



St. Vincent Pallotti College, Raipur (C.G.)

GENDER EQUITY

7.1.1 Measures initiated by the Institution for the promotion of Gender Equity

SPECIFIC FACILITIES PROVIDED FOR WOMEN

Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counseling
3. Common Room

A. Safety and Security:

The college gives priority to the safety and security of students, staff and visitors. The safety and security measures are:

- College campus is well-protected with boundary walls.
- Extensive CCTV camera coverage in all key areas, including entrances, corridors, and common spaces.
- College has large entry and exit gate.
- Deployment of women security personnel at entry points of college and strategic locations.
- The entry is restricted for the outsiders in the college.
- Mandatory ID cards for students and staff.
- Well-lit corridors, pathways, and parking areas are available to prevent untoward incidents in college.
- Sanitary vending machines, first aid kits, and medical assistance are available in the college.
- The Women Hostel is surrounded by well-constructed boundary walls with full security and safety.
- All the Staircases are properly constructed to facilitate exit in emergency times or in the event of disasters.
- For entry and exit for Divyangjan and Sick there is ramp facility available in the college.
- Committees are working to address and prevent sexual harassment or bullying in college campus.
- A Ragging –Free campus.
- College works on Grievance Redressal Mechanism - A system for students to report safety concerns confidentially.

- Installation of Fire extinguisher in the college campus in case of fire emergencies.
- Experienced Security personnel are available during day and night time.
- All the buildings have earth-in provision and all power supply routes/gadgets are monitored and checked at regular intervals to prevent short circuit related incidents.

Following were the program conducted under this cell

1. Orientation Program by Gender Equity Cell

Gender equity is the most important requirement for the up liftmen and progress of the nation. In order to ensure male and female and staff enjoy the same right and the opportunity inside the campus and to help build an elegantsociety, St. Vincent Pallotti college has built the gender equity cell, which aims to build the strong kernel of gender sensitization. The college organizes the Orientation Program on September 30, 2023 for the students of all the department of the college. The college aimed to create awareness about the need of gender equality and to eliminate the deep rooted belief of gender bias and gender insensitivity.

The program gave open platform to share their view on safety, physical abuse gender equality and discuss legal and constitutional rights



Orientation Program

2. Maintenance of CCTV Camera

The implementation of CCTV surveillance in college premises is done for ensuring safety, security, and discipline. It acts as a deterrent to theft, vandalism, and other inappropriate activities while fostering a secure environment for students and staff. CCTV helps maintain integrity by monitoring examination halls and ensuring responsible use of resources in libraries and laboratories. Moreover, it enhances accountability among staff and students and reassures parents and stakeholders about the institution's commitment to safety. College promotes transparency and reduces the need for extensive security personnel. CCTV serves as a cost-effective measure that contributes to the smooth and efficient functioning of the college.



CCTV Camera

3. Curricular Aspects supporting Gender Equity:

Curricular aspects play a pivotal role in promoting gender equity by fostering inclusivity and challenging stereotypes within educational frameworks. A gender-sensitive curriculum ensures the fair representation of all genders in textbooks, examples, and case studies while avoiding biased portrayals. Institutions offer courses on gender studies, women's empowerment, and human rights to create awareness and sensitize students to equity issues. 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.

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

XII (F) TEACHING OF VALUES

Course Objectives

1. To understand the nature and sources of values, and disvalues.
2. To understand the classification of values under different types.
3. To 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 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 ego-centrality.
- Values of work vs values of selfishness.
- Every teacher or all teacher need to teach values.

Reference:

1. Hassh, I R.H. Miller. J.R & feeding, 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 Harmins & Sydney. S.: value and Teaching, Menhill, Ohio.
4. Rocleach, M.: The Nature of human Values. Coiler McMilon Publisher, London.
5. Frank & IR.: How to teach Value: Art. Analytical Approach Prentice Hall, New Jersey.

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 Chhattisgarh, Dr. Sen Gupta
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, Street*. Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (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 Historians*. New Delhi:

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

TEACHER ENHANCEMENT COURSE (SEMESTER IV)

PAPER XI – LANGUAGE PROFICIENCY

CH-M-1864-VJ-IV

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wfuV & 1 Hkk'kk dh izd'f (Weightage – 2questions 5 marks each)

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& fuUnh Hkk'kk dh izd'f

Syllabus of Gender School and Society

4. Hostel facility for Girl Students

A College Provide Hostel facility for girls which can accommodates 90 students inside the campus. College ensures the security of the students.



Girls Hostel

B. Counseling:

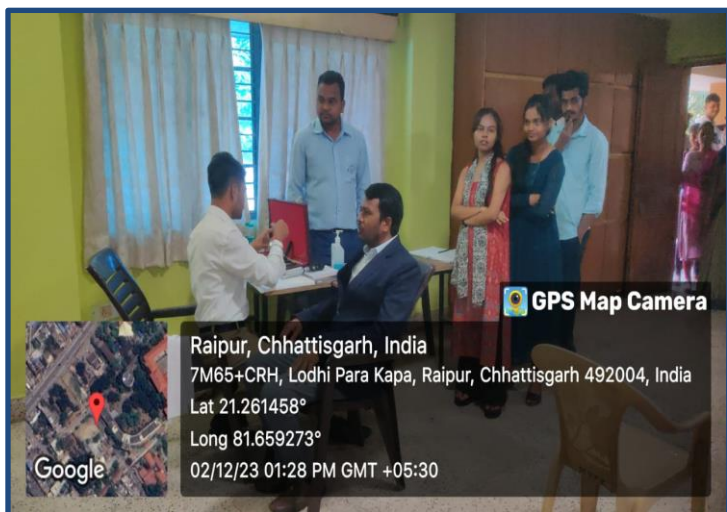
The college shows concerns for gender equity and related issues.

- Individual as well as group Guidance and counseling is provided to female students whenever required by the female teacher.
- Counseling session based on issues like prevention of sexual harassment of women at work place is conducted to sensitize the students.
- College organizes program based on Health problems of women like Menstruation and orientation on importance and techniques of sanitization for girls etc.
- International Women Day is celebrated every year in the college on 8th March by the Women cell holds immense importance as it fosters awareness about gender equality, recognizes the achievements of women, and inspires a culture of respect and empowerment among women.

1. Health Awareness Program by Gender Equity Cell

A Health Awareness Program aims to educate and promote health awareness with a focus on gender-specific issues, ensuring equitable access to healthcare information and services for all genders. College focuses on educating students about maintaining physical and mental well-being, while addressing health issues that specifically affect young adults.

The program was organized by Women cell of St. Vincent Pallotti College in AVA room on 2/12/2024 at 12:00 noon under the mentorship of Dr. Sunita Pawar. The workshop was organized in association with Narayana Health MMI Hospital and Om Netra Kendra and Laser vision, Raipur. The program was co-ordinated by Mrs. Nidhi Kendra – President Rajshree Mahila Swasahayata Samuh, Raipur.



Health Awareness Program

2. International Women's Day Celebration

The International Women's Day is celebrated in the College on 8 March 2024 this event dedicated to honoring the achievements, contributions, and resilience of women worldwide. The celebration fosters awareness about gender equality, women's rights, and the ongoing challenges women face. The event also offers a platform for students to engage in conversations about gender issues, break stereotypes, and promote inclusivity. Through these activities, the college creates an environment that encourages respect, solidarity, and support for gender equality, while inspiring students to actively contribute to a more equitable society.



Women's Day Celebration

3. Mentor Mentee System

The mentor-mentee system in college is a structured initiative aimed at fostering personalized guidance and support for students throughout their academic journey. Under this system, faculty members serve as mentors to a group of students (mentees), providing them with academic, emotional, and career-related assistance. It helps build a strong bond between students and mentors, creating a nurturing environment where students feel heard and guided. This system enables mentors to track students' progress, address challenges, and motivate them to achieve their goals. Additionally, mentees benefit from a trusted advisor who helps them navigate college life, develop skills, and make informed decisions, ultimately enhancing their overall growth and success.

Mentor Mentee Committee Minutes of the Meeting

The committee meeting was held on 3/07/22 from 11:30 am to 1:00 pm in the Principal's office with the following Agenda:

- To plan the overall functioning of the Committee.
- Discussion on communicating the objectives of mentor-mentee system to the students.
- Suggestions to be taken from the members to strengthen the bond between mentors and their mentees.








Discussion:


The committee discussed the importance of clearly defining the roles and responsibilities of mentors within the mentor-mentee program. It was agreed that mentors play a crucial role in guiding and supporting mentees in their personal and professional development. The following roles and responsibilities were outlined for mentors:

- Each mentor will be allotted with mentees, as suggested by the Head of the Department.
- Mentors should conduct at least two meetings per semester with the mentees.
- Mentors should take care of mentees for academic interests and support them for improvement.
- Mentors should encourage students for extracurricular activities within the institute and at University as well as inter-University level.
- Mentors should interact with parents only in case of extreme situations.
- Mentors should maintain records of all the meetings held with mentees/ parents.
- Mentors should update regularly the record in the formats supplied.
- Mentors should provide information about possible financial assistance available to mentees.
- The record has to be handed over to the new mentor in case mentors are changed.

- Mentors should regularly communicate with mentees to monitor progress and provide ongoing support.
- Mentors should listen actively to mentees' concerns and challenges and offer constructive feedback.
- Mentors should maintain confidentiality and respect mentees' privacy.

Members Present-

S.No	Name of the Teacher	Designation	Post	Signature
1.	Dr. Kuldeep Dubey	Principal	Chairman	
2.	Dr. G. Padma Gouri	Vice Principal	Member	
3.	Mr. Vaibhav Shrivastava	HOD (Commerce)	Member	
4.	Dr. R. Gayatri Iyengar	HOD (Education)	Member	
5.	Mrs. Pooja Rathi	HOD (Computer Science)	Member	
6.	Dr. Prachi Singh	HOD (Management)	Member	
7.	Mr. Durgasis Mishra	In charge (Physical Education & Yoga)	Member	


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

Minutes of the Meeting: Mentor-Mentee Committee

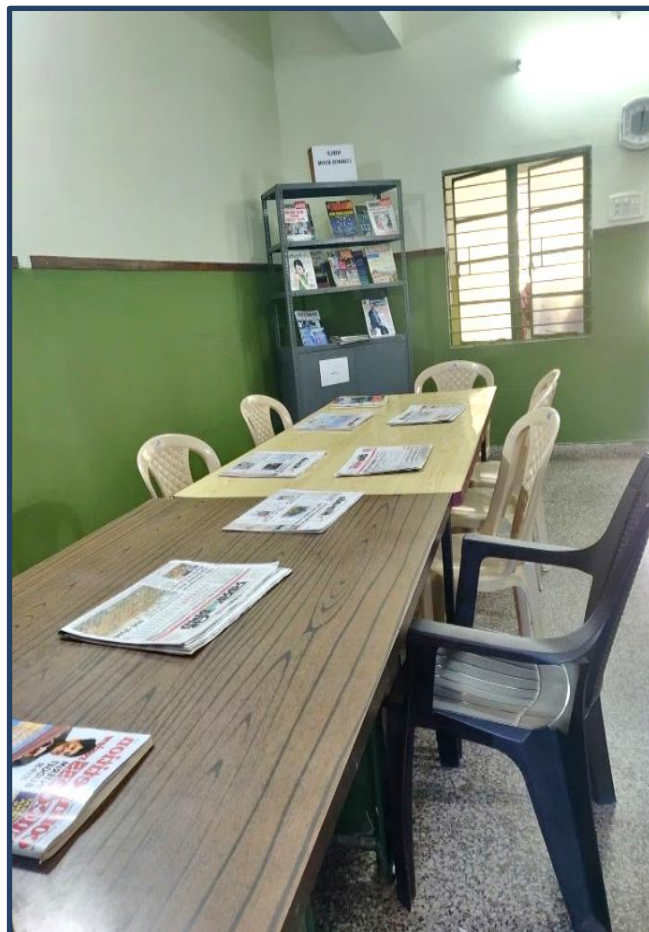
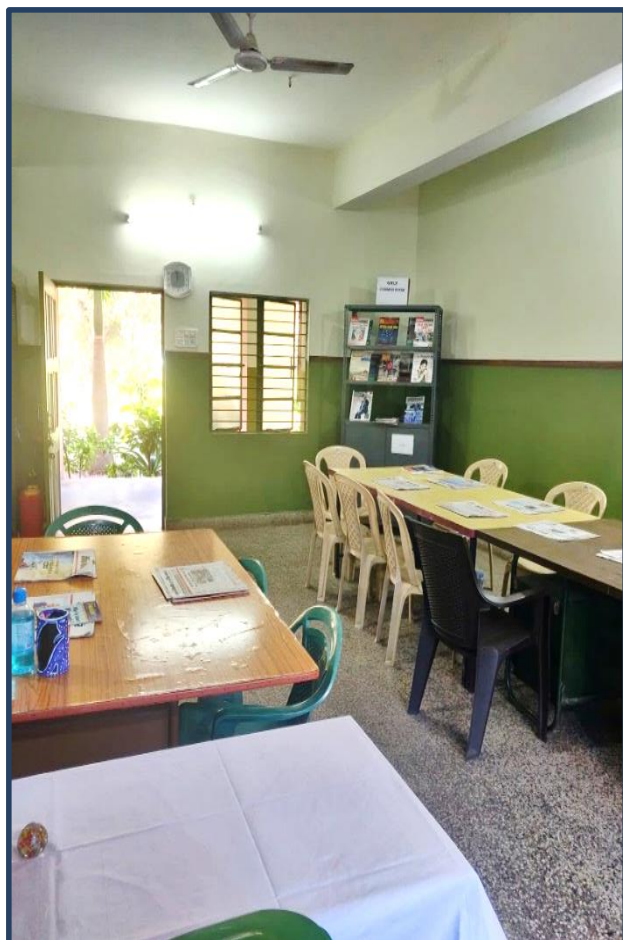
C. Common Room:

- The college has separate Common Rooms for Boys and Girls
- The girls' washroom is attached to their Common Room. For boys, there are separate toilets within the campus.
- Provision of drinking water/water purifier is there in the Teachers' common room.

Facility Provided by the College for Girls:

1. Common Room facility for Girls:

College is a dedicated space designed to ensure comfort, privacy, and convenience for female students. It serves as a safe and relaxing area where students can unwind, socialize, or engage in informal discussions during breaks. Equipped with essential amenities such as seating arrangements, washrooms, mirrors, reading materials and occasionally lockers, the common room provides a supportive environment for female students.



Common room Facilities

2. Maintenance of a Sanitary Vending Machine

The installation of a **sanitary vending machine** in college has been done which is a progressive step toward promoting health, hygiene, and convenience for female students. This machine provides easy access to sanitary napkins, ensuring that students can address their menstrual needs without embarrassment or inconvenience. By offering an affordable and discreet solution, the initiative helps break taboos surrounding menstruation and fosters a more supportive campus environment.



Vender Machine



Burning Unit