

NAAC

CYCLE - 1

(2018-19 TO 2022-23)

Criterion - 1
Curricular Aspects

# 1.3- Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values,
Environment and Sustainability in transacting the Curriculum

**Supportive Documents** 

Additional information





LIST AND DESCRIPTION OF COURSES ADDRESSING GENDER, ENVIRONMENT AND SUSTAINABILITY, HUMAN VALUES

& PROFESSIONAL ETHICS INTO THE CURRICULUM PRESCRIBED BY THE AFFILIATING
UNIVERSITY

Programme	Semester	Course Code	Course Title		Issues addressed			
				Gender	Environment and sustainability	Human Values	Professional Ethics	Health and Nutrition
English	III	AH/ENG/304/GE-3	Contemporary India: Women and Empowerment	~		1	~	
English	Ш	AP/ENG/301/C- 1C	Contemporary India: Women and Empowerment	1		<b>/</b>	<b>/</b>	
English	V	AH/ENG/502/C- 12	Women's Writing	<b>/</b>		/	<b>✓</b>	
Political Science	II	APLS/ 201/ MJC- 2	Determinants of Voting Behaviour: Caste, Religion and Gender.	/				
Political Science	V	AP/PNS/503/GE- 1	Human Rights, Gender and Environment	/		1		
History	V	AP/HST/503/GE- 1	Women's Studies In India	<b>/</b>				
History	VI	AP/HST/603/GE- 2	Gender and Education in India	<b>/</b>				
Philosophy	Ш	AH/PHI/301/C-5	Indian Ethics			/	/	
Philosophy	III	AH/PHI/302/C-6	Western Ethics			/	/	
Philosophy	VI	AH/PHI/604/DSE- 4	The Second Sex: Simone De Bevouir	~				
Philosophy	IV	AH/PHI/405/SEC- 2	Applied Ethics			/	<b>/</b>	
Philosophy	V	AP/PHI/504/SEC- 3	Peace and Value Education			/	_	
Philosophy	VI	AP/PHI/604/SEC- 4	Philosophy of Human Rights			/	/	
Philosophy	VI	AP/PHI/603/GE-2	Feminism	/		/	/	
ENVS	T	ACSHP 104 AECC- 1	Environmental studies		<b>/</b>	/		/



# SEMESTER-III

# CORE COURSE

COURSE TITLE: INDIAN ETHICS (Marks: 50) (90 Hours)

COURSE CODE: AHPHI 301C -5

CREDIT: 6

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks)

# Course Objective:

The objective of this course is to introduce the students with the various views from ethical perspectives of some Indian Philosophical schools. The course comprises practical point of view to make an ethic in which students will be inspired to develop ethical awareness and being well in their daily life. The aim of these topics is to represent the Cosmo-centric, community-centered and duty oriented nature of ethical thinking in India.

# **Course Outcome:**

Students will be familiar with basic topics and they will be favored by accessing knowledge on Indian Ethics because it shares so many aspects such as dharma, karma, suffering, renunciation, meditation in light of Bauddha, Jaina and Yoga school of Indian philosophy with almost all of them focusing on the ultimate goal of Salvation of the individual through spiritual practices. These topics will help the students to realize the spiritual values in life. It will help students to envisage, and to begin to create, a better world.

# DEPARTMENT OF PHILOSOPHY



B.A. (Honours) Philosophy

CBCS w.e.f. 2022-23

# Suggested Topics:

- 1. Purusārtha-s (Cārvāka, and the Āstika schools) (24 Hours)
- 2. Dharma: Definition and classification (05 Hours)
- Karmavāda and Janmāntarvāda, Nişkāmakarma (Gītā), Sthitaprajña, Lokasamgraha (20 Hours)
- 4. Buddhist Pancaśīla and Brahmavihāra (14 Hours)
- 5. Jaina Triratna, Mahāvrata and Anuvrata (15 Hours)
- 6. Three Pillars of Sikhism. (12 Hours)

# References:

- Sharma, C., The Ethica l Philosophy of India, Johnson Publishing Co., 1965.
- Ghosh, Jagadish Chandra, Śrīgītā, Presidency Library.
- Ranganathan, Shyam, Ethics and the History of Indian Philosophy, Motilal Banarsidass, 2007.
- Besant, Anne, Sanatana Dharma, The Theosophical Publishing House, 2002.
- Bhattacharya, Sukhamoy, Pūrvamimāmsā Darśan, Paschimbanga Rajya Pustak Parshad, 1983.
- Tewari, K.N., Classical Indian Ethical Thought, Motilal Banarsidass, 2007.
- Gupta, Dikshit, Nītiśāstr, Paschimbanga Rajya Pustak Parshad.
- Bagchi, Dipak Kumar, Bhāratīya Nītividyā, Prograssive Publishers.
- Dasgupta, S.N., History of Indian Philosophy (Vol. 1), Cambridge, 1922.
- Cole, William Owen, The Sikhs, Their Religious Beliefs and Practices, Sussex Academics Press, 1995
- McKenzie, John, Hindu Ethics, OUP, 1922
- Bronkhorst, Johannes, Karma, University of Hawaii Press, 2011.
- Gokhale, Pradipa, S. E. Bhelke, Studies in Indian Moral Philosophy, IPQ, 2002.
- Maitra, Susil Kumar, Ethics of the Hindus, University of Calcutta, 1963.
- Dandekar, R.N., Hindu Ethics: Some Reflections, BORI, Pune, 1997.
- Thornton, D.N., Parsi, Jaina and Sikh, The Religious Tract Society, 1898.
- Y. Krishan, The Doctrine of Karma, Motilal Banarasidass, 1997.



# CORE COURSE

COURSE TITLE: WESTERN ETHICS (Marks: 50) (90 Hours)

COURSE CODE: AHPHI 302C-6

**CREDIT: 6** 

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4= 20 and 10x1=10; Grand total: 40 marks)

# Course Objective:

The course aims to develop an ethical approach on moral ground where the public discourses and debates are often bereft of ethical considerations. Theoretical understanding of Western ethics increases ethical awareness as well as nature and scope of Ethics in daily lives.

# Course Outcome:

Students will be benefitted by realizing various learning goals involving ethical decision-making and social responsibility. This course will help the students to develop the potentiality and knowledge needed for them to make ethical decisions in their own careers and for fulfilling the purpose so many institutions are organized across the world.

# Suggested Topics:

- 1. Nature and Scopes of Ethics (10 Hours)
- 2. Postulates and Morality (10 Hours)
- Normative theories-Egoism, Hedonism, Gross Utilitarianism, Moderate Utilitarianism, Act-Utilitarianism, Rule-Utilitarianism, General-Utilitarianism, Act-Deontology, Rule-Deontology, Kant's Moral theory. (28 Hours)
- 4. Theories of Punishment (17 Hours)
- 5. Virtue Ethics (Plato & Aristotle) (25 Hours)

- 6. Of Probability9 (15 Hours)
- 7. Of the Ideas of Necessary Connexion (05 Hours)
- 8. Of Liberty and Necessity (15 Hours)
- 9. Of the Reason of Animals (20 Hours)

# References:

- Hume, David, An Enquiry Concerning Human Understanding, Dover Publications, NY, 2004
- Sengupta, Pramodbondhu, Humer Enquiry, Benerjee Publishers, Kolkata
- Mohanty, J. N., An Enquiry Concerning Human Understanding, Prograssive Publishers, 1992.
- Das, Romaprasad, Humer Enquiry: Ekti Uposthapona, Paschimbanga Rajy Pustak Parshot, 2009.

COURSE TITLE: B. THE SECOND SEX: SIMONE DE BEAUVOIR (Marks: 50) (90 Hours)

COURSE CODE: AHPHI 604DSE - 4

CREDIT: 6

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks)

# Course Objective:

The main objectives are to introduce the students with basic concepts of Simone De Beauvoir's The Second Sex. As a western philosophical text book, this book will help the students very much to understand the Western philosophical outlook and it will encourage students to think on feminism.

# Course Outcome:

The students will be able to read and understand Simone De Beauvoir's philosophy from a unique point of view. They will know the position of women and their struggle from this text.

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- Russel and Daniel C., Cambridge Comparison to Virtue Ethics, Cambridge University Press.
- Aristotle, Nechomechian Ethics, Tr. By W. D. Ross, Batoche Books, Kitchner, 1999.
- · Crisp, Roger, Slote, Virtue Ethics, Oxford.

# SKIL ENHANCEMENT COURSE

COURSE TITLE: APPLIED ETHICS (Marks: 50) (45 Hours)

COURSE CODE: AHPHI 405SEC-2

CREDIT: 2

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks)

# Course Objective:

The objective of this course is to refer use of philosophical methods for examining moral problems, policies and practices in individual life. It applies moral consideration and practical application to assess human behavior. The course introduces students to moral to issues in Applied Ethics like Suicide and Euthanasia, Deep Ecology and Shallow Ecology, Feminism and Eco-Feminism, Abortion, basic concept of Environmental Ethics, Value of Life.

# Course Outcome:

This course is framed to make students philosophically competent about their own decisions to achieve clarity, develop comprehension skills and reach precision in arguments with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum. This course will help the students to develop the skills and knowledge as per their necessity to make ethical



decisions in their own careers. Naturally it will enlighten the students regarding the moral and social values.

# Suggested Topics:

- 1. Foundation of Applied Ethics: Problems and Methodology of Applied Ethics (10 Hours)
- 2. Issues in Applied Ethics: Suicide and Euthanasia, Abortion, Feminism (15 Hours)
- 3. Environmental Ethics: Deep Ecology, Shallow Ecology and Eco-Feminism (10 Hours)
- 4. Moral Values of Life: Human and Animal (10 Hours)

# References:

- Beauchamp, Tom L., "The Nature of Applied Ethics", A Companion to Applied Ethics (eds. R.G. Frey & C.H. Wellman), Blackwell
- · Elliot, Robert (ed.), Environmental Ethics, Oxford University Press
- David S. Oderberg: Applied Ethics: A Non-Consequential Approach, Blackwell Peter
- · Singer, P, Practical Ethics, Cambridge University Press.
- Islam, Md. Rafikul, Byaboharik Nitibidhya, Raddha Prakas, Dhaka.
- Roy, Pradip Kumar, Byaboharik Nitibidhya, Bangla Academy, Dhaka.
- Pal, Santosh Kumar, Folita Nitisastra, Levant Books.



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# References:

- Chakraborti, Sibapada, An Introduction to General Philosophy, Calcutta Kamala Book Deposit, 1964.
- Das, Roma Prasad & Sibapada Chakraborty, Paschatya Darsaner Ruparekha, Paschim Banga Rajya Pustak Parshad.
- Ramchandra Pal, Darsana Parichaya, Prograssive Publishers.
- · Chakraborti, Niradbaran, Paschatya Darsaner Bhumika
- · Pradip Sengupta, An Introduction to Philosophy.

# SKILL ENHANCEMENT COURSE

COURSE TITLE: PEACE AND VALUE EDUCATION (Marks: 50) (45 Hours)

COURSE CODE: APPHI504SEC - 3

**CREDIT: 2** 

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks).

# **Course Objectives:**

The objectives of this course are to process of increasing the overall character of a student, it also includes character development, personality development and spiritual development, and it develops a sensible person with strong character and values. It is an action that can take place in human society, during which the people are helped by others, who may be older.

# **Course Outcomes:**

- It gives the students a progressive way for their future and also helps them to know the real purpose of their lives.
- Value education helps students to become more responsive and practical.
- It also helps in developing a strong relationship with family and friends.



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# B. A. (Programme) Philosophy

CBCS w.e.f. 2022-23

- Value education changes a positive opinion about life in the student's mind.
- Values education is teaching and learning about the ideals that society considers important.
- The objective of the students is not only to recognize the values but also to reflect them in their behavior and attitudes.

# Suggested Topics:

- 1. Meaning, Characteristics, Significance and objective of Value Education. (15 Hours)
- 2. Meaning and Characteristics of Peace Education. (15 Hours)
- 3. Peace and Value Education in Global Perspective. (15 Hours)

# References:

- David P, Barash Belmont, Introduction to Peace Studies, OUP, 2010.
- (Ed.) Sisir Kumar Das, R. N. Tagore: International Relations in the English Writing of Rabindranath Tagore, New Delhi, Sahitya Academy, 2006.
- Charles Webel and Johan Galtung (Eds.): Handbook of Peace and Conflict Studies, Routledge, 2007.
- Muthuja, Babu, Peace and Value Education, 2009.
- Mohanty, Aditya, Philosophy of Value, Centre for Advance Studies in Philosophy, Utkal University, 2007.



# SKIL ENHENCEMENT COURSE

COURSE TITLE: PHILOSOPHY OF HUMAN RIGHTS (Marks: 50) (45 Hours)

COURSE CODE: APPHI604SEC-4

CREDIT: 2

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks).

# **Course Objectives:**

The objective of these courses is to educate students to recognize and interpret the nature of and need for human rights to respond to moral violations such as genocide, slavery and trafficking, torture, denial of liberty, and world poverty. It will prepare students to design and critically assess multidisciplinary connections to human rights both across the university and within their own educational programs.

# **Course Outcomes:**

- Identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements, and procedures.
- Explore global human rights institutions, law, and processes, and assess the impact of their interaction with national and local cultural practices and norms.
- Critically examine the impact of diverse geographic, cultural and theoretical contexts on the social acceptance and practical application of human rights norms.
- Synthesize interdisciplinary approaches and contributions to topics such as gender, race, poverty, violence and post-colonialism within a human rights framework.
- Reflectively evaluate the effectiveness of human rights practice on local, national or international humanitarian efforts



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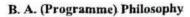
# Suggested Topics:

- Definition and Nature of Human Rights. (05 Hours)
- 2. Natural Right, Fundamental Right and Human Right. (15 Hours)
- 3. Preamble, Fundamental Rights and Duties (Indian Constitution). (15 Hours)
- 4. Transgender Human Rights. (10 Hours)

# References:

- Hayden, Patrick (Ed.), The Philosophy of Human Rights, Paragon House, St. Paul, 2001.
- Winston, Morton E. (Ed.), The Philosophy of Human Rights, Wardsworth Publishing co., Belmont, California, 1980.
- Peetush, Ashwani and Jay Drydyk, Human Rights: India and West, OUP, New Delhi, 2015
- Nickel, Jmaes, Making Sense of Human Rights, Transaction Publishers, OUP, 2007
- Dhar, Benulal, The Philosophical Understanding of Human Rights, D.K. Print World, New Delhi,
   2013
- Dhar, Benulal, Manobadhikar Ki Ebong Keno, Pragati Prakashak, Kolkata, 2016
- Das, J. K., Human Rights Law and Practice, PHI Learning, 2016
- Basu, Durga Das, Introduction to constitution of India, Lexis Nexis, 2016
- Paul, Justice Ruma and M.P. Jain: Indian Constitutional Law, Lexis Nexis, 2016
- Sen, Indrani, Human Rights of Minority and Women's: Transgender human rights (Vol. 2), Isha Books, 2005.

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# Course Outcome:

Students will be able to have the potentiality to positively change one's thinking towards in the society. They will be able to understand the importance of life. It will provide the knowledge about how the ultimate goal of life attained through an understanding of humanity through the deep faith in the fundamental unity of mankind.

# Suggested Text:

B. Hind Swaraj: M. K. Gandhi

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# GENERIC ELECTIVE COURSE

COURSE TITLE: FEMINISM (50 Marks) (90 Hours)

COURSE CODE: APPHI603GE-2

**CREDIT: 6** 

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of three questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(2x5=10, 5x4=20 and 10x1=10; Grand total: 40 marks).

# Course Objective:

A course in Feminism is needed to sensitize students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a holistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analysis their connection with nature and culture; and explains the development of feminist ideologies.

# Course Outcome:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not





only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

# Suggested Topics:

- 1. History of Feminist Movements (20 Hours)
- 2. Gender Inequality (25 Hours)

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- 3. Gender Role Development (25 Hours)
- 4. Women in Workplace (20 Hours)

# References:

- Beauvoir, Simone de, The Second Sex, Vintage, 2011.
- Moitra, Shefali, Feminist Thought, Munsiram, 2002
- Moitra, Shefali, Noitikata O Naribad: DarSonikPrekshiter Nana Matra, New age Pub. Pvt. Ltd, Kolkata, 2007
- Basu, Rajoshree, Naribad, Paschimbanga Rajy Pustak Parshot
- Ryan, Barbara, Feminism and the Women's Movement, Routledge, NY, 1992.
- S. Gillis, G. Howie, R. Munford (eds.), Third Wave Feminism: A Critical Exploration, Palgrave McMillan, NY, 2007.
- Linda J. Nicholson, The Second Wave: A Reader in Feminist Theory (Vol. 1), Routledge, NY, 1997.

# DEPARTMENT OF ENGLISH



### B.A. (HONOURS) IN ENGLISH CBCS SYLLABUS, BANKURA UNIVERSITY, 2022-23

- Kumar, Shiv K. British Victorian Literature: Critical Assessments. 2002. Atlantic Publishers and Distributors, 2014.
- 22. Long, William J. English Literature: Its History and its Significance for the Life of the English Speaking World. 1909. Project Gutenberg Ebook, 2004.
- 23. Marx, Karl, and Friedrich Engels. "Mode of Production: The Basis of Social Life", "The Social Nature of Consciousness", and "Classes and Ideology". A Reader in Marxist Philosophy. Edited by Howard Selsam and Harry Martel, International Publishers, 1963, pp. 186–8, 190–1, 199–201.
- Mill, John Stuart. "The Subjection of Women." Chap. 1. The Norton Anthology of English Literature, edited by Stephen Greenblatt, vol. 2, 8th ed., Norton, 2006, pp. 1061–9.
- Mukherjee, Suroopa. Victorian Poets: Tennyson, Browning, Rossetti. Worldview Critical Editions, 2016.
- 26. Praz, Mario. The Romantic Agony. 1933. Oxford Paperbacks, 1970.
- 27. Rodensky, Lisa. The Oxford Handbook of the Victorian Novel. Oxford University Press, 2013.
- 28. Saintsbury, George. A Short History of English Literature. 1898. Macmillan, 1962.
- Sampson, George. The Concise Cambridge History of English Literature. 1941. Cambridge University Press, 1965.
- 30. Sanders, Andrew. A Short Oxford History of English Literature. Oxford University Press, 1994.
- 31. Sutherland, John, editor. Eminent Victorians. By Lytton Strachey. 1918. Oxford University Press,
- 32. Trevelyan, G. M. English Social History. 1942. Penguin, 1987.
- 33. Young, W. T. Robert Browning: A Selection of Poems 1835-1864. 1911. Cambridge University Press, 1929.

# SEMESTER- III

Course Title (Generic Elective): Contemporary and Momen and Empowerment

(To be opted by students from other departments)

Course Code: AH/ENG/304/GE-3

Credit: 06 Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10) Examination Duration: 2 Hours

### **Course Objectives:**

 To familiarise the students with contemporary representations of women, femininities, gender-parity and power through theoretical engagements and select literary and cultural texts



- To cultivate in students an awareness of the theoretical frameworks which would enable close critical reading of the prescribed literary texts as mapped against their socioeconomic and political contexts
- To help students from diverse disciplinary backgrounds understand, analyse and engage
  with the designs of gender discourse that underlie and shape our very lives, thus enabling
  them to identify and examine the socially-constructed nature of gendering across texts
  and disciplines
- To develop a nuanced understanding among students, through the analysis of literary texts and critical insights gained from theoretical scholarship, as to how to perceive, read, understand, interpret and intervene ethically in debates on the subject

### **Course Outcomes:**

- To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering
- To identify how gendered practices influence and shape knowledge production and circulation of knowledges thus produced in creating legal, sociological, cultural, religious and scientific discourses
- To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach
- To kindle research interest in this interdisciplinary domain seething with emergent possibilities among students who have not majored in English literature
- To prepare students to act and transform at the cusp of fresh perspectives in literary critique, new research, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies

## **Course Content:**

1. Concepts:

Social Construction of Gender

Masculinity and Femininity

History of Women's Movements in India (Pre-independence, post-independence)

Women, Nationalism, Partition

Begum Rokeya Sakhawat Hossain: Sultana's Dream



- 8. Eliot, T. S. "Tradition and the Individual Talent." *The Norton Anthology of English Literature*, Stephen Greenblatt, editor, 8th ed., vol. 2., W. W. Norton, 2006, pp. 2319–25.
- Ford, Boris. The New Pelican Guide to English Literature: From James to Eliot. Vol. 7. Penguin Books, 1982.
- Freud, Sigmund. "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious."
   The Modern Tradition, edited by Richard Ellman et al., Oxford University Press, 1965, pp. 571, 578–80, 559–63.
- 11. Jain, Manju. A Critical Reading of the Selected Poems of T. S. Eliot. Oxford University Press, 2001.
- 12. Levenson, Michael. The Cambridge Companion to Modernism. Cambridge University Press, 1999.
- 13. Saintsbury, George. A Short History of English Literature. 1898. Macmillan, 1962.
- Sampson, George. The Concise Cambridge History of English Literature. 1941. Cambridge University Press, 1965.
- 15. Sanders, Andrew. A Short Oxford History of English Literature. Oxford University Press, 1994.
- 16. Trevelyan, G M. English Social History. 1942. Penguin, 1987.
- 17. Williams, Raymond. Introduction. The English Novel from Dickens to Lawrence. Hogarth Press, 1984. 9–27.

#### SEMESTER- V

Course Title (Core Course): Women's Writing

Course Code: AH/ENG/502/C-12

Credit: 06 Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10) Examination Duration: 2 Hours

# **Course Objectives**

- To train students in close literary-critical exegesis of the prescribed texts and their representations of female experience as mapped against the various socio-cultural, historical, economic and political contexts
- To analyse and creatively engage with women's writing within the theoretical frameworks of gynocriticism, ecriture feminine ("feminine writing"), feminism and its many morphings across time and space, as perceived from the locational context of the student
- To recognise the importance of gender specificity in literature and the invisibilisation of such specificities, when it happens, together with the political ramifications



- To link the status of woman to oft-normativised social discrimination and the possibilities of social change
- To enable the students to draw a location specific trajectory of female bonding or empowerment and cultivate a comparative perspective on such trajectories across spaces

### **Course Outcomes:**

- To cultivate an understanding of the complexity and contestations around social and biological constructions of manhood and womanhood
- · To examine the relationship of women to work and production
- · To explain the difference between the feminine and the feminist vis-à-vis the female
- To be able to explore women's writings across time and space and their confluences-conversations from a cross-cultural, comparative perspective
- To kindle research interest in women's writing almed at creating a discursive framework for imagining
  alternative modernities, re-fashioned social relations premised on gender symmetries and equity, and
  a matrix of collaboration, solidarity and female-enabling social change through the processes of
  inclusion, visibilisation

### **Course Content:**

1. Emily Dickinson: "I cannot live with you", "Because I Could not Stop for Death"

Sylvia Plath: "Lady Lazarus"

Eunice De Souza: "Advice to Women"

2. Charlotte Perkins Gilman: "The Yellow Wallpaper"

Mahashweta Devi: "Draupadi", translated by Gayatri Chakravorty Spivak

Mary Wollstonecraft: A Vindication of the Rights of Woman chap. 1, pp. 11-19

3. Literary Terms & Concepts:

<u>Poetry</u>: Allegory, Blank verse, Carpe Diem, Dissociation of Sensibility, Dramatic monologue, Heroic Couplet, Metaphysical Conceit, Ode, Pastoral, Elegy, Sprung Rhythm, Sonnet, the Symbolist Movement



<u>Fiction</u>: Aestheticism, Antihero, Characterisation, Deconstruction, Epiphany, Expressionism, Gynocriticism, Implied Author, Intertextuality, Magic Realism, Narrative Techniques, Naturalism, Plot, Point of View, Realism, Structuralism, Types of Novel, Unreliable narrator, Utopia, Dystopia

# Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender
- Social Reform and Women's Rights
- Women under Colonialism
- · Women in and out of Slavery
- Is there a Woman's Language?

### Marks Division:

The course will have an Internal Assessment Test of 10 marks.

The End Semester Examination will comprise of a total of 40 marks.

1 long question worth 10 marks out of 2 to be attempted from each of the Units 1 and 2:	2x10=20
5 short questions worth 2 marks out of 10 questions to be attempted from Units 1 & 2:	5x2=10
2 short notes/questions worth 5 marks each out of 4 to be attempted from Unit 3:	2x5=10

# **Recommended Reading:**

- 1. Abrams, M.H. A Glossary of Literary Terms. 1941. 7th ed., Harcourt Publishers, 1999.
- Barry, Peter. Beginning Theory: an Introduction to Literary and Cultural Theory. 1995. Manchester University Press, 2017.
- Beauvoir, Simone de. Introduction. The Second Sex. Translated by Constance Borde and Shiela Malovany-Chevallier, Vintage, 2010, pp. 3–18.

# DEPARTMENT OF HISTORY



B.A. in HISTORY (Prog.)

CBCS w.e.f 2022

# Generic Elective I (Inter-Disciplinary):-Women's Studies in India:

This course will introduce the concepts of gender and sex and therefore, engage with the social constructions of masculinity and femininity. It would also dwell on the way Women's Studies in India has evolved over the years. It addresses issues of intersectional identities of women in India.

The course historicizes the concepts of gender to better understand changes in the given social, political, legal and cultural paradigms in India over the years.

**Evaluation:** 

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x = 10 marks (within 500 words).

Module-I: Basic Concepts & Theories: Defining Gender and Sex; Patriarchy - Ideology &

Practice; Relationship between Gender, Caste, Class, Religion & Politics;

Masculinity and Femininity; Social Constructions of Gender.

Module -II: Emergence of Women's Studies in India: Objectives, Importance an Evolution.

Module-III: Gender & Social History: Family & Marriage; Women's Question in the 19th

Century; Women' Movement in Colonial & Colonial & Post-colonial India.

Module-IV: Gender, Law & Politics: Constitution of India and Women; Laws of Marriage and Divorce; Property Laws; Violence against Women & Preventive Laws.

Module-V: Gender, Development & Culture: Issues of Labour & Health; Access to

Resources; Gender Audit.

Suggested Readings:

Judith Butler, Gender Trouble, London, Routledge, 1990.

Kamla Bhasin, Understanding Gender, New Delhi, Kali for Women, 2000.

Kamla Bhasin, What is Patriarchy? New Delhi, Kali for Women, 1993.

Madhu Vij et al, Women's Studies in India: A journey of 25 Years, Rawat, 2014.

Kumkum Sangari & Sudesh Vaid, Recasting Women: Essays in Colonial History, New Delhi, Kali for

Chakraborty, Nirmal & Chakraborty Shachi Eds., Gender Justice, Kolkata, R. Cambray & Co. Private

Borde, Constance & Malovany-Chevallier, Sheila Trans., Beauvoir, Simone De, The Second Sex. New

York, Vintage, 2011

Geraldine Forbes, Women in Modern India, Cambridge University Press, 1996.

Nivedita Menon, Ed. Gender and Politics in India, OUP, 2001.

Ritu Menon and Kamla Bhashin, Bodies and Boundaries: Women in India's Partition, New Delhi,

Kali for Women, 1998.

Samita Sen, Women and Labour in Late-colonial India: The Bengal Jute Industry, CUP, 1999.

Nita Kumar, The Politics of Gender, Community and Modernity, OUP, 2006.

Charu Gupta (ed.), Gendering Colonial India, Orient Blackswan, 2012.

Anshu Malhotra, Gender, Caste and Religious Identities, OUP, 2004.

Liddle, J. and Joshi, R., Daughters of Independence: Gender, Caste and Class in India, 1986.

Bharati Ray ed., Women in India: Colonial and Post-colonial Periods, Sage, 2005.

Sumit Sarkar and Tanika Sarkar, Women and Social Reform in Modern India: A Reader,

Volumes I and II, Indiana University Press, 2007

Flavia Agnes, Law and Gender Inequality: The Politics of Women's Rights in India, OUP, 2001.

Basabi Chakraborty and Rajashree Basu, Prasanga Manabividya (Bengali), Urbee Prakashan, 2014.

Pulak Chanda, Naribiswa (Bengali), Kolkata, Gangchil, 2008.

Mallika Sengupta, Strilinga Nirman (Bengali), Ananda, 2014.



# Generic Elective II (Inter-Disciplinary):-

Gender and Education in India: -

# Objectives:

This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts through the lens of gender. The course has scrutinized the historic denial and unequal access of education to girls and women and the challenges to this inequality, which shaped up in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls.

# Outcome:

On successful completion of this course students should be able to: Explain key concepts related to gender and different feminist perspectives on education; Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India; Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

## Evaluation:

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x = 10 marks (within 500 words).

Historiographical Trends. Concepts of Sex and Gender, Gender Stereotypes, Gender Module-I:

Module-II: Education in Early and Medieval Times; Formal & Informal

Module-III: Colonial Period: Socio-Religious Reforms; Women & Education for females

including Western Medical Education.

Module-IV: Role of School and Colleges in Colonial and Post Colonial Period.

Module-V: Contours of Female Literacy since 1950.

Module-VI: Present Scenario: Education as a Tool of Empowerment.

Suggested Readings:

Aparna Basu, Growth of Education and Political Development in India, 1898-1920,1974 Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference.

2002

Ram Nath Sharma Rajeraden Nath Shanman History of Education in findian Atlantice Publishers, 1996

Radha Kumar, A History of Doing, 1993

Usha Sharma, Women Education in Modern India, 1995 5



# **Environmental Studies (AECC-1)**

CBCS w.e.f. 2017-18

# BANKURA UNIVERSITY

### CBCS SYLLABUS

# Ability-Enhancement Compulsory Course (AECC)

# COURSE TITLE: Environmental Studies COURSE CODE: ACSHP/104/AECC-1

Marks: 50 (40+10)

Credit: 04

# FOR ALL STREAMS OF UNDER GRADUATE HONOURS AND PROGRAM COURSES (Arts, Science and Commerce)

### **Unit 1: Introduction to Environmental Studies**

- · Multidisciplinary nature of environmental studies
- · Definition, Nature, Scope and Importance of environmental studies
- Types and Components ofenvironment
- Sustainable development

## Unit 2: Ecosystems

- · Concept of Ecology and Eco-system, Structure and Function of an Ecosystem
- · Different types of ecosystem; Forest, Desert and Aquatic (Ponds and Oceans) Biomes
- · Energy flow in the ecosystem, energy flowmodels
- · Food chains, food weds and ecologicalpyramids
- Ecological Succession

# Unit 3: Natural Resources: Renewable and Non-Renewable Resources

- Land resources: Land degradation, Landslides, Soilerosion
- Forest resources: Uses, types and importance, deforestation and itseffects, Forest biodiversity and tribal population
- Water resources: Distribution of water on Earth; Use and over-exploitation of surface and ground water; conflicts over water (international & inter-state)
- Energy resources: Renewable and Non-renewable energy sources; Use of alternative energy Sources

# Unit 4: Biodiversity and conservation

- Introduction Definition: Levels of biological diversity: Genetics, Species and Eco-System Diversity, Biodiversity hot spots and mega biodiversity countries.
- · Threats to biodiversity; Value (services) of biodiversity; man-wildlife conflicts, biological invasions
- Conservation of biodiversity: In situ and Ex situ conservation ofbiodiversity; Endangered and endemic species of India

# Unit 5: Environmental Pollution

- · Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclearhazards and human health risks.
- · Solid waste management: Control measures of urban and industrial waste.
- · Fireworks Pollution

# Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and its impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, 1986; Air (Prevention & Control of Pollution) Act, 1981; Water (Prevention and control of Pollution) Act, 1972; Wildlife Protection Act, 1972;



ForestConservation Act, 1920, 1988; International agreements: Montreal protocols, 1987 and Kyoto protocols, 1997 and Convention on Biological Diversity (CBD)

Tribal populations and rights.

# Unit 7: Human Communities and the Environment

- Human population growth: Population Explosion, Impacts on environment, human health and welfare.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley
- Environmental ethics: Role of Indian and other religions and cultures in environmentalConservation
- Environment and human health: Concept of health and diseases (Vector Borne Diseases)
- · Human Rights, Value Education, Role of Information Technology in Environment

# Unit 8: Field Work (Project Work)

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- · Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification
- · Study of simple ecosystems-pond, river etc

# Suggested Readings:

- 1. Carsen, R. 2002. Silent Spring, Houghton Mifflin, Harcourt.
- 2. Rao, M.N&Datta A.K. 1987. Waste Water Treatment, Oxford and IBH Publishing Co. Pvt. Ltd.
- 3. Raven, P.H Hassenzahl, D.M. & Berg L.R, 2012 Environment.8th Edition. John Wiley & Sons.
- Singh, J.S.Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, NewDelhi.
- 5. Agarwal, K.C.2001 Environmental Biology, Nidi Publication .Ltd.Bikaner.
- 6. BharuchaErach, The Biodiversity Biology of India, Mapin Publishing Pvt. Ltd. Ahmedbad, India
- Cunningham, W.P.Cooper, T.H.Gorhani, E&Hepworth, M.T. 2001, Environmental Encyclopedia. Jaico Publ. House. Mumbai. 1196p.
- 8. Heywood, V.h. Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press.
- 9. Jadhav, H&Bhosale V.M. 1995. Environmental Protection and Laws, Himalaya Publishing House, Delhi
- Mckinney, M.L. & Schoch, R.M. 1996. Environmental Science systems & Solutions, Web enhancededition.
- 11. Saha T.K. 2010. Ecology and Environmental Biology, Books and Allied (P) Ltd. Kolkata.
- 12. Santra S.C. 2005. Environmental Science, New Central Book Agency (P) Ltd. Kolkata.
- 13. Singh, S. 1991. Environmental Geography, PrayagPustakBhawan, Allahabad.
- 14. Roy, S. 2003. Environmental Science, Publishing Syndicate, Kolkata
- 15. Sharma, P. D. 2012. Ecology and Environment, Rastogi Publication
- 16. Dash, M. C. 2001. Fundamentals of Ecology, Tata McGraw-Hill Publishing Company Ltd
- 17. Arora, Mohan P. 2009. Ecology, Himalaya Publishing House
- 18. Saha T.K. 2010. Ecology and Environmental Biology, Books and Allied (P) Ltd. Kolkata.
- 19. Santra S.C. 2005. Environmental Science, New Central Book Agency (P) Ltd. Kolkata.
- 20. Environmental Studies-Prof S.V.S Rana.--Rastogi Publication.
- Text book of Ecology: The Experimental Analysis of distribution & abundance--(Charles J. Krebs). Pearson Education.
- ErachBharucha, 2016. Text Book of Environmental Studies for Undergraduate Courses (Second Edition) for UGC. University Press.

Marks Division: 40 (Theory) + 10 (Project Work/Field Work/Internal) = 50 Marks



# SEMESTER- II

# Course Title (Major Course): Political Process in India

Course Code: APLS/ 201/ MJC-2

Credit: 04

Contact Hours/week: 04

Maximum Marks: 50 (ESE-40; IA-10)

**Examination Duration: 2 Hours** 

Learning Objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Learning Outcome: After celebrating the 75th years of India's independence, it is necessary to point out the changes which took place during this long period. The course offers a journey of India in political terms, both in sense of continuity and change. The course will be helpful for those who want to join the civil services or wish to be a journalist.

# Unit- I: The Changing Nature of the Indian State

- a. Developmental.
- b. Welfare.

## Unit- II: Political Parties and the Party System

- a. Trends in the Party System: from the Congress System to Multi-Party Coalitions.
- b. Determinants of Voting Behaviour: Caste, Religion and Gender.

# Unit- III: National Integration and Its Challenges

- a. National Integration: Concept
- b. Linguistic Movements and 'The States Reorganization Act, 1956'.
- c. Demands for Separate Statehood: Gorkhaland and Karbi Anglong



B.A. (PROGRAMME) POLITICAL SCIENCE

CBCS SYLLABUS 2022-23

# SEMESTER- V

Course Title (Generic Elective Course): Human Rights, Gender and Environment

(to be opted by students from other departments)

Course Code: APPLS-503/GE-1

Credit: 06

Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10)

**Examination Duration: 2 Hours** 

Course Objective: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio – economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

# I. Understanding Social Inequality:

Caste, Gender, Ethnicity and Class: intersection

Globalisation and its impact on Working Class, Peasants, Dalits, Adivasis and Women

# II. Human Rights

Human Rights: Various Meanings; UN Declarations.

Human Rights and Citizenship Rights.

Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.

Human Rights Movement in India.

Human Rights and the Indian Constitution.

The role of the National Human Rights Commission.

# III. Gender:

Gender, Culture and History: Indian scenario

Economic Development and Women

The issue of Women's representation in India

# IV Environment:

Sustainable Development

UN Environment Programmes: Rio, Johannesburg and after

Environmental Movements and Policies in India

# **Essential Readings:**

Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.

Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.

Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.

Geetha, V. (2002) Gender, Stree Publications, Kolkata.

Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

Guha, Ramachandra and Madhav Gadgil, (1993) Environmental History of India, University of California Press, Berkeley.

Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.

Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.

Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.

# **AKUI KAMALABALA WOMEN'S COLLEGE**

# RESOLUTIONS OF INTERNAL COMPLAINTS COMMITTEE (ICC)

# মিটিং রেজল্যুশন বহি

# MEETING RESOLUTION BOOK

মিটিং নং / Meeting No. ত   তারিখ / Date   ৩ . । ৪ . २० ১ ।	উপস্থিত সভ্যগণের নাম NAME OF THE MEMBERS PRESENT	স্থান / Place সময় / Time	Pomer of
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नং/No.	রেজল্যুশন / Resolutions Adopted		

The Principal of the college takes the chair and the meeting starts.

# 1. Steps to be taken to educate female students on women rights.

The members of the committee discussed and decided that initially the teachers will aware our female students on their rights along with their class teaching in expenses few minutes in each class for few days. It is also discussed that awareness programmes may be organised in due course of time to educate the students on their rights.

# 2. Educating female on the procedure to file complaint.

The members of the committee thought that as our students are young girls students they will hesitate to lodge complain about the matter discussed here and they will not know where and how such complaints have to be filed. It is discussed and decided that teachers will take responsibility to educate the students on the procedures to file a complaint in case they face sexual harassment both in-campus and off-campus.

# 3. Installation of drop box.

It is discussed and unanimously resolved that a complaint drop box is to be installed in a suitable place on the Campus.

# 4. Misc.

B

The meeting ends with a vote of thanks to the chair.

Principal Akul Kamalabala Women's College Akui, Bankura



# মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK

মিটিংনং/Meeting No. 🔘 ১	NAME OF THE MEMBERS PRESENT	স্থান / Place	Priny par
তারিখ/Date 05.04. 2022	NAME OF THE MEMBERS PRESENT	সময় / Time	2.10 Pm
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नश/No.	রেজল্যুশন / Resolutions Adopted		

The Principal of the college takes the chair and the meeting starts.

Confirmation of the proceedings of previous meeting
 The proceedings of the previous meeting are read and confirmed.

2. Asking the teachers to monitor the students to prevent any instances of harassment on-campus.

The teachers of the committee are asked to monitor students to prevent any instances of harassment on-campus and to report immediately if such a menace ever occur.

3. Collaborating with parents as well to ensure the safety of the students.

The committee decides to collaborate with the parents in order to ensure the safety and the security of the students. Students are provided with phone numbers of the nearby police station so that they may immediately contact police for their safety.

4. Empowering the students to file a complaint in case they are victimized or they witness an instance of sexual harassment both on and off campus.

It is decided that all the teachers must discuss and provide guidance to the students to file complaint in case they are victimized or witness any instances of sexual harassment on and off campus.

5. Charge to be given to check the drop box once every month

It is discussed and decided that Hemanta Majhi, State Aided College Teacher, department of Philosophy, will be given the charge of checking the drop box every month.

6. Discussion to find out any instances of harassment.

The strict vigil of teachers gave the students a sense of --security. There were no instances of harassment or discrimination on-campus.

7. Misc.

The meeting ends with a vote of thanks to the chair.



Principal
Akul Kamalabala Women's College
Akul, Bankura

# মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK

মিটিং নং / Meeting No. 03 তারিখ / Date 94. 09. 2022	উপস্থিত সভ্যগণের নাম NAME OF THE MEMBERS PRESENT	স্থান / Place সময় / Time	Charles 2.30 pm
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न१/No.	রেজল্যুশন / Resolutions Adopted		

The Principal of the college takes the chair and the meeting starts.

# 1. Confirmation of the proceedings of previous meeting

The proceedings of the previous meeting are read and confirmed.

# 2. Steps taken for any kind of sexual harassment

It is resolved that the steps to be taken for sexual harassment in such a way that it is as per Vishaka guidelines.

# 3. Discission regarding help-line numbers to be provided to students.

It is discussed and decided the phone numbers of the members of committee will be provided to students.

# 4. Discussing the news of instances of sexual harassment published in newspapers

It is decided that discussion the news of instances of sexual harassment published in newspapers and other media and prevention of such instances by means of stringent control will be discussed in the classes.

# 5. Discussion on gender sensitisation.

It is discussed that though it is a women's college, still the teachers of all departments must discuss on gender sensitisation so that the female students can struggle to cope with the patriarchal society in various phases of their lives.

# 6. Discussion regarding any instances of harassment.

It is reported that no complaints of harassment or discrimination on-campus were dropped in the complaints box of the college which implies our college possesses very peace and friendly atmosphere.

ESTD.-2016

# 7. Misc.

The meeting ends with a vote of thanks to the chair

Principal Akul Kamalabala Women's College Almi Bankura

# মিটিং রেজল্যুশন ব

# **MEETING RESOLUTION BOOK**

মিটিং নং / Meeting No. 04	উপস্থিত সভ্যগণের নাম NAME OF THE MEMBERS PRESENT	স্থান / Place	narpal
তারিখ/Date 10:01, 2023	MAINE OF THE MEMBERS PRESENT	সময় / Time	2.30 00
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The Principal of the college takes the chair and the meeting starts.

1. Confirmation of the proceedings of previous meeting The proceedings of the previous meeting are read and confirmed

# 2. Addressing the problem of Spoken English Class

The students undergoing add-on spoken English Course submitted an application regarding the offensive words used by Spoken English teacher and also complained about his inappropriate behaviour in classroom. The matter was discussed seriously and it is decided that the concerned teacher for spoken English is to be called immediately and the members of the committee will warn the teacher in this matter. After that if he continues to do so, the report against him be submitted to the higher authority of the college i.e., the Governing Body of the college to take strict action to solve this matter.

# 3. Discussion regarding display of posters for anti-sexual harassment

All the members discussed on forming posters of 'Internal Complaint Cell' specifying guidelines of the cell and display them on the walls of the college building as per the directions given by the central government.

# 4. Misc.

The meeting ends with a vote of thanks to the chair.

Principal Akul Kamalabala Women's College Akui, Bankura



# মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK

	উপস্থিত সভ্যগণের নাম	স্থান / Place	Clonber
মিটিং নং / Meeting No. 05	NAME OF THE MEMBERS PRESENT	সময় / Time	2,00 pm
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The Principal of the college takes the chair and the meeting starts.

- Confirmation of the proceedings of previous meeting
   The proceedings of the last meeting are read and confirmed.
- 2. Discussion regarding coping with the mental health challenges faced by female students.

It is resolved that the female students must be provided with an overview of society regarding the mental health challenges faced by women in society so that they can be prepared to face those challenges later.

Increase collaboration among teachers, students and parents for the safety of the girl students.

It is discussed and decided that teachers, students and parents should collaborate as precautionary measures to look after the safety and security of the students.

4. Discussion to find out any instances of harassment.

As there were no instances of harassment or discrimination on-campus, no further discussion is required in this regards. All members of this committee strongly claimed that the college runs in very good cooperation of the students and healthy manner.

5. Misc.

The meeting ends with a vote of thanks to the chair.

Principal Akui Kamalabala Women's College Akui, Bankura



# মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK

	উপস্থিত সভ্যগণের নাম	স্থান / Place	minut
মটিং নং / Meeting No. 06	NAME OF THE MEMBERS PRESENT	সময় / Time	2,30 Pm
তারিখ/Date 13.12.2023		23121.	
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The Principal of the college takes the chair and the meeting starts.

- Read and confirm of the proceeding of the last meeting
   The proceedings of the last meeting are read and confirmed.
- 2. Encourage students every year to approach the Cell whenever they are in need of it.

As our college is a girls' college the possibility of complaint on sexual harassment would be normally less yet beyond any risk it is discussed and decided that the students should be encouraged every year to approach the Cell if they face any harassment on or off campus. All teachers are asked to induce students to approach the Cell without any hesitation.

3. Discussion to find out any instances of harassment.

There were no instances of harassment or discrimination on-campus during last few months. It is quite significant that our campus is very peaceful and possessed friendly atmosphere among the students.

4. Misc.

The meeting ends with a vote of thanks to the chair.

Principal
Akul Kamalabala Women's College
Akul, Bankura



# **AKUI KAMALABALA WOMEN'S COLLEGE**

# RESOLUTIONS OF GRIEVANCE REDRESSAL CELL

# মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK

স্থান /Place		Principal chamber
T সময়/Time	14	11:30 AM
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The Principal takes the chair and the meeting starts.

# 1. Confirmation of the proceedings of last meeting

The proceedings of previous meeting are read and confirmed.

# 2. Discussion on refunding the fees amount of Payel Ghosh (History Honours)

Payel Ghosh (History Honours) gave an application stating to refund the amount she paid during her admission to Honours course as she changed her discipline from Honours course to Pass course. It is resolved that her amount either will be refunded or be readjusted to the next semester. The Principal is requested to look into the matter.

# 3. Misc.

The meeting ends with a vote of thanks to the chair.

Principal Akul Kamalabala Women's College Akui, Bankura

भेषिर नर /Meeting No. 02	উপস্থিত সভ্যগণের নাম	ञ्चान /Place	Principal Charles
চারিখ/Date		সময়/Time	11:30 AM
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The Principal takes the chair and the meeting starts.

1. Confirmation of the proceedings of last meeting

The proceedings of previous meeting are read and confirmed

2. Discussion on the application of Somashree Ruidas to conduct her internal assessment online

Somashree Ruidas, a student of 6<sup>th</sup> semester requested to conduct her internal assessment via online mode as she was unable to travel due to her pregnancy. The matter is discussed by the committee and it is decided that she will be allowed to take her exam via online mode.

3. Discussion on the request of the students to provide wi-fi connections

After a long discussion it is decided that the college authority be informed the matter for a provision of wi-fi connectivity for the benefit of the students.

4. The students requested the availability of dustbin in washroom and ensure cleaning of washroom

It is discussed that the college will ensure the availability of dustbin and cleaning of the washroom on regular basis.

5. Misc.

The meeting ends with a vote of thanks to the chair.

মিটিং নং /Meeting No.	03	উপস্থিত সভ্যগণের নাম	স্থান /Place	Principal Chamber
তারিখ /Date	20.09.2022	NAME OF MEMBERS PRESENT	সময়/Time	11:30 AM
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The Principal takes the chair and the meeting starts.

#### 1. Confirmation of the proceedings of last meeting

The proceedings of previous meeting are read and confirmed.

## 2. Discussion on the application of Sukumar Panja, (father of Snehalata Panja) for fees concession

Sukumar Panja, father of Snehelata Panja, student of semester III gave an application regarding the concession of fees owing to financial challenges of their family. The matter is discussed in the committee and it is resolved that fees concession will be considered in this case. The Principal is asked to do the needful in this regard.

#### 3. Discussion on the application of 5<sup>th</sup> semester students to increase Bengali (DSE) class

The students of 5<sup>th</sup> semester Bengali Programme gave an application requesting to increase Bengali (DSE) class. The matter is discussed in the committee and decided that classes will be increased. The increased number of classes are allotted to departmental teacher.

## 4. Provision of lock and ring in the door of the ladies wash room on verbal request of the students.

It is discussed and decided that the lock and the ring in the ladies wash room would be fitted as early as possible. Sri Anadi Paramanik would be requested to do the job.

## 5. Discussion on the verbal grievance of the Philosophy students to provide mats for Yoga practical class

The Principal of the college reports that the students of the Philosophy department both Honours and Programmee requested him for purchasing mats as their Assan in practical class have to done in the floor. The member of the committee accepted the matter seriously. After a discussion it is decided that at least two number of mats are to be purchased for their benefits. The Principal is asked to do the needful in this regard.

## 6. Discussion on the application of 2<sup>nd</sup> semester Philosophy students to increase books in library

Based on the application of 1<sup>st</sup> Semester Philosophy students, it is decided that the college authority will try to purchase some books for Philosophy department on urgent basis. HOD of Philosophy department is asked to provide a list of books.

ESTD.-2016

#### 7. Misc.

The meeting ends with a vote of thanks to the chair.

	উপস্থিত সভ্যগণের নাম	ञ्चान /Place	Principal Clarker
बेहिर नर / Meeting No. 04	OF ACTION OF DEED PRESENT	সময়/Time	11:30AM
চারিখ /Date 24.01.202			
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The Principal takes the chair and the meeting starts.

1. Confirmation of the proceedings of last meeting

The proceedings of previous meeting are read and confirmed.

2. Discussion on the application of History Honours students to need few books in library

Based on the application of History Honours students, it is decided that the college authority will try to purchase some books for History department on urgent basis. HOD of History department is asked to provide a list of books.

3. Discussion on the application of Sarada Rudra, 1<sup>st</sup> Semester, Philosophy to arrange for her Vivekananda Scholarship

It is discussed and resolved that the college will take necessary action to arrange for Vivekananda Scholarship for Sarada Rudra, 1<sup>st</sup> Semester, Philosophy. The nodal officer of Vivekananda Scholarship is asked to look into the matter and do the needful.

4. Misc.

The meeting ends with a vote of thanks to the chair.

ब्रिटिश् नर /Meeting No. 05	উপস্থিত সভ্যগণের নাম	স্থান /Place	Frirew Belly Chambe
তারিখ /Date 05.04, 2023	NAME OF MEMBERS PRESENT	সময়/Time	2.30 p.m.
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The Principal takes the chair and the meeting starts.

1. Confirmation of the proceedings of last meeting

The proceedings of the last meeting are read and confirmed.

2. Discussion on the application of the students of philosophy department for problems of fans.

The application of the students of the Philosophy department regarding the malfunctioning of two celling fans in the Room No.2 is discussed and resolved that during the very hot situation the fans to be repaired immediately with contact of a local electrician. The Principal is requested to take step in this regard.

3. Misc.

Having no other agenda the meeting ends with a vote of thanks to the chair.

ESTD.-2016

## CODE OF CONDUCT

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Estd.- 2016 (Affiliated to Bankura University)

Vill. & P.O.- Akui, P.S.- Indas, Dist.- Bankura, Pin-722201

Website: akuiwomenscollege.org :: E-mail: akw.college@gmail.com

Mobile No.: - 9474918607

Ref.No.:

Date.

## AKUI KAMALABALA WOMEN'S COLLEGE

Akui, Bankura, West Bengal-722201

Code of Conduct

"Our Code of Conduct is definitive: It is not negotiable"- Thomas S. Monson.

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Principal
Akul Kamalabala Women's College
Akul, Bankura

Co-ordinator I.Q.A.C. Akui Kamalabala Women's College Akui, Bankura, W.B.



Estd.- 2016

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Mobile No.: - 9474918607

Ref.No.:

Date.

#### Code of Conduct for students

- 1. Students must maintain discipline and dignified behaviour both inside and outside the college boundaries. They should abide by the rules and regulations of the college
- 2. The students ought to nurture an academic, cultural and social behaviour in accordance with the core
- 3. The students must maintain punctuality which is the key to every success.
- 4. All students must practice proper dress code in the college premises
- 5. Students must act ethically and honestly during the exams, assessments and other informal tests.
- 6. Students must display their college identity cards during their entry within college campus
- The students must not commit any atrocities like ragging within or outside the college campus.
- 8. The students must refrain from consuming intoxicants or psychotropic substances within or outside
- 9. The students must refrain from scribbling or writing anything on the walls, doors, windows or furniture
- 10. Students are expected to make optimum use of academic, co-curricular and extra-curricular facilities
- 11. Political activity in any form is not permitted within college campus. Unauthorized meetings, propaganda works, fund collection are forbidden within the college
- 12. Every student must maintain cleanliness to keep the college premises and classrooms clean and inculcate the habit of using dustbins for garbage.
- 13. During the lectures, students must not loiter in and around classrooms. If found to do so they are liable to be reprimanded for disobedience and indiscipline
- 14. Use of mobile phones during class hours and in libraries is strictly prohibited.

Co-ordinator I.Q.A.C. Akui Kamalabala Women's College Akui, Bankura, W.B.

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Estd.- 2016 (Affiliated to Bankura University)

Vill. & P.O.- Akui, P.S.- Indas, Dist.- Bankura, Pin-722201 Website: akuiwomenscollege.org :: E-mail: akw.college@gmail.com

Mobile No.: - 9474918607

Ref.No.:

Date.

#### Code of Conduct for Teachers

- The responsibility of a teacher is not just teaching but being a friend, philosopher and guide of the students. The teachers must perform these responsibilities with efficiency following the norms of the institution.
- Each teacher must update his/her knowledge and skills professionally for the benefit of the students and overall development of the college.
- Every teacher must maintain the decorum and sanctity of the duty while dealing with the colleagues or students to maintain a congenial ambience of the college.
- 4. Every teacher must be punctual in attending the college.
- A teacher must encourage students to participate in various co-curricular activities for their cognitive development.
- The teacher must not discriminate the students on the basis of class, creed, religion or social background.
- 7. The teacher must not be absent from duties any time without prior permission from the authority.
- It is the responsibility of the teachers to be impartial while evaluating the performance of the students in exams.
- The teacher shall not associate himself/herself with any organizational activities which are against the integrity of teaching profession.
- 10. The teachers must not indulge in plagiarism and other unethical behaviour in teaching and research
- 11. The teachers must abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- The Teachers must aid students to develop an understanding of our national heritage and national goals;
- The teachers must refrain from inciting students against other students, colleagues or administration.
- 14. The teachers should see that institutions maintains contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.
- 15. In order to achieve the institutional core values and academic targets, it is the collective duty of entire teaching faculty to work together in concord and conformity.

Principal
Akul Kamalabala Women's College
Akul, Bankera

Co-ordinator
I.Q.A.C.
Akui Kamalabala Women's College
Akui, Bankura, W.B.

# SEMINARS AND AWARENESS PROGRAMMES ON WOMEN EMPOWERMENT AND GENDER ISSUES





Estd.- 2016

(Affiliated to Bankura University)

Vill.+ P.O.- Akui, P.S.- Indas, Dist.- Bankura, Pin-722201

Website: akuiwomenscollege.org • E-mail: akw.college@gmail.com • Ph-

9474918607

Ref. No.:

Date.

16.6.2023	
11:30 am to 3:00 pm	
Seminar hall of Akui Kamalabala Women's College	
Department of Bengali in collaboration with IQAC	
Dr Sk Nazrul Islam	
The seminar focussed on the discussion of texts from Bengali Literature which focussed on Women rights and empowerment	
The resource person on the dais was Sk Asad Ali (Indas Mahavidyalaya) and Dr Asrafi Khatun (Associate Professor, Jamalpur College)	
<ol> <li>Dr Pitambar Paul (Principal)</li> <li>Indrani Majhi Shit (Associate Professor, Philosophy)</li> <li>Dr Sk Nazrul Islam (Asst. Prof. Bengali)</li> <li>Dr Nandini Maity (Asst. Prof. English)</li> <li>Debyendu Mondal(SACT)</li> <li>Rajashri Roy (SACT)</li> <li>All the students of the college</li> </ol>	
Rajashri Roy, SACT, Department of Bengali	
Dr Sk Nazrul Islam	
DR Pitambar Paul(Principal) and Dr Nandini Maity (IQAC coordinator)	
The seminar topic of Dr Asrafi Khatun was Begum Rokeya and contemporary women society: Problems and Solution and the topic of Sk Asad Ali was "A novel by Hasan Azizul Haque: Deconstructing Patriarchal Definitions of Women, family and state".	
The participants were enlightened with new ideas regarding the struggle of women through ages and the need of women empowerment in society	
A question answer session was conducted where the students asked questions related to seminar topics and the session was very interactive	
Rajashri Roy The seminar successfully ended with vote of thanks the resource persons for discussion on topics focus on the rights of women	

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L.Q.A.C.

Akul Kamalabala Women's College
Akul, Bankura, W.B.

#### **GENDER AWARENESS PROGRAMME SEMINAR**



## STUDENTS WHO ATTENDED THE AWARENESS PROGRAMME

### Akui Kamalabala Women's College

#### Gender Awareness Programme

#### 2022-2023

Attendance Sheet

Date:03-011-2022

SL.NO	Name of Student	Semester	Signature of student
1	Sarada Rudra	150	Sarada Ruckan
2	Sanhati Ghash	ast	Sanhati Ghosh
3	Tamushree pahra	131-	Tanushorce potra
4.	Tanixa Chakrabosto	ist	T Chillyabana
5	Debasoti Sankan	1st	Debarroti Sankan
6.	Poulami Basu	1st	Poulomi Basu Sathe Mondal
4.	Sathe Mondal.	151	Sathe ortono
8.	Buyanka Das	1 nt	Bayanka Llas
9.	Asipita Mondal	1st	Aprila Mondal
10.	Testa woner	18t	Tusta konen
11.	Bishakha Das	1st	Bishakha Das
12.	Aditi Mondal	157	Aditi Mondal
13.	RUPA ROY	15+	RUPAROY
14.	Nasima Khatur	15t	Nasima Knotur
15.	Ananya mashi	4S+	Anama Majht Jinnatora Khatun
16.	otimatora khatun	1st	Asma Khatun
17	Asma Khatun	1st	Puschasha Roy
18.	D. hasha Koy	15t	sudeshna mondal
10.	Sudeshna I write	1St	Debkanta Ghosh
20.	monkanta Ghosh	157	Laboni Ghosh
21.	Laboni Ghosh	1St	Anusnee Khan
22.	Day Ince Khan	15+	Bousha Kanal
29.	Barisha Karra K		Surra Murmu
24.	Surra Murmu	1s.t 1s.t	Jayanti soren
25.	Jayanti sopen	451	January 2

1/2022 Anumer ller ol 2 03.11.2022

#### SAVE GIRL CHILD AWARENESS PROGRAMME



## Students who attended the programme

## Akui Kamalabala Women's College Save Girl Child Awareness Programme

2022-2023

Attendance Sheet

Date:29-09-2022

SL.NO	Name of Student	Semester	Signature of student
1	Sathe Mondal.	185	Sath Mondal.
2	Ampita Mondal	15+	Asirita Mondal
3	Prinzamba Dan	1nt	Bizanka Das
4	Sudeshnamondal	1st	Sudeshnamondal
5)	Debkanta Ghosh	15+	Debkanta Ghash
6.	Purbasha Roy	15t	Purbasha Roy
7.	Debarroti Sanlcara	1st	Debarroti Sankan Poulomi Base
8.	Poulami Basu	1st	Poulami Base
9.	Ananya Majhe	1St	Ananya Mashi
10.	Jinnatora Khatun	1st	Jinnatora Khatun
ti	Asma Whatun	15t	Asma Khatun
12.	Jayanti sopen	15+	Jayantisoren
13	Tanix a chakeraboody	154	Tanixa chakerabout
14.	Tamushonee patra	ISF	Nasima Khatuh
15.	Nasima Khatun	1st	Nasima Khatun
16.	Aditi Mondal	157	Aditi Mondal
17	RUPA ROY	1st	RUPA ROY
18.	Laboni Ghosh	157	Laborii Gehosh
19.	Borsha Karak	151	Borsha Korak
20.	Surra Murmu	15#	Surra Murmu
21.	Anuspee Khan	15#	Anasmee Khan

Mamai Pal 29.09.2022

29-09.2022

## Survey for the purpose of Gender Audit

SI.NO	Name Of Student	SEMESTER	Who inspired you to come to this college	Which college did you prefer – women's college / co-ed college	Signature Of Student
1	Disna Rakshit	D(H)	Father	Women's College	e Disha Ranghit
2	Sneha Jash	II(H)	Mother	Homen's college	e Sheha Insk
3	Pivali Dex	D (H)	Mother	women's college	Proli Dey
4	Dayati Dey	TO 04)	Mother	Homen's College	Carota Dey
5	Baishakhi Dom	[A (H)	Father	15mmon & Callege	Baishakhillan
۷	Debosnee chalombot	TA (H)	Father	Namon a Callego	Webosnee Charmas
7	koyel Mondal	IV(H)	Motherc	Women scalege	koyel Mondan
8	Ankana Dey	IV (H)	Father	Women A College	Ankana Dey
9	Supriva Roy	IV (H)	Mother	Vomen/a college	Supriya Roy
16	Para Patra	IV (H)	Father	Women'p College	Putal Potros
11	Sudipa Mondal	IX (+)	fathere	Women's College	Sulika Mondal
12	Pavel Ghost	(H) VI	Mother	Women's College	Payer Ghosh
13	Ankita Rakshit	ID (H)	Father	Women Sollege	Ankita Rahshi
14	Antara Dey	IV (H)	Father	Homen's College	Antona Dey
12	Ananya Mondal	-	Father		Ananya Mondal
16	Saroni kirku	VT(H)	Father		Sajani Kisku
17	Ayesta khalma	V1 (A)	Cather	. 11	eAYesha Khat
18	Sonali brubta	NI (A)	Father	women's roller	Sonali crupto
19	Samuelasonhar	-	Mother	Womaemacelles	Sanjukta Sanka
20	Moumita Majhi	VI CHI	Father		Moumita Madhi
21	Pupita Mondal	1(1)	Father		Puspita Monda
22	Payel choudhwry	V1(4)	Father	worth culles	Payel choudher
23	Soma Kunder		Fathere	Women's collage	50ma KUTUL
24	Ananya Paramatik		Father	Nomen's calles	Ananya Paramanik
25	Priyatonia	[V (H)	Father	Homen's College	Priya Panja
26	Soumili Mathun	IV (P)	Mother	Phonon Call	Soumili mathe
27	Brist Data	D(P)		Homen's College	Brisht Multa
28	Sami Mitra	D(b)	Father	Money of the	Soumi Mitro
29	Sulapa Das	RE)	Mother		Sufafa Dey
30	Nibed Da Sommanto		Mother	Women's Calley	eNibedita Samanto
31	Bilkish Khalim	W(fe)	Father	None le selle	Bilkish Khato
				womens oruely	Dime and It works
32	Rimpa Nandi	v1(H)	Mother	Homen's Callage	Hitrokoxal Saha
33	KoyelSaha	VI (H)	Father	when a college	Nibedita Chosh

il.NO	Name Of Student	SEMESTER	Who inspired you to come to this college	Which college did you prefer – women's college / co-ed college	Signature Of Student
69.	Brixa Manna	II (H)	Father		sepriya manna
70.	Ananya Mondal	I (+)	father	Honon's Callege	Ananya Mono
引.	Sathi Mondal	TT (H)	Father	Women's College	Sathe Mondal.
72.	Aditi Mondal	II(P)	Father	Wmmon N'ellow	Holti Moridan
73.	Megha Dulla	VI(H)	father	Women's College	e Medha Dulla
74.	Surana Malik	VI (H)	Father	Women's College	Sumana Malik
75.	98hila Dey	VI(H)	Father	Women's College	Ishita Det
76.	Roma Roy	VI (H)	Father	Women's College	Roma Roy
77,	Barisha Charabort	VI (H)	Mother	Women College	Barsha chartrabox
78.	Riva Maji	VIH	Fathere	Women's Callege	Riya Maji.
79.	Asma Khatun	(9) II	Mather	Homen's College	Asma Khatwi
80.	Aditi Mondal	II (P)	father	Women's Calles	e Aditi Mondal
81.	Arpita Mondal	TT (P)	Father	Women's Calley	eAppita Mordal
82.	Debarrati Sonkar	II(P)	Father	WomenioColleg	o Debarroti Sankan
83.	Bushakha Dos	II (H)	Father	Women's College	Bishakha Dag
84.	Madhumi Fakubta	VI (P)	Father	Women's Collage	Madhumita Crasta
85.	Chumki Bomenger		Falher	Horam's Calley	Chumik Baronje
86.	Manfaz Khatum	VI LP)	Father	Horum's Collage	Mamtaz Khatur
87.	Nargio Parerin	V1 (4)	Father	Homen's Callege	Name ponovin
89.	Marytax Khatur	VI(P)	Father	Homen's Cully	Moemfaz Khatm
89	Siddha Kesh	VI(P)	Father	Honen's College.	Siddha Kerh
90	Nandini Chakrabort	VI(P)	father	Honenscaller	Mondini Chakrabook
91.	Laboni Ghosh	五(4)	Father	Homen's College	eLaboni Ghosh
92.	Surra Mwonu	II(ff)	Father	Womenscologe	Surra Murmu
93.		1 - 0 >	Father	Womenscollege	Sarada Rudra
94.	Tom ya Chakraborth	五(年)	Fathere	Women's College	Transports
95.	Janushree Patra	I(A)	Father	Domen's College	Tancishnee palma
96		1× (H)	Father	Women's College	0. 1 .
97	Biparter Garai	1 (H)	Father		Bipasha Garai
98	Jinnatoro Krak	2nd Semp	Father	womenscollege	F. Jami Da
99.	Pollami Basu		Father	women's callege	Poulami Basu Moumita Kanmakan
100	. Moumita Karemakar	IN (H)	Father	Morrests contese	manua rayinakax

Mamai Pal 2022

Snume llenoh 2 01:12.2012

Service Provided: Green, Safety, Fire, Environment, Energy Audit and ISO, Information Security, Automotive, NABL, NABH, CSR, Food, Medical Certification and Training Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

# AKUI KAMALABALA WOMEN'S COLLEGE GENDER AUDIT

Sustainable Development Goal 5: Gender equality



#### MANACEMENT SYSTEM CONSTITUTANCY

Service Provided: Green, Safety, Fire, Environment, Energy Audit and ISO, Information Security, Automotive, NABL, NABH, CSR, Food, Medical Certification and Training Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A12H

#### **REPORT OF THE GENDER AUDIT 2023**

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- · Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- · Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly
  policies.
- Organisational culture and its effects on gender equality.

AKUI KAMALABALA WOMEN'S COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfil its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to AKUI KAMALABALA WOMEN'S COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender audit that is presented below.

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#### Given below is a brief profile of AKUI KAMALABALA WOMEN'S COLLEGE:

Embraced by lush greenery and scenic beauty, Akui Kamalabala Women's College is a treasured place for aspiring female students to leave their imprints towards success. Akui Kamalabala Women's College is a newly established undergraduate women's college. The institution is located at Akui, Indas in the district of Bankura West Bengal and is affiliated to Bankura University. The college has completed 7 years of existence in 2023. Since its beginning the institution has been catering to the needs of the stakeholders, locality and providing quality education to female students with pride and success. From the very beginning the college has been trying to provide excellent education to improve the standard of women education and pave the way of women empowerment in such remote place where most of the families are financially lagging behind. The college has been trying its best to provide quality education and proper guidance to female students in order to foster gender equity in the locality for the greater welfare of society. Within its limited infrastructure, the college is striving to provide education with qualified teachers and dedicated staff who are rendering their service with their utmost abilities in order to achieve its objective of upholding the institution as an example in the locality. Our institution has been carefully designed to accommodate the needs of the female students. Libraries are moderately equipped with books .Our smart classroom is well ventilated, spacious, and equipped with modern teaching learning tools for imparting experiential learning to the students. We are obliged to equip our students with all the necessary skill sets in terms of subject knowledge, interpersonal skills, communication, and leadership skills to get placed in various sectors of society. The faculty members are helping students with their subject competency, communication skills along with career guidance and counselling. We welcome all aspirant female students to create an incredible legacy in the field of women education.

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#### THE AUDIT

#### 1. Student Data Analysis

- > Overall Gender Ratio: No question of Gender ratio is arisen as the student body comprises 100 % female.
- Reserved Categories (SC, ST, OBC-A, OBC-B): Across various reserved categories, female representation stands at 100%.
- > Semester Clearance (Passed) Students: The data illustrates 100% of female students successfully passing their semesters.

#### 2. Teacher Data Analysis:

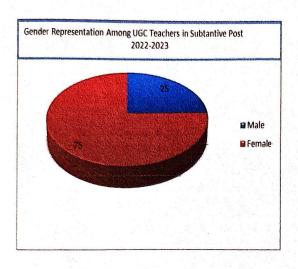
- ➤ UGC Teachers in Substantive Post: The gender distribution among permanent teachers shows 75% female teachers and 25% male teachers.
- > SACT (State-Aided College Teachers): The gender distribution among SACT teachers shows a higher percentage of male representation at 83.33% compared to 16.67% female teachers.
- Non-Teaching Staff: There is a significant gender disparity among non-teaching staff, with 100% being male and no female, indicating a severe lack of gender diversity in administrative roles.

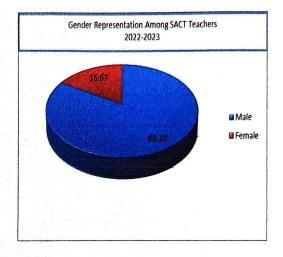
#### 3. Summary and Observations:

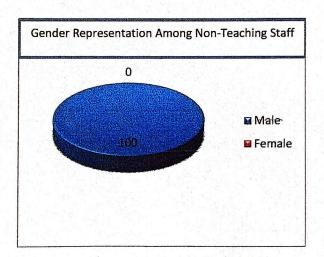
- > Student Body Gender Composition: The overall student body demonstrates a full representation of female students.
- ➤ Gender Disparities in Teaching Roles: While permanent teachers have significantly higher representation, SACT teachers exhibit a significantly lesser representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- > Performance and Enrollment: Whole females tend to perform academically and across various reserved categories.

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#### **TEACHING AND NON TEACHING STAFF [2022-23]**







#### **Suggestions and Recommendations:**

#### 1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

#### 2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

#### 3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

UMA Apartment, Rishi Arobindo Road, Madhyamgram, Kolkata-700130 Email ID: <a href="mailto:managementsystemconsultancy@gmail.com">managementsystemconsultancy@gmail.com</a> Website: <a href="www.msystemcon.com">www.msystemcon.com</a>

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#### 4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

#### 5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

#### 6. Celebrating Success Stories:

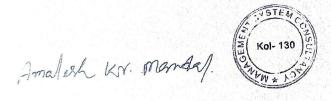
Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

#### **Concluding Remarks:**

Considering the global The Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.



Amalesh Kumar Mandal

Chief Consultant/Auditor from Management System Consultancy

#### Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy
- 2. Sustainable Development in Practice
- 3. Green Economy

# CLEAN & GREEN CAMPUS INITIATIVES

#### Tree plantation programme





## **Environmental Audit Report**

AQC GLOBAL LLC	F15 Issue 01
ISO 14001:2015	Rev 05
Stage 1 Environment Audit Report	

Name of the Organization	AKUI KAMALABALA WOMEN'S COLLEGE
Address	Vill+P.O Akui, Dist Bankura, Pin-722201
Site Address (If any)	
No. of Employees	Teaching = 11, Non-teaching = 0, House-keeping = 0, Security = 0, Electrician=0, Total = 11
E mail id	akw.college@gmail.com
Contact Person	
Telephone/Fax	9474918607
Scope	"Teaching, Learning and Evaluation processes relating to awarding of B.A, considering Environment friendly and Energ efficiency manner in College Green Campus"
Technical Area	Teaching, Learning and Evaluation, Capacity Building, Skill Enhancement, Institutional Social Responsibility
Exclusions	None
Audit Team	Lead Auditor: Amalesh Kr. Mandal Audit duration Man day(s): Auditor: Technical Expert:
Start date of Audit	21.06.2023
End Date of Audit	21.06.2023
Brief about the organization	Embraced by lush greenery and scenic beauty, Akui Kamalabala Women's College a treasured place for aspiring female students to leave their imprints toward success. Akui Kamalabala Women's College is a newly established undergraduat women's college. The institution is located at Akui, Indas in the district of Bankur West Bengal and is affiliated to Bankura University. The college has completed years of existence in 2023. Since its beginning the institution has been catering to the needs of the stakeholders, locality and providing quality education to female students with pride and success. From the very beginning the college has been trying to provide excellent education to improve the standard of women education and pave the way of women empowerment in such remote place where most of the
for the by	families are financially lagging behind. The college has been trying its best to provide quality education and proper guidance to female students in order to foster

Co-ordinator

Akui Kamalabala Women's College Akui, Bankura, W.B.

Principal
Akui Kamalabala Women's College

Akui, Bankura

ISO 14001:2015

Stage 1 Environment Audit Report

F15 Issue 01 Rev 05

#### CHANGE DETAIL

Audit Duration for S	tage 1	
Are quoted man- days adequate?	Yes	
Any change in employee detail?	None	
Any Change in Scope?	None	
Any additional Information:	None  Mar Y	

Co-ordinator
I.Q.A.C.

sui Kamalabala Women's Colle

Akui Kamalabala Women's College Akui, Bankura, W.B.



# AQC GLOBAL LLC ISO 14001:2015 Stage 1 Environment Audit Report F15 Issue 01 Rev 05

#### ATTENDENCE SHEET:

NAME OF PERSON	DESIGNATION
finalish Kr. maran.	Lead auditor
Pitambar par	frinci pal
SK Nazrul Islam	Assistant Professor
Num Dim Maity Irdiani Majli Stat	Assistant Prechenon Associate Bufesson
Irdiani Mojli Stil	Associate Bufesson

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.



#### ISO 14001:2015

Stage 1 Environment Audit Report

F15 Issue 01 Rev 05

#### **SUMMARY OF AUDIT**

	AREA OF IMPROVEMNET
(.	Areas Of Improvement Which May Be Identified As Non Conformities During Stage 2 Audit)
1	Communication/Display of policy
2	Communication/Display of Objectives

#### Non Conformities Raised

0 Minor/Major Non-conformance identified in the Stage 1 audit, details of Non Conformance in F50

Please respond by using your own corrective action form and include the root cause analysis with systemic corrective action. Failure to include root cause analysis with systemic corrective action will result in your responses being rejected by Lead Auditor

Te	am Leader Declaration (Tick or cross Each Column as per applicability)
٧	Auditing is based on a sampling process of the available information
1	Audit is combined, joint or integrated
V	The effectiveness of corrective actions taken regarding previously identified
V	noncomornities has ventiled
<u>٧</u>	outcomes are effective and complying.
<b>√</b>	The internal audit and management review process are effective and complying with the requirements.
<b>√</b>	The scope of certification is appropriate.
V	The capability of the management system to meet applicable requirements and expected  The audit objectives has been fulfilled and achieved.
1	The audit objectives has been fulfilled and achieved.
7	COMMENDATION
1	Recommended Proceeding With Stage 2 (within 60 days from this audit date)
×	that the concerns raised by the auditor (s) have been rectified. A date for stage 2 will then be
×	Recommend not proceeding without a further stage 1 Audit due to the severity of the concerns raised by the audit team

Co-ordinator
1.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.



AQC GLOBAL LLC	F15 Issue 01
ISO 14001:2015	Rev 05
Stage 1 Environment Audit Report	

AQC Report Submission	Client Acceptance for Report
Name of Auditor: Amalesh Kumar Mandal Signature: market kr. market	Name: DR. PITAMBAR PAUL Signature: Principal Designation: Akui Kamalabala Women's College Akui, Bankura

#### AUDIT CHECKLIST

REQUIREMENTS	COMMENTS	Status C/NC/O
Is the Information documented as required as per the ISO 14001:2015?	Manual (EMS/001 dtd. 02.04.2022) and other documented information available.	С
Has the discussion been held with personnel of the Client company for readiness for stage-2?	Yes. Within next month the Stage-2 needs to be completed, discussed and finalized as per discussion with the Principal and IQAC coordinator.	С
Are Process and support processes identified and determined?	Environment Manual found established. Respective Green, Environmental projects also established.	С
Has the Client site specific conditions been evaluated?	Established and implemented. They are maintaining their Green monitoring report year to year wise to evaluate the environment performance.	С
Has the company identified key performance, Process? Objectives, Impact and Aspect analysis and operation of Management System?	Yes. Environment related objectives and programs are found set and Environmental aspect/impact analysis found established.  *3 nos aspects they have identified primarily and related impacts also been evaluated.	С

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.



#### ISO 14001:2015

Stage 2 Environment Audit Report

F16 Issue 01 Rev 05

II+P.O Akui, Dist Bankura, Pin-Zaching = 11, Non-teaching = 0, House-keep ectrician=0, Total = 11  w.college@gmail.com	
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	eaching, Learning and Evaluation varding of B.A, considering Entergy efficiency manner in College aching, Learning and Evaluation, Capacity Entitutional Social Responsibility and Auditor: Amalesh Kumar Mandal ditor: chnical Expert: 07.2023  braced by lush greenery and scenic beautiege is a treasured place for aspiring for ints towards success. Akui Kamalabala ablished undergraduate women's college. The as in the district of Bankura West Bengiversity. The college has completed 7 years ginning the institution has been catering to ality and providing quality education to focess. From the very beginning the college ellent education to improve the standard way of women empowerment in such remilies are financially lagging behind. The college quality education and proper guidance the general proper guidance and college is strivialified teachers and dedicated staff who an ir utmost ability and ir utmost ability and ir utmost ability and dedicated staff who an ir utmost ability and dedicated staff who an ir utmost ability and dedicated staff who an ir utmost ability and proper guidance to achieve in the college is strivial field teachers and dedicated staff who an ir utmost ability and proper guidance to achieve in the college is strivial field teachers and dedicated staff who an ir utmost ability and proper guidance to achieve in the college is strivial field.

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.

#### ISO 14001:2015

**Stage 2 Environment Audit Report** 

F16 Issue 01 Rev 05

	institution as an example in the locality. Our institution has been carefully designed to accommodate the needs of the female students. Libraries are moderately equipped with books .Our smart classroom is well ventilated, spacious, and equipped with modern teaching learning tools for imparting experiential learning to the students. We are obliged to equip our students with all the necessary skill sets in terms of subject knowledge, interpersonal skills, communication, and leadership skills to get placed in various sectors of society. The faculty members are helping students with their subject competency, communication skills along with career guidance and counselling. We welcome all aspirant female students to create an incredible legacy in the field of women education.
Purpose of Audit	To verify the implementation of the Environmental Management System as per the Standards Requirement, verification of records for the conformity of the implementation.

#### **CHANGE DETAIL:**

Audit Duration for Stage	2
Are quoted man-days adequate?	Yes
Any change in employee detail?	None
Any Change in Scope?	None
Any additional Information:	None

#### ATTENDENCE SHEET:

NAME OF PERSON	DESIGNATION	
smales kr mondal.	Lead Auditor	
Pitambar Pew	Principal	
Sk Nazrul Islam	Assistant Professor	
Nordini Mark	Assistant Projence	
Indrasi Majli Stit	Associate Recofessor	
1 Dis Mark		

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B. ESTO. 2016

Principal

Page 2 of 9

Akul Kamalabala Women's College Akul, Bankura

#### ISO 14001:2015

Stage 2 Environment Audit Report

F16 Issue 01 Rev 05

#### **SUMMARY OF AUDIT**

	AREA OF IMPROVEMENTS
1	No such improvement points identified in current period.

#### Non Conformities Raised

0 Minor/Major Non-conformance identified in the Stage 2 audit, details of Non Conformance in F50

Please respond by using your own corrective action form and include the root cause analysis with systemic corrective action. Failure to include root cause analysis with systemic corrective action will result in your responses being rejected by Lead Auditor

Tea	m Leader Declaration (Tick or cross Each Column as per applicability)			
$\sqrt{}$	Auditing is based on a sampling process of the available information			
V	Audit is combined, joint or integrated;			
$\sqrt{}$	The effectiveness of corrective actions taken regarding previously identified			
$\sqrt{}$	nonconformities has verified			
$\sqrt{}$	outcomes are effective and complying.			
V	The internal audit and management review process are effective and complying with the requirements.			
$\sqrt{}$	The scope of certification is appropriate.			
$\sqrt{}$	The capability of the management system to meet applicable requirements and expected			
1	The audit objectives has been fulfilled and achieved.			

#### Recommendation:

The EMS complies with the requirements of the reference standard: Congratulations, on the basis of the above summary, Lead Auditor is pleased to put forward a recommendation for Issuance of Certificate. The organization can use the AQC Mark

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.



Principal
Akui Kamalabala Women's College
Akui, Bankura

Page 3 of 9

#### ISO 14001:2015

**Stage 2 Environment Audit Report** 

F16 Issue 01 Rev 05

x	The EMS complies with the requirements of the reference standard with exception of minor NC: Congratulations, Team Leader is pleased to put forward a recommendation for Issuance of the certificate of Organization upon off-site verification of closure of all minor NC within 60 days from the date of Stage 2 audit. Responses to the non-conformances should be submitted to AQC and must include supporting evidence of closure to allow for off-site verification. In responding to the non-conformances, the organization should consider the root cause of the non-conformance and the potential for related issues in other parts of system.
	If all non-conformances are not closed within 60 days, a full reassessment may be required.
×	Evidence of major non conformities: Organization is not recommended for Issuance of Certificate and at this time. Follow-up audit will be scheduled to allow for on-site verification and closure of all issues within 60 days from the date of Stage 2.
	Once all non-conformances are closed, the recommendation for Issuance of certification may recommended.
	If all non-conformances are not closed within 60 days, a full reassessment may be required.
×	<b>Not Recommended:</b> Organization is not recommended for Issuance of certificate at this time. Full Stage 2 audit is required as the organisation has not implemented the system and process at pace.
	Proposed Audit Date for 1st Surveillance Audit 11.07.2024 (mm/dd/yy)

AQC Report Submission	Client Acceptance for Report	
Name of Team Leader: Amalesh Kr. Mandal Signature:	Name: DR. PITAMBAR PAUL Sign Designation: Principal	

Akui Kamalabala Women's College Akui, Bankura

Co-ordinator

Akui Kamalabala Women's College Akui, Bankura, W.B.



ISO 14001:2015

**Stage 2 Environment Audit Report** 

F16 Issue 01 Rev 05

#### **AUDIT CHECKLIST**

VERIFICATION OF DOCUMENTED INFORMATION & RECORDS AS PER STD REQUIREMENT

(C-Conformity, NC-Non-Conformity, O-Observation)

Clause Number	C/NC/O	Document Verification detail with statement of Conformity
4.1 Understanding the organization and its context (Determination of external and Internal Issues)	С	Identified and included in Manual (Doc. Ref. No. EMS/001, Dtd. 02.04.2022)
		*To capture those issues Staff and student feedback process was initiated and documented for review.
4.2 Understanding the needs and expectations of interested parties (Determination, Monitor & Review of the Interested Parties)	С	Identified and included in Manual (Doc. Ref. No. EMS/001, Dtd. 02.04.2022)
		*To capture those issues Staff and student feedback process was initiated and documented for review.
4.3 Determine and maintained Documented Information the scope of the Environmental management system (Boundaries and Type of Product and Services and any requirement not applicable)	С	Scope established and included in Manual (Doc. Ref. No. EMS/001, Dtd. 02.04.2022), Section No EMS/11  Page. No. 12  Scope defined in Manual and found as per course
		delivery. Verified against their affiliation.
4.4 Environmental management system and its processes (Established, Implement and maintained, process and Interaction of Process)	С	Process Flow/Process description found established as guided by accreditation norms.
., ,		

Co-ordinator

Akui Kamalabala Women's College Akui, Bankura, W.B.



Principal Pa
Akul Kamalabala Women's College

Akui, Bankura

Page 5 of 9

#### ISO 14001:2015

Stage 2 Environment Audit Report

F16 Issue 01 Rev 05

5.1 Leadership & Commitment (Statement of ensures)	C	Interviewed with Top Management (Principal) regarding the Environment management system. Several projects have been initiated and monitored as per plan.  Project/Campaign List:  1. Greenery development 2. Rain water harvesting
5.2 Environmental policy (Documented Information, Establish, Implement, Maintain, communicated and understood)	С	Environmental Policy established (Section No EMS/15, Page no 16).  and found displayed on the college campus signed by the Principal.
5.3 Organizational roles, responsibilities and authorities	С	Defined in Manual and available in the College office.
6.0 Planning  6.1.1 Actions to address risks and opportunities (Risk Assessment has done with prevention of undesirable effects)	С	Risk Register found, maintained and accordingly project taken.  Initially they have identified 4 nos environment risk related to different environmental issues. Action plan established.
6.1.2 Determination and maintained documented information of Environmental Aspect, associated impacts Criteria Used and significant aspects and, of the activity and Environmental Impacts	С	Aspect/Impact Register found maintained. (DOC. NO: AKWC/ASPECT/01).  Initially they have identified 3 nos environment aspects to impact analysis with a proper action plan.
6.1.3 Determination of the Compliances Obligation and maintained documented information on how to comply.	С	AKUI KAMALABALA WOMEN'S COLLEGE Affiliated with the University of Bankura

Co-ordinator

Akui Kamalabala Women's College Akui, Bankura, W.B.



ISO 14001:2015

**Stage 2 Environment Audit Report** 

F16 Issue 01 Rev 05

6.1.4 Planning action for Environmental aspect, Compliance Obligation and Risk and Opportunities.	С	Planning records found available (In the form of projects)
6.2 Environmental objectives and planning to achieve them (Documented, Measurable, Monitored and communicated)	С	Environmental Objectives found established and planned to achieve action (MAP)- Doc. No. ENV/OBJ.  3 no's environments related KPI taken and related action plan initiated with Green Projects.
7.1 Resources  (Resource needed for Continual Improvement)	С	Green monitoring:  Their Own monitoring data report in the form of "Green Audit" is maintained in every assessment year wise.  Monitoring done against respective parameters.
7.2 Competence (Employee records & Competence skill matrix)	С	Related training records found available.  1. Training on Standard given by External body "Management System Consultancy"
7.3 Awareness  (Environmental Policy, Objectives & Effectiveness of EMS)	С	Done through training and display.  1. Training on Standard given by External body "Management System Consultancy"
7.4 Communication  (what, who, when, whom, how with retained documented information)	С	Done through display, mail, meeting minutes.  Students credit card awareness camp
7.5 Documented information  (External Origin, Creation, Updating, Distribution, Preservation, version control, Retention and disposition)  Multiple 15.6. Hg	С	Control of documented information procedure established.  1. Sellabus/Course details in Bengali, English etc.

I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B.

Principal
Akui Kamalabala Women's College Page 7 of 9
Akui, Bankura

AQC GLOBAL LLC	F16 Issue 01
ISO 14001:2015	Rev 05
Stage 2 Environment Audit Report	

10.2 Nonconformity and corrective action	C	Procedure established.
(Documented Information for nature of NC and result of action taken)		
10.3 Continual improvement	С	Objective and monitoring data found available.

#### **END OF REPORT**

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B. ESTO. 2016

#### ISO 14001:2015

**Stage 2 Environment Audit Report** 

F16 Issue 01 Rev 05

& 1 Operational plane		
8.1 Operational planning and control  (Plan, Implement and control of process, documented information for process carried our as planned and Conformity of product or services)  8.2 Emergency Prepared and Responses  (Mitigation of Adverse Environmental Impact, Respond to Emergency situation, periodically	C	Operational procedures established supported with work instructions and related records.  Project review checked  EPRP document and mock drill training given. There are no such exposure of emergency as per their work nature and campus conditions.
review and Training of the Emergency)		*Training conducted by National Safety Council Certified Person from "Management System Consultancy"
9.1.1 Monitoring, Measurement analysis and evaluation	С	Environment monitoring:  Their Own monitoring data report in the form of "Green Audit Monitoring year to year wise" found maintained in every assessment year wise. Monitoring done against respective parameters.
9.1.2 Evaluation of Compliances Documented  (Frequency and Action on Evaluation)	С	Compliance register found available. BGC is affiliated to the
9.2 Internal Audit (Frequency and Documented Information for Implementation of Audit Program and the audit result)	С	Yes, Internal Audit Report w.r.t Year to year Green monitoring checks found conducted and maintained properly against all possible parameters.
9.3 Management Review (Frequency, Input, Output, Documented Information for MRM Results)	С	Yes, their committee meeting outcome was maintained.  Last conducted month of January, 2023
10.1 Improvement – General	С	Done and included in MRM

Co-ordinator I.Q.A.C.

Akui Kamalabala Women's College Akui, Bankura, W.B. ESTD. 2016

Principal Page 8 of 9
Akui Kamalabala Women's College
Akui, Bankura

#### **Campus Cleaning Program**



