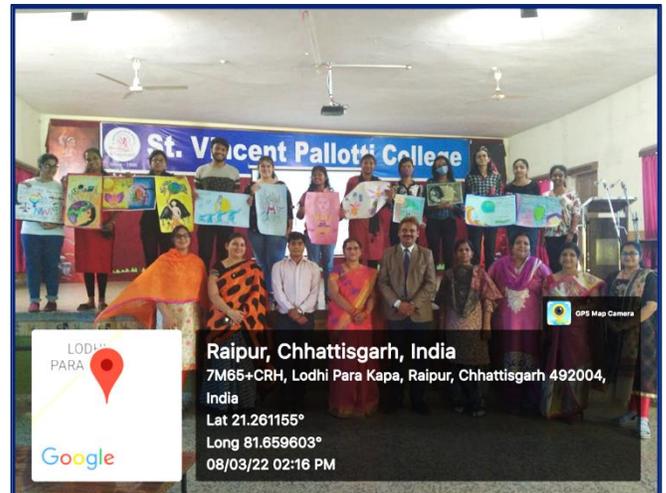
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Functions of Mentor- Mentee Committee

International Womens' Day Celebration

International women's day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.

To honor womanhood, Women cell of St. Vincent Pallotti College celebrated International Women's Day on Tuesday, 8 March 2022 in college campus. Women cell conducted Poster making competition for students on this occasion. The objective of the competition was to ignite the fire of imagination and creativity in the students. Students from all the streams participated in the competition. The celebration was marked by the presence of all the women staff of the college. The event was followed by different fun games, activities, tambola and all the women participated with full enthusiasm.



Curricular Aspects supporting Gender Equity:

XII (F) TEACHING OF VALUES

Course Objectives

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. 1:0 appreciate educational values like democratic, secular, and socialist.

Unit – I

- Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.

Unit – II

- Classification of values into various types, material, social, moral and spiritual values; status of values, how can these be realized through education.

Unit – III

- Corresponding to values there are evils or dis-values- material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

Unit – IV

- Levels of values realization, how to resolve the conflicts among values, how to work for the integration of values of values that are embedded in education.

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit – V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.

- Value of self-sacrifice vs value of self-centredness.

- Values of excellence vs values of eco-centralism.

- Values of work vs values of selfishness.

- Every teacher or all teacher need to teach values.

Reference:

1. Hassah, I.R.H. Miller, J.R. & Hedging, G.D.: Models of moral Education, An Appraisal, Lorigman Inc New York.
2. Passi, B.K. & Singh, P.: Value Education, National Psychological Corporation, Agra.
3. Laths, L.E. Menu Hartings & Sydney, S.: value and Teaching, Menhill, Ohio.
4. Rocleach, M.: The Nature of human Values. Coiler McMillon Publisher, London.
5. Frank & IR.: How to teach Value: Art. Analytical Approach Prentice Hall, New Jersey.

The B.Ed. course contains two theory papers with the name 'Gender, School and Society' and 'Value Education', that directly discuss the equality issue in wide domain. Apart from this the College imbibe a unified culture that displays and practices the equality in indirect manner.

The syllabus of two of the theory papers are associated here.

**CONTEMPORARY STUDIES (SEMESTER IV)
PAPER X – GENDER, SCHOOL, AND SOCIETY
COURSE OBJECTIVES:**

1. Understanding the role of culture (apart from biology) as determinants of gender distinction in social living
2. Awareness of factors that shape gendered roles in Indian society
3. Understand the problems of girl child education in our society
4. Developing a critical perspective on gender-based discrimination and its effects
5. To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.
6. To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.
7. To equip the teacher with the ability to create more meaningful and gender just experiences for her students

CONTENT

Unit I: Gender: Key Concepts - Social Construction of Gender

- i. Examining one's own growing up as a boy or a girl
- ii. Gender, sex, sexuality, patriarchy, masculinity and feminism
- iii. Gender bias, gender roles and stereotyping, and its consequences
- iv. Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc)
- v. Female sex ratio and child sex ratio.

Unit II: Gender and Schooling

- i. Schooling of girls (literacy rate, drop-out rate, completion rate etc) and reasons why girls are not able to complete schooling
- ii. Why do girls feel uncomfortable in schools?
- iii. Can schools be different so that more girls can be educated?
- iv. Gender bias in curriculum, textbooks, analysis of hidden curriculum
- v. Critical examination of school and classroom processes– challenging gender biases and stereotypes
- vi. Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender
- vii. Feminization of teaching profession

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Unit III: Gender and Sexuality

- i. Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality
- ii. Violence against women – empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women
- iii. Legal (sexual and reproductive) rights of women

Unit IV: Psychological and Sociological Perspectives

- i. Radical Feminist
- ii. Socialist-Feminist

- iii. Psychoanalytical and other perspectives
- iv. Recent debates

Unit V: Strategies for Change

- i. Policy and management
- ii. In the school
- iii. Women's action groups
- iv. Mass media

Suggested themes for transaction of the content (Group discussions and review of case studies etc.)

- i. Telling our own 'gendered' stories
- ii. En-culturing 'gendered' roles in upbringing within different kinds of families – case studies

- iii. Gender issues in school education – case studies
- iv. Gender issues manifest in contemporary public spaces – case studies
- v. Responding to various forms of gender discrimination

Suggested Readings:

1. Gender Analysis of State Policies: A case study of Chhatisgarh, Dr. Sen Dina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007) *Gender, Space*, Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswa (ed.) *Perspectives on education and development: Revisiting Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. In Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi:

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7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Crocker, Brunel University, Anthropology and Education.

**TEACHER ENHANCEMENT COURSE (SEMESTER IV)
PAPER XI – LANGUAGE PROFICIENCY**

Unit I: Reading

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(Weightage – 2 questions 5 marks each)

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& gUnh Hkk'kk dh izd'fr

Installation of a Sanitary Vending Machine

A sanitary vending and disposal machine has been installed in the girls refresh room. The students have developed a habit of using it in an appropriate manner.

