

## Criterion 7 - Institution Values and Best Practices

### Key Indicator - 7.1 Institutional Values and Social Responsibilities

**QLM 7.1.1 - Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

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# **Gender Audit**

## **Thakur Ramnarayan College of Arts & Commerce**

### **VISION**

To be a leading institution of higher education contributing to societal development through holistic approach towards learning.

### **MISSION**

To nurture and sustain academic excellence by imparting quality education to develop a community of intellectuals with professional skills and ethical values.

### **EDUCATIONAL ORGANIZATIONAL POLICY**

We shall adhere to our vision and mission relevant to the purpose and context of the organization and fulfill our social responsibilities.

We shall consider the needs and expectations of all interested parties by managing their intellectual property and considering all educational, scientific and technical developments.

We shall work to achieve our Educational Organization Objectives by satisfying all academic and statutory requirements through continual improvement of the Educational Organizations Management System (EOMS).

## **About Thakur Ramnarayan College of Arts & Commerce**

Thakur Ramnarayan College of Arts & Commerce is a community of ardent intellectuals who nurture student learning, faculty research, experiential learning, and meaningful peer interactions and provide service to the social community. It is also one of the first colleges to achieve EOMS certification.

At TRCAC, collaborative learning is given utmost importance to encourage individual intellectual development and respect for diverse points of view. We believe that this is necessary to enable graduates to be effective in a dynamic world. An undergraduate major in Arts, Commerce and Self Finance programs shall help in the development of critical thinking, clarity of expression, and breadth of knowledge that provides them with professional success and productive participation in society. At TRCAC, students have the platform to interact with multiple learning communities which plays a vital role in building a sense of opportunity. TRCAC also provides opportunities to connect with local and national communities through internships and service learning. Broad curricular choices encourage students to explore personal interests, meet diverse groups across campus, or prepare for specific graduate and professional programs. At TRCAC, activities within and beyond the classroom that promote lifelong learning shall surely make our graduates successful in a wide variety of careers.

## **GENDER EQUITY AT TRCAC**

An educational institute plays a very important role to sensitize the students towards gender issues. It is very necessary to change the mindset of students towards the opposite sex, and to achieve this, teachers always counsel them in the classroom and on the campus to respect each other. Our college is well prepared to handle and respond to any gender sensitive issues and provide an environment where both men and women can work together with a sense of not only personal security but also with dignity. Gender equality, equality between men, women and transgender does not mean that they have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment to all genders according to their respective needs.

Gender is a cross-cutting issue that has been of persistent importance across the globe. Gender Equality, Women Empowerment, Choice of every gender to work are strategies to reduce poverty, reduce social injustices among the genders, accelerate growth levels, improve health standards and contribute to a healthy, financially strong and a conducive domestic environment in the country. Gender parity is also regarded as attainment of human rights and a prerequisite for sustainable development.

Gender awareness allows women to move beyond other conventional gender stereotypes and rigid gender role definitions. Many discussions and campaigns about Gender equity allow the women gender and also the transgender in recent times to take spontaneous action against their oppression or exploitation. Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere. This calls for a fair Gender Policy to be incorporated for equitable treatment and opportunities at the workplace. Implementation of the Gender Policy will require the commitment, participation and contribution of every staff member. Gender equity denotes the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources. Both are indispensable and need to be incorporated into the Gender Policy of a large educational institution like TRCAC, which believe in fair and justifiable treatment to all. The policy aims to eliminate harassment on the basis of gender which is any act or threat by men or male-dominated institutions that inflicts physical, sexual, or psychological harm on a woman or girl because of their gender.

TRCAC always concentrates on the student's qualitative performance along with their overall personality development. Observing gender equality, the girls are provided with various facilities and special attention. The NSS has a separate unit of girls. The unit always motivates girls for their

social responsibilities. Separate Washrooms for Girl students on each floor are equipped with basic amenities like dustbins, mirror and shelves. Girls washroom on fourth floor has a Sanitary Napkin Vending Machine. Lady peons are assigned duty on each floor at all times.

Workshops are held on “Women and Human Rights” to make the girls aware of their rights and responsibilities. Girls are made aware of laws and by-laws by organizing lectures of eminent judges, lawyers etc. Eminent Doctors and Gynecologists are invited to deliver lectures on “Menstrual Hygiene” and “Polycystic Ovaries Syndrome”. Each student committee of the college has a fair balance of Girls and Boys in participation and also Teacher In-charges to cater to their issues.

## **GENDER AUDIT**

TRCAC conducted a Gender Audit in 2022-23 to create awareness about respect for every gender and also to identify ways to make TRCAC campus safe for women. The Women Development Cell of TRCAC ensures awareness about their objectives throughout the year by conducting various seminars, self-defense workshops and motivational lectures about women empowerment. As per the guidelines of Supreme Court, UGC, Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013, an Internal Complaints Committee has been established by TRCAC with an objective to Prevent Sexual Harassment of any gender at the college. Various seminars, Guest Lectures and workshops are organized throughout the year to teach the students about their rights and laws and to fight against any kind of sexual harassment. A gender audit is a tool to check and assess the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, proceedings etc. The basic assumption of gender audit in an educational institution is that public policy impacts differently on female and male learners. The purpose of gender audit is to lead to changes in public policy that contribute to an increase in gender equality. Unless a gender audit is done, we cannot answer the question: Is TRCAC doing everything it can to improve the status of women in general and the representation of women's voices in particular?

UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike". On a global scale, achieving gender equality also requires eliminating harmful practices against women and girls, including sex trafficking, femicide, wartime sexual violence, gender wage gap, and other oppression tactics.

### **Objectives of Gender Audit**

- To find out the areas where gender imbalance exists and the factors behind it
- To establish good gender balance in decision-making processes in all areas of the college activities.
- To Suggest measures for bridging the gender gap.
- To Foster gender equality in all aspects of the college community.
- To see the work and capacity for prevention of sexual harassment at the college

The Gender Audit was conducted in the following process



1. Orientation of the students and Staff members through various activities like webinars, Guest Lectures, and Workshop.
2. Posters, PPT Presentations, Debate Competitions and Statistical Research cases were also presented.
3. Questionnaire was circulated among the students to understand their awareness about women safety in the College premises
4. Statistical Gender Analysis was collected of all staff-members, students and management

TRCAC hopes to create, attract and retain gender sensitive staff who in turn would help achieve better man-woman relationships in the community and make all our students responsible citizens of this country.

## GENDER AUDIT at TRCAC

The details of gender audit survey for the year 2022-23:

Gender Inclusion Details -

Particulars	Male	Female	Total
Students	1284	1361	2645
Teachers	08	17	25
Administrative Staff	06	05	11
Non-Teaching Staff (Peons)	11	01	12
<b>Total</b>	<b>1309</b>	<b>1384</b>	<b>2693</b>

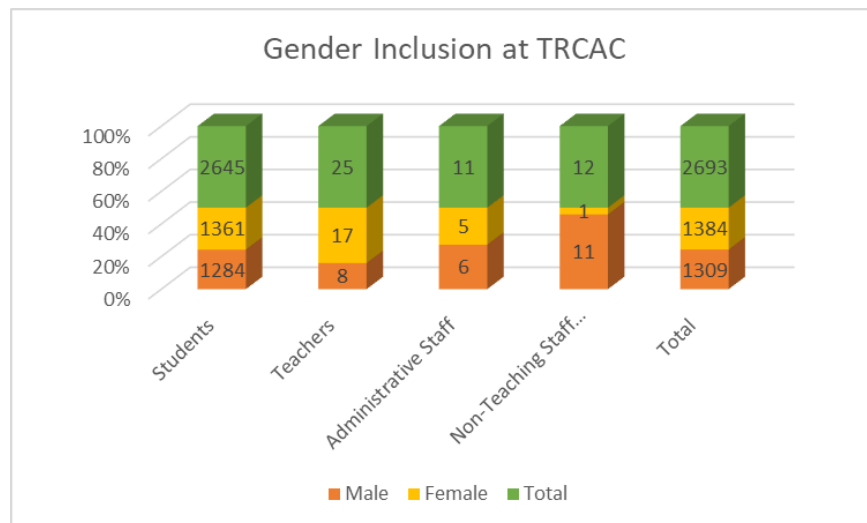


Chart 1 – Gender Inclusion 2022-23

Gender Audit details for Associations associated with the University of Mumbai Ac. Yr.2022-23

Details	Male	Female	Total
NSS	56	44	100
Sports	20	15	35
Cultural	30	29	59
Total	106	88	194

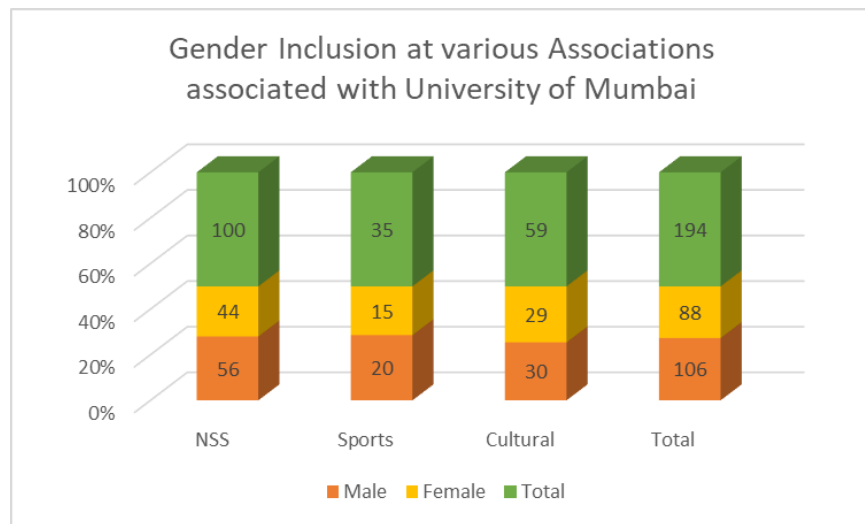


Chart 2 – Association with UoM 2022-23

**ACADEMIC PERFORMANCE AT TRCAC**

**FACULTY OF ARTS**

**F.Y.B.A. SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	137	46	91
Total Passed	52	16	36
Pass Percentage	37.96%	67.39%	74.79%

**S.Y.B.A. SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	105	24	81
Total Passed	43	10	13
Pass Percentage	40.95%	41.67%	40.74%

**T.Y.B.A. (HISTORY) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	18	7	11
Total Passed	6	3	8
Pass Percentage	33.33%	42.85%	72.72%

**T.Y.B.A. (ECONOMICS) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	18	5	13
Total Passed	6	0	6
Pass Percentage	33.33%	0%	46.15%

**T.Y.B.A. (PSYCHOLOGY) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	83	9	74
Total Passed	28	3	25
Pass Percentage	33.73%	33.33%	33.78%

**F.Y.B.A.M.M.C. SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	82	45	37
Total Passed	50	23	27
Pass Percentage	60.98%	51.11%	72.38%

**S.Y.B.A.M.M.C. SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	35	20	15
Total Passed	17	8	9
Pass Percentage	48.57%	40.00%	60.00%

**T.Y.B.A.M.M.C. SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	57	37	20
Total Passed	19	12	7
Pass Percentage	33.33%	32.43%	35.00%

**FACULTY OF COMMERCE**

**F.Y.B.Com SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	229	149	80
Total Passed	76	45	31
Pass Percentage	33.19%	30.20%	38.75%

**S.Y.B.Com SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	166	86	80
Total Passed	86	33	53
Pass Percentage	51.81%	38.37%	66.25%

**T.Y.B.Com SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	161	110	51
Total Passed	51	35	16
Pass Percentage	31.67%	31.81%	31.37%

**F.Y.B.Com(A&F) SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	97	44	53
Total Passed	86	36	50
Pass Percentage	88.66%	81.82%	94.34%

**S.Y.B.Com (A&F) SEM III Oct 2022**

Particulars	No. of Students	Male	Female
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Total Appeared	91	54	37
Total Passed	73	44	29
Pass Percentage	80.22%	81.48%	78.38%

**T.Y.B.Com (A&F) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	77	38	39
Total Passed	37	10	19
Pass Percentage	40.05%	26.31%	48.71%

**F.Y.B.M.S SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	144	78	66
Total Passed	133	70	63
Pass Percentage	92.36%	89.79%	95.45%

**S.Y.B.M.S SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	143	82	61
Total Passed	119	68	51
Pass Percentage	83.22%	82.93%	83.61%

**T.Y.B.M.S SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	143	62	81
Total Passed	129	54	72
Pass Percentage	90.21	87.09%	88.88%

**FACULTY OF SCIENCE**

**F.Y.B.Sc. (I.T.) SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	144	101	43
Total Passed	94	59	35
Pass Percentage	65.28%	58.42%	81.40%

**S.Y.B.Sc. (I.T.) SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	73	37	16
Total Passed	29	20	9
Pass Percentage	39.73%	35.09%	56.25%

**T.Y.B.Sc. (I.T.) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	60	43	17
Total Passed	38	23	12
Pass Percentage	63.33%	53.48%	70.58%

**F.Y.B.Sc. (C.S.) SEM I Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	142	116	26
Total Passed	75	62	13
Pass Percentage	52.82%	53.45%	50.00%

**S.Y.B.Sc. (C.S.) SEM III Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	53	42	11



Total Passed	29	22	7
Pass Percentage	54.72%	52.38%	63.64%

**T.Y.B.Sc. (C.S.) SEM V Oct 2022**

Particulars	No. of Students	Male	Female
Total Appeared	36	29	7
Total Passed	20	14	6
Pass Percentage	55.56%	48.27%	85.71%

## GENDER AUDIT SURVEY AND ANALYSIS

1. The College conducts gender sensitization programs as a part of its curriculum.

Options	Female	Male	Prefer Not to Say
Agree	129	103	01
Disagree	10	11	00
Neutral	39	34	01
Strongly agree	18	18	00
Strongly Disagree	03	02	02

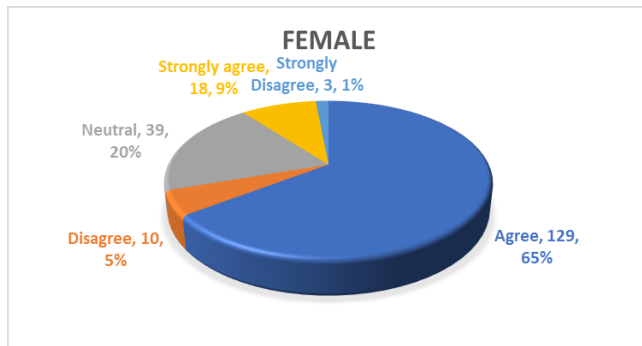


Chart 3.1 - Female

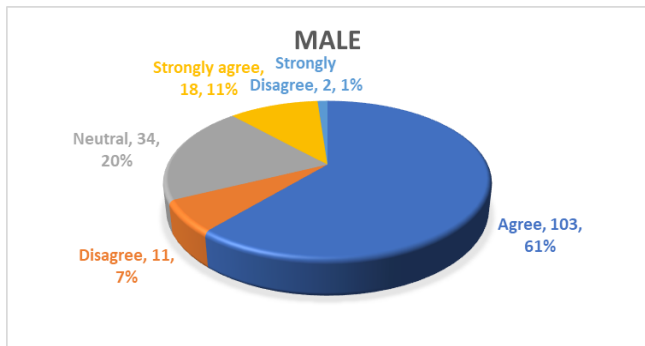


Chart 3.2 - Male

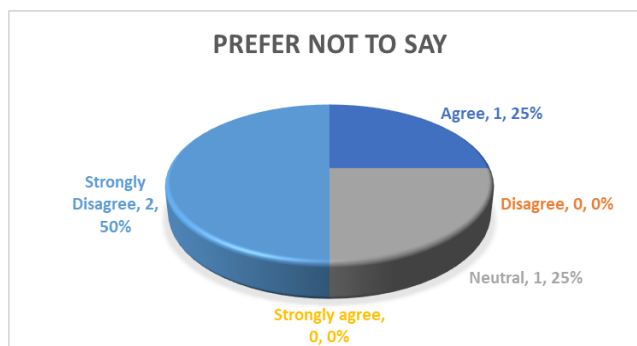


Chart 3.3 - Prefer Not to Say

2. The college conducts gender awareness programs, such as awareness of sexual harassment, Laws concerning sexual harassment, Respect every gender etc.

Options	Female	Male	Prefer Not to Say
Agree	115	95	00
Disagree	17	15	00
Neutral	30	20	01
Strongly agree	34	36	01
Strongly Disagree	03	02	02

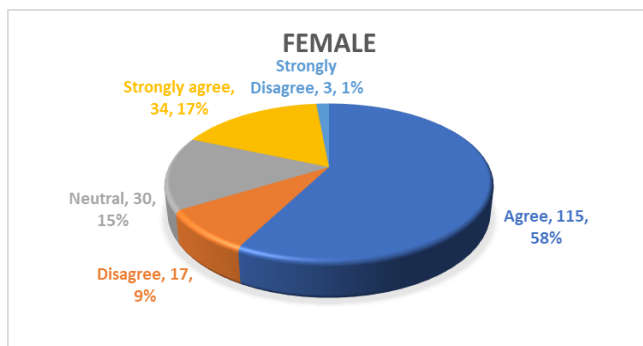


Chart 3.4 - Female

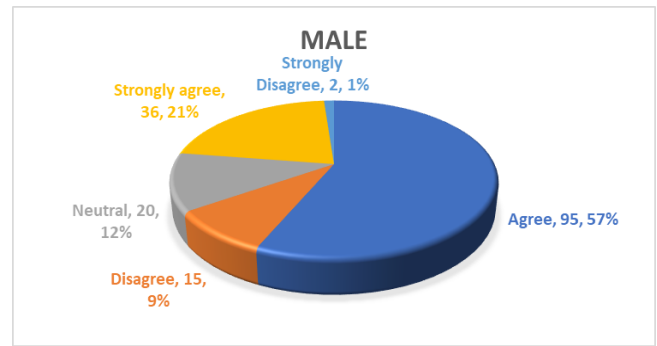


Chart 3.5 - Male

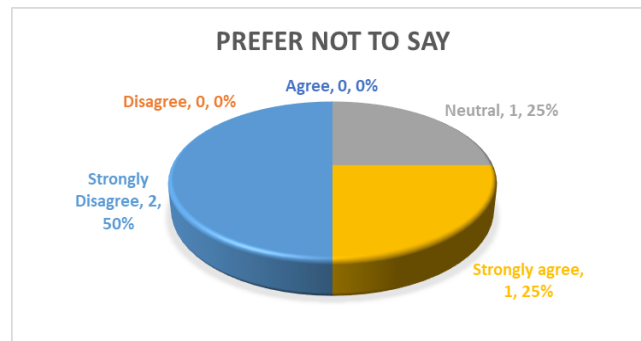


Chart 3.6 - Prefer Not to Say

3. Adequate number of toilets are available on each floor of the college campus for students.

Options	Female	Male	Prefer Not to Say
Agree	129	104	01
Disagree	06	09	00
Neutral	20	15	02
Strongly agree	40	37	00
Strongly Disagree	04	03	01

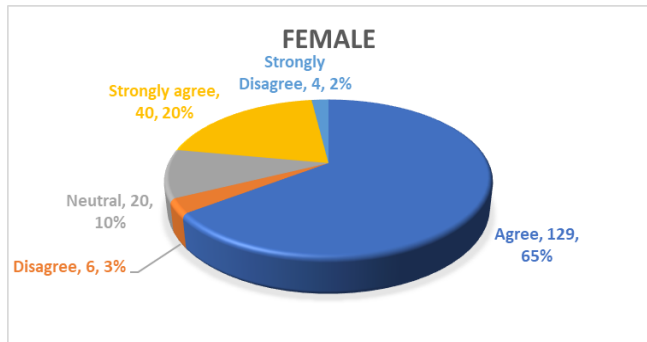


Chart 3.7 - Female

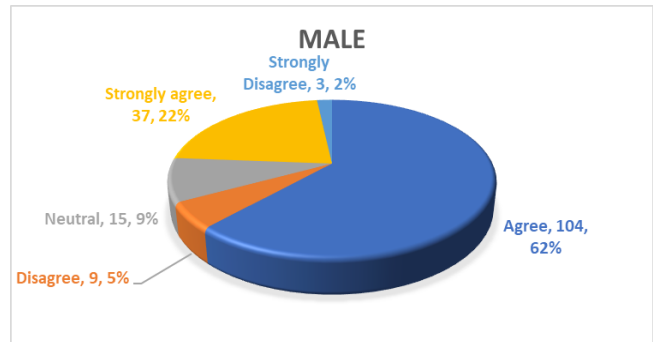


Chart 3.8 - Male

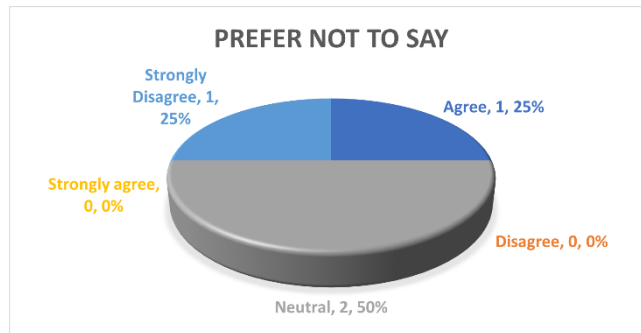


Chart 3.9 - Prefer Not to Say

4. ONLY FOR GIRL STUDENTS -- Adequate facilities are available inside the toilet keeping in mind the need of the girl students. Adequate disposal bins are available in the toilet

Options	Female	Male	Prefer Not to Say
Agree	111	-	-
Disagree	18	-	-
Neutral	23	-	-
Strongly agree	35	-	-
Strongly Disagree	12	-	-

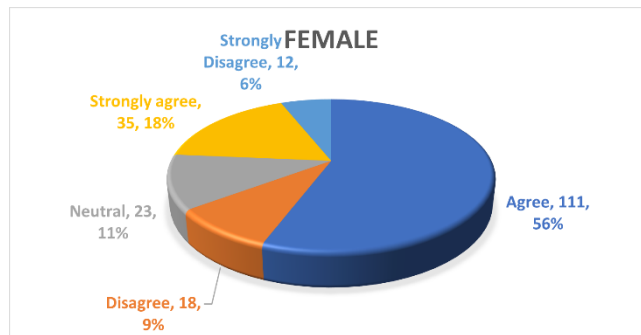


Chart 3.10 - Female

5. Adequate lighting is available inside the campus during night, including but not limited to, adequate light in corridors, classrooms, common areas, toilets etc.

Options	Female	Male	Prefer Not to Say
Agree	148	106	01
Disagree	04	06	00
Neutral	21	31	01
Strongly agree	23	25	00
Strongly Disagree	03	00	02

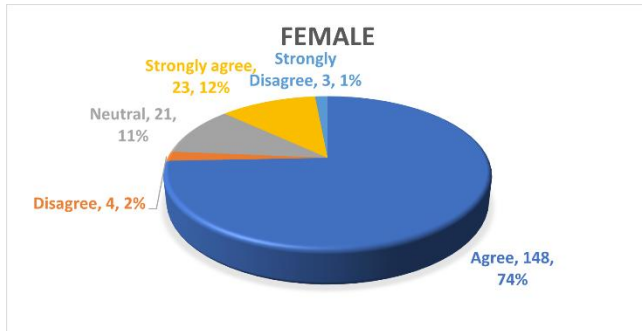


Chart 3.11 - Female

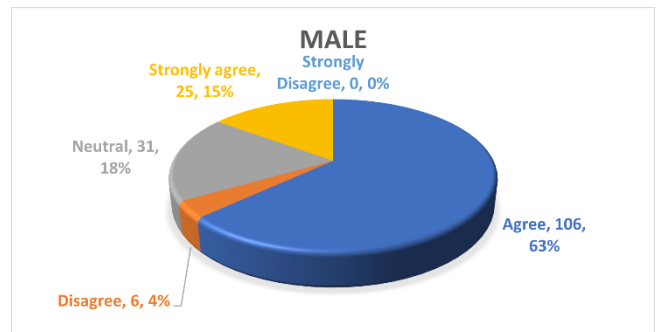


Chart 3.12 - Male

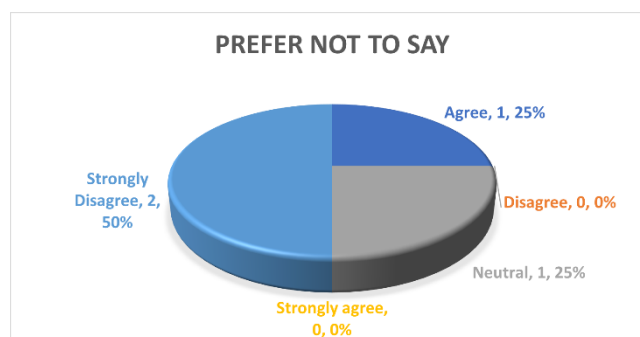


Chart 3.13 - Prefer Not to Say

6. Adequate security arrangements have been made in the campus and common areas during day and night.

Options	Female	Male	Prefer Not to Say
Agree	152	110	01
Disagree	10	08	00
Neutral	15	19	01
Strongly agree	21	27	00
Strongly Disagree	01	04	02

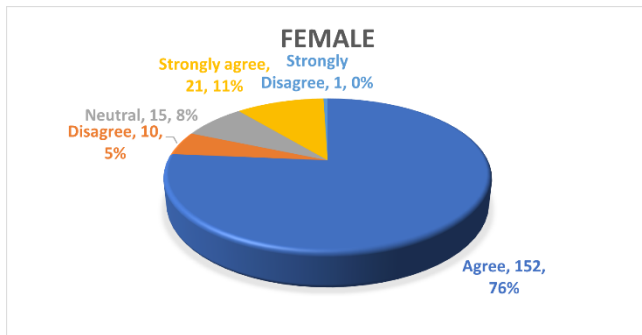


Chart 3.14 - Female

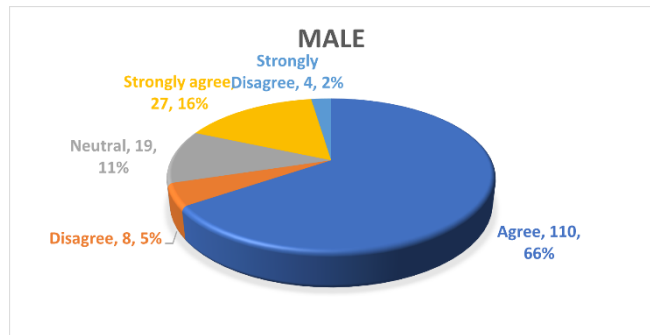


Chart 3.15 - Male

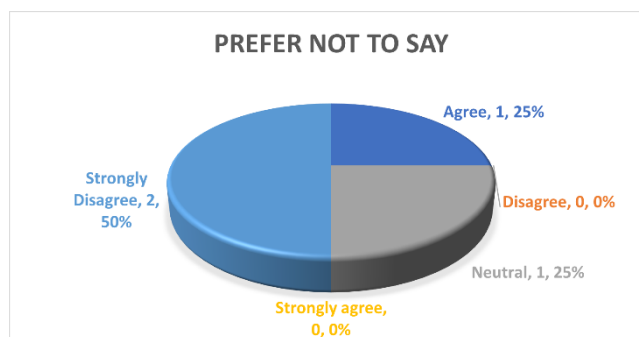


Chart 3.16 - Prefer Not to Say

7. Women Development Cell is set up in the college and students are aware about this women cell.

Options	Female	Male	Prefer Not to Say
Agree	117	82	00
Disagree	22	24	02
Neutral	34	42	01
Strongly agree	22	16	00
Strongly Disagree	04	04	01

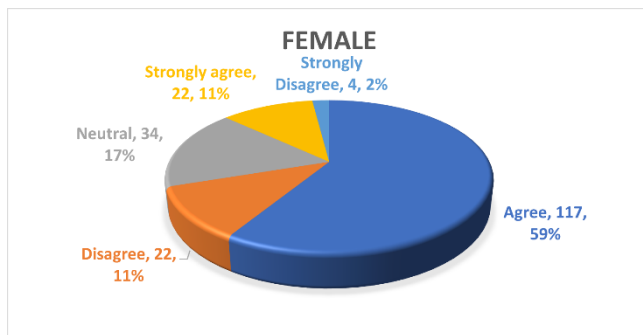


Chart 3.17 - Female

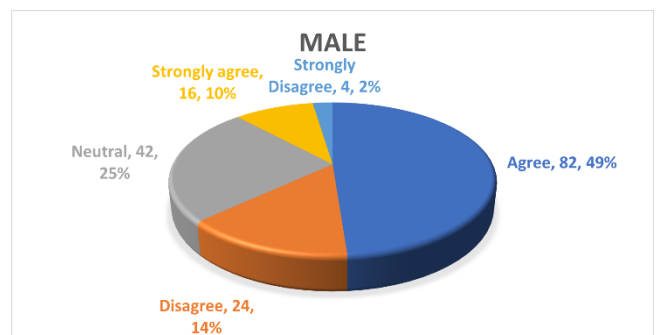


Chart 3.18 - Male

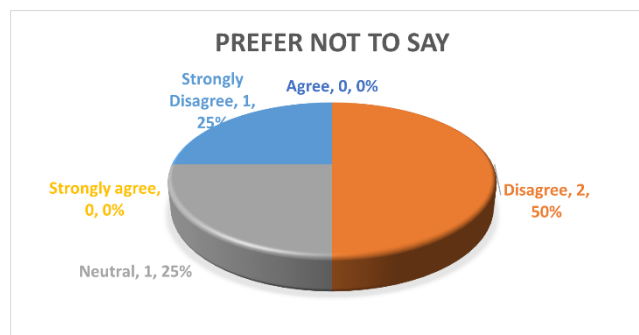


Chart 3.19 - Prefer Not to Say



8. The Women Development Cell and Internal Complaints Committee conduct Gender sensitization events.

Options	Female	Male	Prefer Not to Say
Agree	114	86	00
Disagree	15	17	01
Neutral	53	52	01
Strongly agree	11	11	00
Strongly Disagree	06	02	02

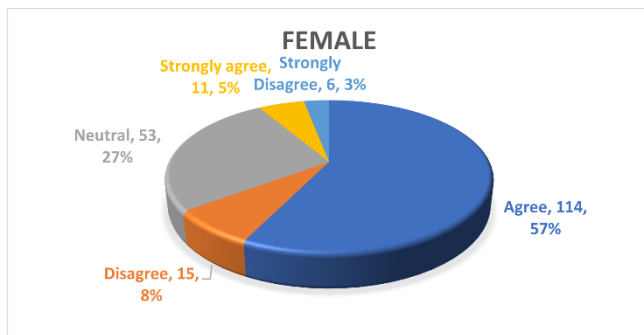


Chart 3.20 - Female

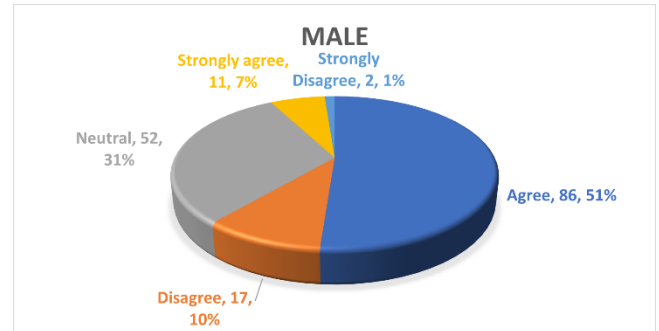


Chart 3.21 - Male

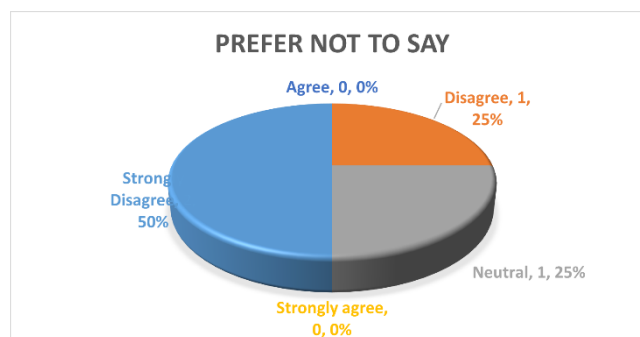


Chart 3.22 - Prefer Not to Say

9. Are you aware about Internal Complaints Committee that deals with sexual harassment issues in your college.

Options	Female	Male	Prefer Not to Say
Agree	73	68	01
Disagree	62	38	01
Neutral	45	41	01
Strongly agree	09	10	00
Strongly Disagree	10	11	01

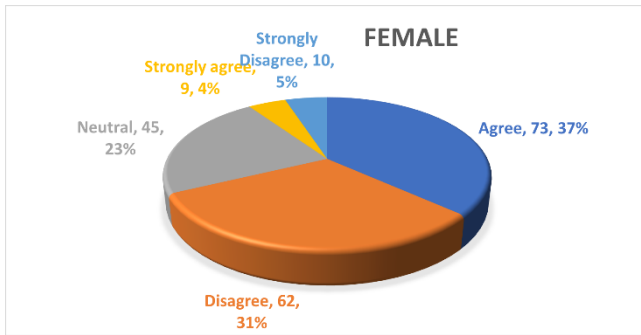


Chart 3.23 - Female

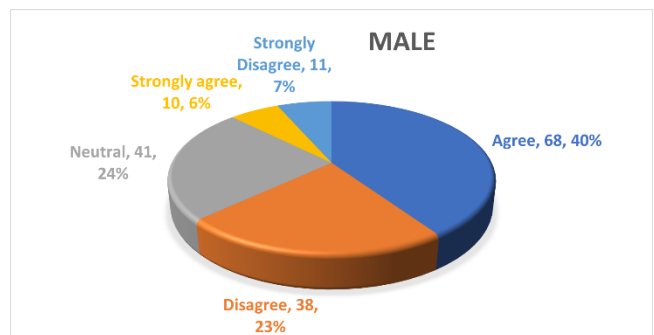


Chart 3.24 - Male

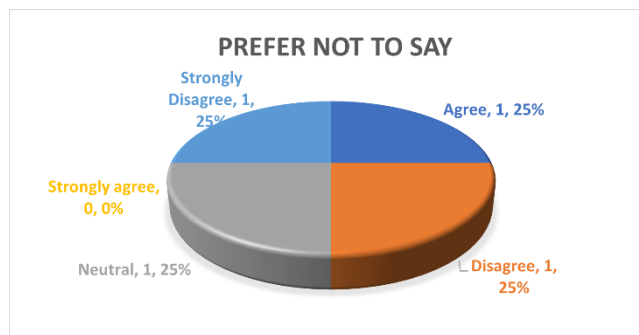


Chart 3.25 - Prefer Not to Say

10. Can you reach out to Internal Complaints Committee for sexual harassment related grievances, if any?

Options	Female	Male	Prefer Not to Say
Agree	105	78	01
Disagree	22	22	00
Neutral	54	58	01
Strongly agree	13	08	01
Strongly Disagree	05	02	01

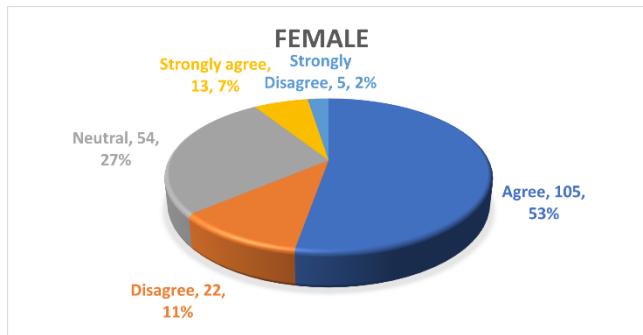


Chart 3.26 - Female

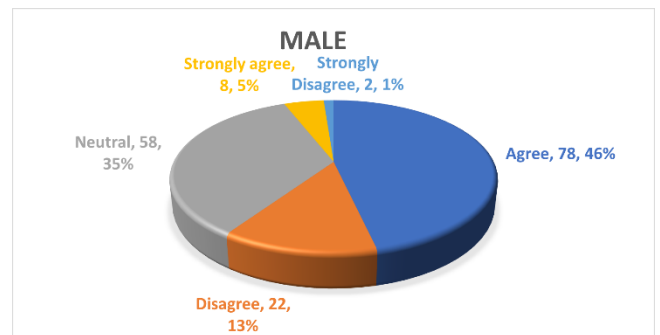


Chart 3.27 - Male

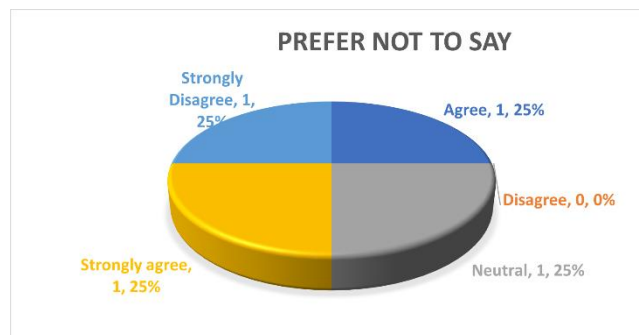


Chart 3.28 - Prefer Not to Say

11. Are you aware of the College Grievance and Redressal Cell in your College

Options	Female	Male	Prefer Not to Say
Agree	80	65	01
Disagree	60	41	01
Neutral	41	46	02
Strongly agree	08	09	00
Strongly Disagree	10	07	02

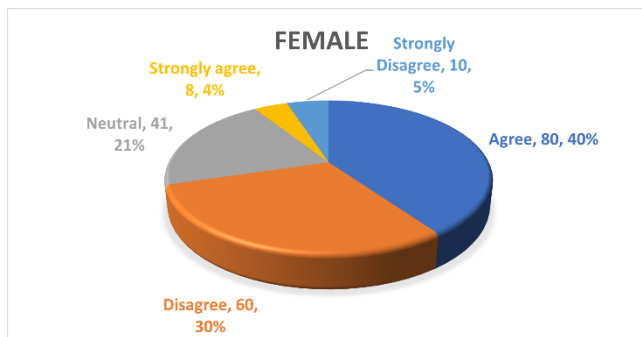


Chart 3.29 - Female

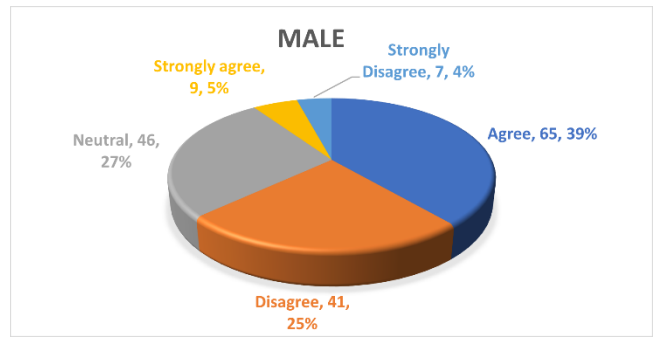


Chart 3.30 - Male

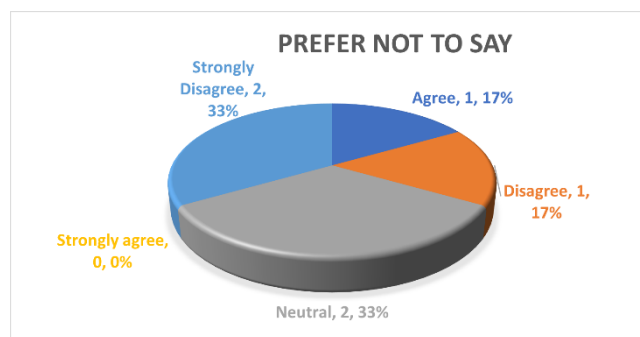


Chart 3.31 - Prefer Not to Say

12. The classroom offers equal opportunities to all genders.

Options	Female	Male	Prefer Not to Say
Agree	145	99	01
Disagree	02	10	00
Neutral	06	16	01
Strongly agree	42	42	01
Strongly Disagree	04	01	01

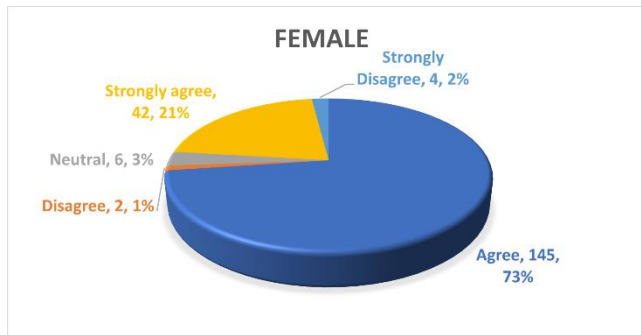


Chart 3.32 - Female

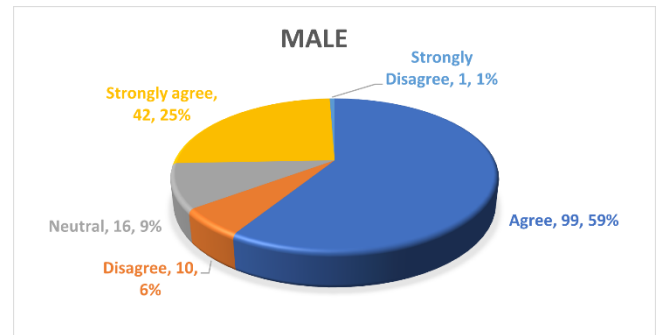


Chart 3.33- Male

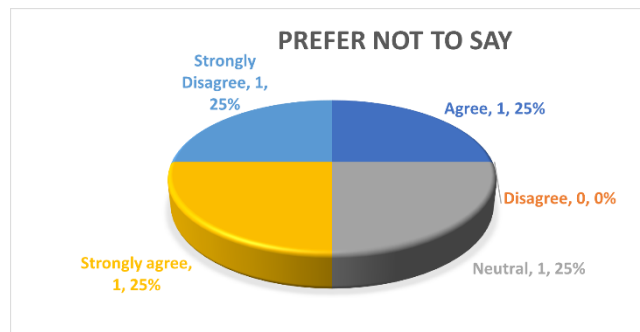


Chart 3.34 - Prefer Not to Say

13. The College offers equal opportunities to all genders on sports

Options	Female	Male	Prefer Not to Say
Agree	137	99	00
Disagree	03	04	00
Neutral	19	20	02
Strongly agree	36	42	00
Strongly Disagree	04	03	02

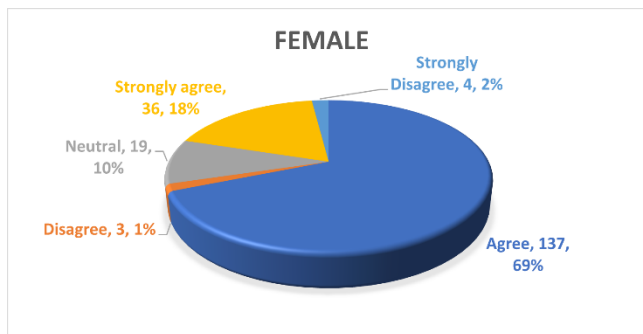


Chart 3.35 - Female

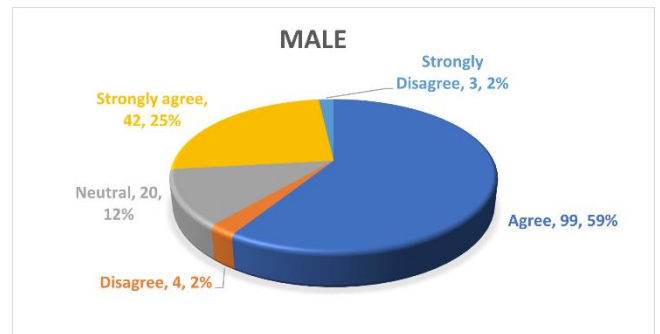


Chart 3.36 - Male

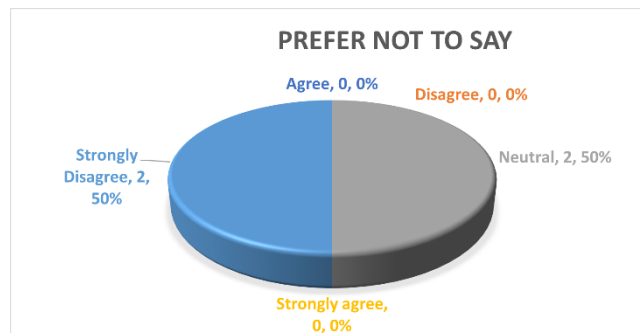


Chart 3.37 - Prefer Not to Say

14. There is equal opportunity to all genders to work with various clubs and forums in the college.

Options	Female	Male	Prefer Not to Say
Agree	146	112	01
Disagree	01	05	00
Neutral	08	18	01
Strongly agree	40	32	00
Strongly Disagree	04	01	02

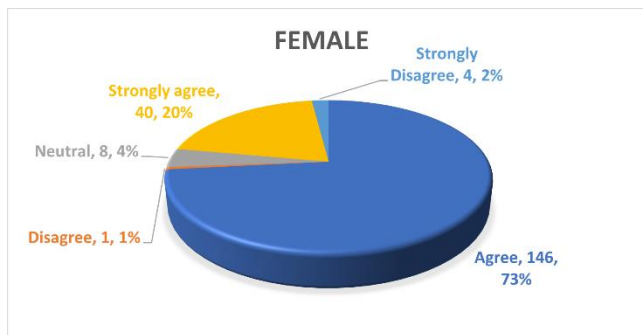


Chart 3.38 - Female

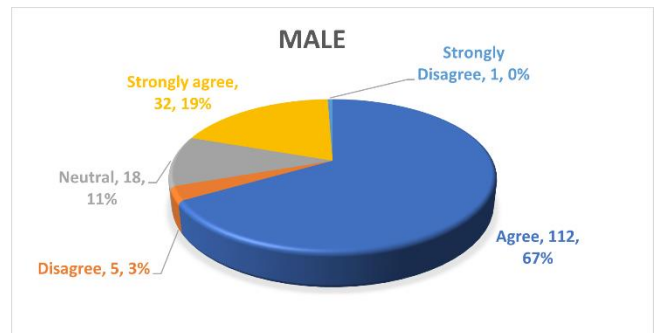


Chart 3.39 - Male

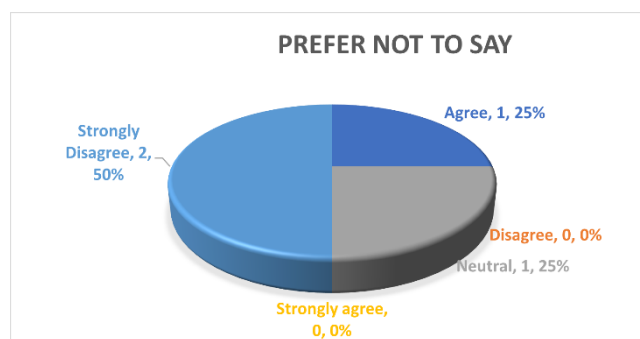


Chart 3.40 - Prefer Not to Say

15. There is equal opportunity to all genders for free and fair expression of ideas.

Options	Female	Male	Prefer Not to Say
Agree	141	108	00
Disagree	05	04	00
Neutral	05	13	01
Strongly agree	43	39	01
Strongly Disagree	05	04	02

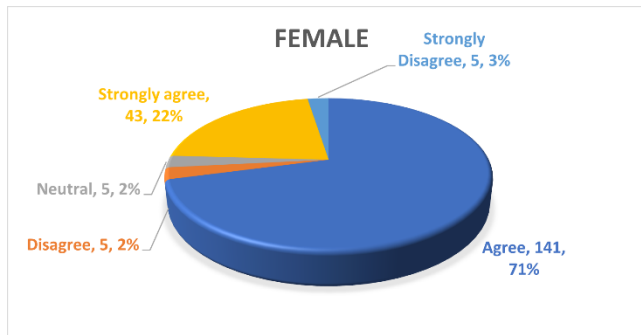


Chart 3.41 - Female

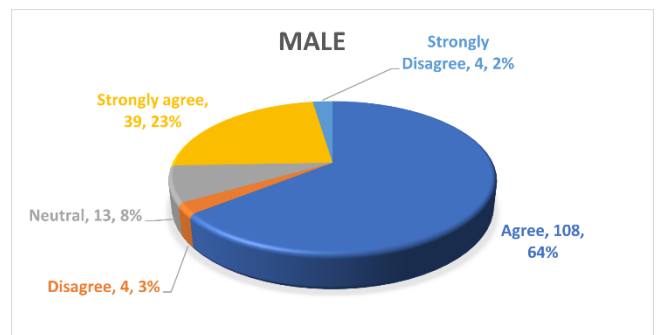


Chart 3.42 - Male

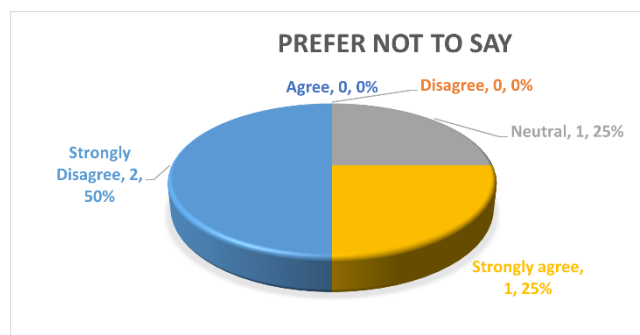


Chart 3.43 - Prefer Not to Say



## **CONCLUSION**

1. It is found that students are aware of the need for gender sensitization. 74% of the Females and 72% of the Males surveyed are aware about Gender Sensitization programs and Gender Audit conducted by college.
2. 41% of the females and 46% of males surveyed are aware about Internal Complaints Committee and its functionality of handling all sexual harassment cases. 70% of females surveyed and 50% of males surveyed are aware about Women Development Cell and participate in its activities.
3. It was also observed that several best practices such as Awareness Drives, Discussions and Empowerment Programs etc. are conducted on the campus.
4. Students have given satisfactory responses towards the infrastructural facilities and safety and cleanliness.
5. 85% Male and 91% of female students surveyed agreed that the classroom, library, and laboratory offer equal opportunities for all genders.
6. The overall academic performance of girls is better than boys.

## SUGGESTIONS

**The college aims to create an appropriate learning environment for all regardless of gender, caste, and creed. It believes in the philosophy of Sampoorna Parivar. There is always a scope from moving from better to best and therefore the suggestions are outlined as under:**

- Women Development Cell:
  - The programs organized by the cell should welcome the participation of the parents
  - A medical camp should be initiated for the benefit of women employees.
  - More awareness should be created among the students about a gender-balanced society.
  - The toilets should be made women friendly keeping in view the increase in number of female learners who have joined the college, as well as differently abled friendly.
  - There should be a sanitary napkin vending and disposal machine installed in the college campus mandatorily as well as, if possible, inside the staff toilets. Awareness about the same should be spread as well
  - Lady Doctor should be available on call.
  - Budget should be set for the committee.
  - More programs involving students should be carried out in public places such as street play, flash mobs etc.
  - More recreation facilities
- Internal Complaint Committee
  - More awareness programs should be conducted on the relevance of ICC in the protection of women against sexual harassment in the workspace.
  - Zero tolerance against sexual harassment should be prominently displayed on the campus.
- General Suggestions
  - Define and deepen the understanding of gender equality concepts such as gender equity, empowerment of women, men, and positive masculinities.
  - More awareness programs on Legal rights.
  - Though the College ensures the safety of students by installing CCTV in the campus at all the strategic locations. Keeping in view of the responses, installing CCTV in all classrooms can be considered.

- Professional ladies' security guards can be placed at college gates.
- There is a need for separate gymnasiums for girls to prevent any untoward incident in the future.

## **GENDER POLICY**

The Gender policy of Thakur Ramnarayan College of Arts & Commerce aims to promote equality of access and treatment to all genders working and studying at the College.

TRCAC affirms the principles of equality, fairness, and justice for all. Inclusive education and opportunities, the College believes in inclusivity in education and practices it with the complete commitment and involvement of its management, faculties, and staff.

The College works on the following parameters to create an atmosphere of inclusivity and respect for all genders on the campus. They are:

- There should not be any kind of discrimination based on Gender.
- The institution shall provide equal opportunity for all genders.
- Freedom for all genders to express a free and fair opinion.
- There must be an accessible, active, unbiased, and confidential grievance redressal cell.
- The institute shall arrange effective measures for the safety and security of all genders.
- Regular communication with the stakeholders about the need to respect human dignity.
- Conducting guest lectures for students on diversity, sensitivity to various genders and changing gender roles.
- Active Women Development Cell for representation of women.
- Regular activities to make faculties and students aware about gender-based issues.

The faculties of TRCAC encourage students to learn from diversity in class and recognize the uniqueness each gender has to offer. They create a learning environment which encourages participation, discussion, and fairness. Students can approach their mentors to discuss professional as well as personal problems.

The college always focuses on the all-round development of students irrespective of gender. Good gender equity is the characteristic of a quality institute. Our college strives to enhance equity and ensure the equality of women in all activities through well planned policy. To promote gender awareness, the IQAC initiated “Gender Audit” for the stakeholders in the college. The Gender Audit for the A.Y 2022-2023 was conducted via Google form. The audit was conducted with the major objectives to foster gender equality in all aspects of college life and throughout the college community; to examine the policies and regulations of the college towards the needs and interests of both the male and female learners of the college; and to take active steps and corrective measures to establish good gender balance in decision-making processes in all areas of the college activities. It was an effective attempt at seeing the status of women across the nation.

## **ANNEXURE I**

### **WOMEN DEVELOPMENT CELL**

The Women Development Cell was established in the University of Mumbai in the year 2001. It was done by the then hon. Vice Chancellor of the University. The establishment of the WDC is indeed a landmark achievement of the university in pursuance of the policies of women empowerment within the university ambit. The aim is to build a gender sensitive campus. The University has set up the WDC to address concerns of gender discrimination and recommend measures and policies for gender parity at the University. After the Sexual Harassment Act of 2013 and the UGC Guidelines of 2015, the University has set up the Campus Internal Committee to address complaints of Sexual Harassment. Further, the University has directed all its colleges/institutions to set up College Internal Committees. The University as per the Maharashtra Public Universities Act is preparing a comprehensive Ordinance for Gender Discrimination and Sexual Harassment.

The aim and objective of the WDC is to prevent sexual harassment at workplace (colleges and university campuses) and to promote general wellbeing of female students teaching and non-teaching women staff on the university and colleges. The cell is also responsible to undertake the awareness programs on gender sensitization, women rights and women empowerment in university campuses and colleges.

Women Development Cell is accountable for awareness of gender sensitization, women's rights and promoting general wellbeing of students, teaching staff, and support staff.

WDC is liable to create a dignified and inclusive environment for all genders in and around the college and equip them in controlling their personal and professional lives. WDC will continue to strive in creating equitable opportunities to empower women to attain their full potential, enriching organizational and social life in the process which has mutual benefits to the genders and society.

#### **Objectives of WDC**

- To create and develop a congenial environment for women employees (including teaching, support staff, and contractual as well as daily wages employees) and students (rural, urban, specially abled, underprivileged, marginalized), allowing them to reach their full potential.
- To undertake the awareness programs on gender sensitization, women's rights and women empowerment in university campuses and colleges.
- To sensitize the students towards the special needs of all genders

- To develop equitable opportunities for the educational avenues for women
- To build a gender sensitive and inclusive campus
- To address concerns of gender discrimination and recommend measures and policies for gender parity at the University.
- To prevent sexual harassment at workplace (colleges and university campuses)
- To undertake surveys or action research projects, if necessary, pertaining to women (rural, urban, specially abled, underprivileged, marginalized) in the society.
- To conduct gender audit / safety audit on regular basis

**Women Development Cell Member List**

<b>Sr. No.</b>	<b>Name of the Member</b>	<b>Contact Number</b>
1	Ms. Priyadarshani Singh (Chairperson, Asst. Professor, Department of Mass Media)	9769303696
2	Ms. Smriti Dubey (Member, Asst. Professor, Department of Information Technology)	7447224383
3	Ms. Sonam Singh (Member, Asst. Professor, Department of Arts)	8828046809
4	Mr. Ronak Maru (Male Member, Asst. Professor, Department of Computer Science)	8446499141

## **ANNEXURE II**

### **INTERNAL COMPLAINT COMMITTEE**

In response to the Vishaka Judgment passed by the Supreme Court in 1997 and as per a circular received from University of Mumbai, all affiliated Institutions and Colleges have to comply with requirements as per the “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act”, 2013 and (Prevention, Prohibition and Redressal of Sexual Harassment of Women employees and students in higher educational institution’s) Regulations, 2015. To comply with provisions under the above-mentioned Act, we have an Internal Complaints Committee under the above Act. In fact, as regards the Corporate, the POSH Act, as of now, applies to the complaints of women, the UGC and AICTE Regulations apply to the male students also.

The regulations issued by UGC are gender neutral so far as students are concerned. Even the male, trans-sexual or third gender students can also file a complaint under these regulations, in case they face sexual harassment at campuses (as defined below).

In compliance with this directive of the University, the Internal Complaints Committee of the institute was set up in the year 2022. It is an active committee comprising of staff members and students of the institute, and functions with an aim to prevent sexual harassment, to provide a healthy and congenial atmosphere to the staff and students of the College and create a gender sensitized community within campus as well as in the society.

#### **Purpose**

As an employer of TRCAC, we intend to provide and promote a safe workplace for all the women working in this Institution. This policy is framed to meet the requirements of the enactment “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” (Act) and to extend the applicability of the provisions of the Act to all employees of TRCAC.

#### **Objectives**

The aim of this Policy is to promote a social, physical and psychological environment through the following objectives.

- To create awareness among all employees
- To prohibit the unwelcome behavior that constitutes workplace sexual harassment or acts amounting to sexual harassment of any employee.

- To ensure that all individuals are treated with equal respect and no discriminatory treatment is meted out to anyone on grounds of gender alone.
- To provide unbiased yet empathetic redress process

### **Date of commencement**

The Internal Complaints Committee (ICC) on sexual harassment of women at workplace of the institute was constituted on 01/02/2022.

### **Who are all protected under this act?**

- All women working or visiting the institute whether in the capacity of regular, temporary, ad hoc, or daily wages basis are protected.
- This includes all women whether engaged directly or through an agent including a contractor, with or without the knowledge of the principal employer.
- They may be working for remuneration, on a voluntary basis or otherwise.
- Their terms of employment can be expressed or implied.
- Further, she could be a co-worker, a contract worker, probationer, trainee, apprentice, and student (male, trans-sexual or third gender students) or called by any other such name.

### **Redressal**

To handle the complaint of sexual harassment the institute has constituted ICC, composition of this committee is as follows:

<b>Sr. No.</b>	<b>Name of the Member</b>	<b>Designation</b>	<b>Position</b>	<b>Contact Number</b>
1	Ms. Sumathi Rajkumar	Asst. Professor	Presiding Officer, ICC	9920587652
2	Ms. Prachi Singh	Asst. Professor	Member	9028399443
3	Mr. Sumeet Rathod	Asst. Professor	Member	9004543628
4	Ms. Ranjani Mishra	Asst. Professor	Member	7900170668



5	Ms. Anitha Salian	Administrative Officer	Member	9818592018
6	Mr. Rahul Kolekar	Treasurer NGO	Member	8828028500
7	Ms. Ananya Hegde	Third Year Student	Student Member	8108552864
8	Ms. Krishna	Second Year Student	Student Member	9594013216

**ANNEXURE III**  
**FORMAT OF QUESTIONNAIRE**

Sr. No.	Control objective	Opinion
1	The college conducts gender sensitization program as a part of its curriculum	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
2	The college conducts gender awareness programs, such as awareness of sexual harassment, as a part of its curriculum	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
3	Adequate number of toilets are available in the campus for girls	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
4	ONLY FOR GIRL STUDENTS -- Adequate facilities are available inside the toilet keeping in mind the need of the girl students. Adequate disposal bins are available in the toilet	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
5	Adequate lighting is available inside the campus during night, including but not limited to, adequate light in corridors, classrooms, common areas, toilets etc.	Agree
		Disagree
		Neutral
		Strongly agree

		Strongly Disagree
6	Adequate security arrangements have been made in the campus and common areas during day and night	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
7	A Women Development Cell is set up in the college and students are aware about the women cell.	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
8	The Women Development Cell and Internal Complaints Committee conducts gender sensitization events	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
9	Are you aware about Internal Complaints Committee that deals with sexual Harassment issues in your college?	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
10	Can you reach out to Internal Complaints Committee for sexual harassment related grievances, if any?	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
11		Agree

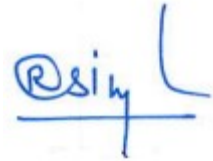
	Are you aware of the College Grievance and Redressal Cell in your College?	Disagree
		Neutral
		Strongly agree
		Strongly Disagree
12	The classroom offers equal opportunities to all genders in sports	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
13	The college offers equal opportunities to all genders on sports	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
14	There is equal opportunity to all genders to work with various clubs and forums in the college.	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree
15	There is equal opportunity to all genders for free and fair expression of ideas.	Agree
		Disagree
		Neutral
		Strongly agree
		Strongly Disagree

## Declaration

This study was conducted by me on behalf of Women's Cell, Thakur Ramnarayan College of Arts and Commerce, Dahisar (East), Mumbai in August 2023. All the data furnished here are collected through online surveys conducted among the students and from College Office Records. I hereby declare that all the information provided above is true and unaltered according to the best of my knowledge and belief.



Ms. Priyadarshani Singh  
Chairperson, WDC



Dr. Ravish R. Singh  
Principal

**Efforts to Conduct Gender  
Equity & Gender  
Sensitization**

## Appointment Of Female Faculty Members

### Faculty Details of A.Y. 2022-23

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	Arts	1	25%	3	75%	4
2	Commerce	5	50%	5	50%	10
3	Science	2	18.18%	9	81.81%	11

### Appointment of Female Faculty members in the A.Y. 2022-23

Total Faculty Members	Total Female Faculty Members	% of Female Faculty Members
25	17	68%

The 68% of female faculty members in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## ENROLLMENT OF FEMALE STUDENTS

### Enrollment of Female Students in the A.Y. 2022-23

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	B.A.	94	24.35%	292	75.64%	386
2	B.A.M.M.C.	116	55.74%	96	45.28%	212
3	B.Com.	313	50.98%	301	49.02%	614
4	B.A.F.	156	48.30%	167	51.7%	323
5	B.M.S.	214	51.07%	205	48.92%	419
6	B.Sc. (I.T.)	194	54.80%	160	45.19%	354
7	B.Sc. (C.S.)	197	58.45%	140	41.54%	337

### Enrollment of Female Students in the A.Y. 2022-23

Total Students	Total Female Students	% of Female Students
2645	1361	51.46%

The 51.46% of female students admitted in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.



## REPRESENTATION OF COLLEGE STUDENTS IN COLLEGE COMMITTEE

### Enrollment of Female Students in various committees in the A.Y. 2022-23

Sr. No.	Committee	Male	Male %	Female	Female %	Total
1	Cultural Committee	30	50.84%	29	49.15%	59
2	Placement and Higher Education	14	46.67%	16	53.33%	30
3	NSS	56	56%	44	44%	100

### Enrollment of Female Students in various committees in the A.Y. 2022-23

Total Students	Total Female Students	% of Female Students
189	89	47.09%

The 49.09% of female students enrolled in various committees in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## APPOINTMENT OF FEMALE FACULTY MEMBERS

### Faculty Details of A.Y. 2021-22

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	Arts	0	0	2	100%	2
2	Commerce	3	75%	1	25%	4
3	Science	1	16.67%	5	83.33%	6

### Appointment of Female Faculty members in the A.Y. 2021-22

Total Faculty Members	Total Female Faculty Members	% of Female Faculty Members
12	8	66.67%

The 66.67% of female faculty members in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## ENROLLMENT OF FEMALE STUDENTS

### Enrollment of Female Students in the A.Y. 2021-22

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	B.A.	66	21.29%	244	78.71%	310
2	B.A.M.M.C.	90	54.55%	75	45.45%	165
3	B.Com.	264	58.53%	187	41.47%	451
4	B.A.F.	154	58.56%	109	41.44%	263
5	B.M.S.	202	49.75%	204	50.25%	406
6	B.Sc. (I.T.)	153	71.83%	60	28.17%	213
7	B.Sc. (C.S.)	122	82.99%	25	17.01%	147

### Enrollment of Female Students in the A.Y. 2021-22

Total Students	Total Female Students	% of Female Students
1955	904	46.24%

The 46.24% of female students admitted in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## REPRESENTATION OF COLLEGE STUDENTS IN COLLEGE COMMITTEE

### Enrollment of Female Students in various committees in the A.Y. 2021-22

Sr. No.	Committee	Male	Male %	Female	Female %	Total
1	Cultural Committee	7	50%	7	50%	14
2	Placement and Higher Education	18	43.90%	23	56.09%	41
3	NSS	32	64%	18	36%	50

### Enrollment of Female Students in various committees in the A.Y. 2021-22

Total Students	Total Female Students	% of Female Students
105	48	45.71%

The 45.71% of female students enrolled in various committees in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## APPOINTMENT OF FEMALE FACULTY MEMBERS

### Faculty Details of A.Y. 2020-21

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	Arts	0	0	2	100%	2
2	Commerce	2	66.67%	1	33.33%	3
3	Science	1	16.67%	5	83.33%	6

### Appointment of Female Faculty members in the A.Y. 2020-21

Total Faculty Members	Total Female Faculty Members	% of Female Faculty Members
11	8	72.72 %

The 72.72% of female faculty members in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## ENROLLMENT OF FEMALE STUDENTS

### Enrollment of Female Students in the A.Y. 2020-21

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	B.A.	43	17.20%	207	82.80%	250
2	B.A.M.M.C.	97	52.72%	87	47.28%	184
3	B.Com.	249	61.48%	156	38.52%	405
4	B.A.F.	127	55.22%	103	44.78%	230
5	B.M.S.	164	50.31%	162	49.69%	326
6	B.Sc. (I.T.)	121	67.22%	59	32.78%	180
7	B.Sc. (C.S.)	113	88.28%	15	11.72%	128

### Enrollment of Female Students in the A.Y. 2020-21

Total Students	Total Female Students	% of Female Students
1703	789	46.33%

**The 46.33% of female students admitted in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.**

## APPOINTMENT OF FEMALE FACULTY MEMBERS

### Faculty Details of A.Y. 2019-20

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	Arts	0	0	3	100%	3
2	Commerce	2	66.67%	2	33.33%	4
3	Science	1	12.5%	7	87.5%	8

### Appointment of Female Faculty members in the A.Y. 2019-20

Total Faculty Members	Total Female Faculty Members	% of Female Faculty Members
15	12	80%

The 80% of female faculty members in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## ENROLLMENT OF FEMALE STUDENTS

### Enrollment of Female Students in the A.Y. 2019-20

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	B.A.	20	17.09	97	82.91	117
2	B.A.M.M.C.	69	51.88%	64	48.12%	133
3	B.Com.	144	54.34%	121	45.66%	265
4	B.A.F.	83	55.70%	66	44.30%	149
5	B.M.S.	105	56.15%	82	43.85%	187
6	B.Sc. (I.T.)	77	69.37%	34	30.63%	111
7	B.Sc. (C.S.)	82	92.13%	7	7.87%	89

### Enrollment of Female Students in the A.Y. 2019-20

Total Students	Total Female Students	% of Female Students
1051	471	44.82%

**The 44.82% of female students admitted in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.**



## APPOINTMENT OF FEMALE FACULTY MEMBERS

### Faculty Details of A.Y. 2018-19

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	Arts	0	0%	2	100%	2
2	Commerce	0	0%	2	100%	2
3	Science	0	0%	3	100%	3

### Appointment of Female Faculty members in the A.Y. 2018-19

Total Faculty Members	Total Female Faculty Members	% of Female Faculty Members
7	7	100%

The 100% of female faculty members in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

## ENROLLMENT OF FEMALE STUDENTS

### Enrollment of Female Students in the A.Y. 2018-19

Sr. No.	Department	Male	Male %	Female	Female %	Total
1	B.A.	11	22.45%	38	77.55%	49
2	B.A.M.M.C.	31	51.67%	29	48.33%	60
3	B.Com.	63	52.5%	57	47.5%	120
4	B.A.F.	26	44.07%	33	55.93%	59
5	B.M.S.	41	68.33%	19	31.67%	60
6	B.Sc. (I.T.)	42	75%	14	25%	56
7	B.Sc. (C.S.)	38	100%	0	0	38

### Enrollment of Female Students in the A.Y. 2018-19

Total Students	Total Female Students	% of Female Students
442	190	42.98%

The 42.98% of female students admitted in the college shows that HEI puts positive efforts for appointment of female faculty members. It indicates the “initiative” of HEI for gender equity and gender sensitization.

# **Gender Equity & Gender Sensitization under Curricular Activities**

**Inclusion of Gender Equity &  
Gender Sensitization in the  
Syllabus of First Year Arts &  
Commerce**

**Revised Syllabus of Courses of B.Com. Programme at Semester I  
with Effect from the Academic Year 2016-2017**

**Skill Enhancement Courses (SEC)**

**6. Foundation Course - I**

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Overview of Indian Society	05
2	Concept of Disparity- 1	10
3	Concept of Disparity-2	10
4	The Indian Constitution	10
5	Significant Aspects of Political Processes	10
<b>Total</b>		<b>45</b>

Sr. No.	Modules / Units
1	<b>Overview of Indian Society</b>
	Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference
2	<b>Concept of Disparity- 1</b>
	Understand the concept of disparity as arising out of stratification and inequality; Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media; Appreciate the inequalities faced by people with disabilities and understand the issues of people with physical and mental disabilities
3	<b>Concept of Disparity-2</b>
	Examine inequalities manifested due to the caste system and inter-group conflicts arising thereof; Understand inter-group conflicts arising out of communalism; Examine the causes and effects of conflicts arising out of regionalism and linguistic differences
4	<b>The Indian Constitution</b>
	Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution
5	<b>Significant Aspects of Political Processes</b>
	The party system in Indian politics; Local self-government in urban and rural areas; the 73rd and 74th Amendments and their implications for inclusive politics; Role and significance of women in politics

**Topics for Project Guidance: Growing Social Problems in India:**

- Substance abuse- impact on youth & challenges for the future
- HIV/AIDS- awareness, prevention, treatment and services
- Problems of the elderly- causes, implications and response
- Issue of child labour- magnitude, causes, effects and response
- Child abuse- effects and ways to prevent
- Trafficking of women- causes, effects and response

**Note:**

**Out of the 45 lectures allotted for 5 units for Semester I, about 15 lectures may be allotted for project guidance**

**Revised Syllabus of Courses of B.Com. (Accounting and Finance)  
Programme at Semester I  
with Effect from the Academic Year 2016-2017**

**Skill Enhancement Courses (SEC)**

**5. Foundation Course -I**

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Overview of Indian Society	05
2	Concept of Disparity- 1	10
3	Concept of Disparity-2	10
4	The Indian Constitution	10
5	Significant Aspects of Political Processes	10
<b>Total</b>		<b>45</b>

Sr. No.	Modules / Units
1	<b>Overview of Indian Society</b>
	Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference
2	<b>Concept of Disparity- 1</b>
	Understand the concept of disparity as arising out of stratification and inequality; Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media; Appreciate the inequalities faced by people with disabilities and understand the issues of people with physical and mental disabilities
3	<b>Concept of Disparity-2</b>
	Examine inequalities manifested due to the caste system and inter-group conflicts arising thereof; Understand inter-group conflicts arising out of communalism; Examine the causes and effects of conflicts arising out of regionalism and linguistic differences
4	<b>The Indian Constitution</b>
	Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution
5	<b>Significant Aspects of Political Processes</b>
	The party system in Indian politics; Local self-government in urban and rural areas; the 73rd and 74th Amendments and their implications for inclusive politics; Role and significance of women in politics



**Revised Syllabus of Courses of Bachelor of Management Studies  
(BMS) Programme at Semester I  
with Effect from the Academic Year 2016-2017**

**Skill Enhancement Courses (SEC)**

**5. Foundation Course -I**

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Overview of Indian Society	05
2	Concept of Disparity- 1	10
3	Concept of Disparity-2	10
4	The Indian Constitution	10
5	Significant Aspects of Political Processes	10
<b>Total</b>		<b>45</b>

Sr. No.	Modules / Units
1	<b>Overview of Indian Society</b>
	Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference
2	<b>Concept of Disparity- 1</b>
	Understand the concept of disparity as arising out of stratification and inequality; Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media; Appreciate the inequalities faced by people with disabilities and understand the issues of people with physical and mental disabilities
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4	<b>The Indian Constitution</b>
	Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution
5	<b>Significant Aspects of Political Processes</b>
	The party system in Indian politics; Local self-government in urban and rural areas; the 73rd and 74th Amendments and their implications for inclusive politics; Role and significance of women in politics

AC : 10 May, 2019

Item No. 4.20

## UNIVERSITY OF MUMBAI



Sr. No.	Heading	Particulars
1	Title of the Course	BA in Multimedia and Mass Communication (BAMMC)
2	Eligibility for Admission	12 <sup>th</sup> pass.
3	Passing Marks	40%
4	Ordinances / Regulations ( if any)	--
5	No. of Years / Semesters	03 years & 06 semesters
6	Level	P.G. / <input checked="" type="checkbox"/> U.G./ Diploma / Certificate ( <b>Strike out which is not applicable</b> )
7	Pattern	Yearly / Semester <input checked="" type="checkbox"/> CBCS ( <b>Strike out which is not applicable</b> )
8	Status	New / Revised <input checked="" type="checkbox"/> CBCS ( <b>Strike out which is not applicable</b> )
9	To be implemented from Academic Year	From Academic Year <u>2019-20</u> in Progressive manner.

Date : April 26, 2019.

Signature :

Name of BOS Chairperson  / Dean : Dr. Sunder Rajdeep

## SEMESTER II

Semester II	
Course code	Course Name
BAMMEC-201	Effective communication -II
BAMMFC-202	Foundation course -II
BAMMCW-203	Content Writing
BAMMID-204	Introduction to Advertising
BAMMIJ-205	Introduction to Journalism
BAMMMGC-206	Media, Gender & Culture

**01**

<b>PROGRAM</b>	BAMM
<b>YEAR</b>	FYBMM
<b>SEMESTER</b>	II
<b>COURSE:</b>	EFFECTIVE COMMUNICATION SKILLS -II
<b>COURSE CODE</b>	BAMMEC 201
<b>PAPER</b>	1
<b>TOTAL MARKS</b>	100 (75 : 25)
<b>NO OF LECTURES</b>	48
	<b>SEMESTER II</b>
<b>COURSE CODE</b>	<b>COURSE NAME &amp; DETAILED SYLLABUS</b>
<b>BAMMEC-201</b>	Effective Communication Skills-II

<b>Learning Outcome:</b>		<b>Total Lectures: 48 hrs.</b>
<ol style="list-style-type: none"> <li>1. To make the students aware of use of language in media and organization.</li> <li>2. To equip or enhance students with structural and analytical reading, writing and thinking skills.</li> <li>3. To introduce key concepts of communications.</li> </ol>		
Module	Topics	Details
<b>1</b>	<b>Writing</b>	
	<b>1.Report writing</b>	Report Writing (English, Hindi or Marathi) General report and News report writing - Basics and Format (Headline, Sub-headline, various type of report)
	<b>2. Organizational writing</b>	Organizational writing : (English, Hindi or Marathi) Internal communication , E- mails - Email E-mail Etiquette; Overcoming Problems in E-mail Communication, Stake holder communication Circulars- Guidelines for writing a circular- Languages and writing style of a circular- Format of a circular; Notices- Purpose-Format- Important points to remember while

5. Introduction to Journalism: Essential Technique Richard Rudin
6. Introduction to Journalism: Carole Fleming
7. Introduction to Journalism: James Glen Stowal

**Syllabus Designed by:**

1. Dr. Navita Kulkarni – Convener
2. Renu Nauriyal
3. Gajendra Deoda

<b>06</b>	
<b>PROGRAM</b>	<b>BAMM</b>
<b>YEAR</b>	<b>FYBMM</b>
<b>SEMESTER</b>	<b>II</b>
<b>COURSE:</b>	<b>MEDIA GENDER &amp; CULTURE</b>
<b>COURSE CODE</b>	<b>BAMMMGC 206</b>
<b>PAPER</b>	<b>6</b>
<b>TOTAL MARKS</b>	<b>100 (75:25)</b>
<b>NO OF LECTURES</b>	<b>48</b>
	<b>SEMESTER II</b>
<b>COURSE CODE</b>	<b>COURSE NAME &amp; DETAILED SYLLABUS</b>
<b>BAMMMGC-206</b>	<b>MEDIA GENDER &amp; CULTURE</b>

<b>COURSE OUTCOME</b>			
<ul style="list-style-type: none"> <li>To discuss the significance of culture and the media industry.</li> <li>To understand the association between the media, gender and culture in the society.</li> <li>To stress on the changing perspectives of media, gender and culture in the globalised era.</li> </ul>			
<b>MODULE</b>	<b>TOPICS</b>	<b>TOPICS</b>	<b>LECTURES</b>
		<b>INTRODUCTION TO CULTURAL STUDIES</b>	
<b>I</b>	<b>EVOLUTION, NEED, CONCEPTS AND THEORIES</b>	Evolution, features of cultural studies, Need and significance of cultural studies and media  <b>Concepts related to culture-</b>  Acculturation, enculturation, ethnocentrism, cultural relativism, cultural shock and its relevance in media	<b>(12)</b>

		<p>Theories:</p> <ul style="list-style-type: none"> <li>• Stuart Hall : encoding and decoding, Circuit of culture</li> <li>• John Fiske: culture and industry</li> <li>• Feminism and Post feminism</li> <li>• Techno culture and risk – Ulrich Beck</li> </ul>	
<b>CULTURE AND MEDIA</b>			
<b>II</b>	<b>CONSTRUCTION, COMMODIFICATION, IMPACT AND RECENT TRNDS</b>	<ol style="list-style-type: none"> <li>1. Construction of culture- social, economic, political, religion and technology</li> <li>2. Culture, industry and media- commodification, memes, representation, articulation, popular culture, power, cyber culture</li> <li>3. Media and its impact on the cultural aspect of the society.</li> <li>4. Culture industry and communication - with reference, to film, TV, social media, advertisements etc.,</li> <li>5. Recent trends in Culture consumption: Changing values, Ideologies &amp; its Relevance in the Contemporary society.</li> </ol>	<b>(12)</b>
<b>GENDER AND MEDIA CULTURE</b>			
<b>III</b>	<b>ROLE AND INFLUENCE OF MEDIA</b>	<ol style="list-style-type: none"> <li>1. The influence of media on views of gender (theme, under representation, stereotypes, women and men, stereotype images, roles etc.)</li> <li>2. Role of media in social construction of gender, Changing attitudes &amp; behaviour for empowerment of women : Movements of change</li> <li>3. Gender equality and media</li> <li>4. Hegemonic masculinity in media</li> <li>5. Gender issues in news media (TV, radio, newspapers &amp; online news)</li> </ol>	<b>(12)</b>
<b>GLOBALISATION AND MEDIA CULTURE</b>			
<b>IV</b>	<b>GLOBAL, LOCAL, CONSUMER AND THE RECENT TRENDS</b>	<ol style="list-style-type: none"> <li>1. Media imperialism</li> <li>2. Globalisation and Local culture- Issues and Perspectives, threat to regional and local identities, Impact of global culture and its relevance in media and gender</li> <li>3. Consumer culture and media in the era of globalisation.</li> <li>4. <b>Digital Media culture:</b> Recent trends and challenges</li> <li>5. <b>Media and Globalisation:</b> Global economic flows, global cultural flows, homogenization &amp; fragmentation,</li> </ol>	<b>(12)</b>

		glocalization, creolization, globalization & power.	
<b>SYLLABUS DESIGNED BY:-</b>			
<ol style="list-style-type: none"> <li>1. PADMAJA ARVIND(CONVENOR)</li> <li>2. RANI D'SOUZA</li> <li>3. RUMINA RAI</li> </ol>			
<b>INTERNAL EVALUATION METHODOLOGY</b>			
<ol style="list-style-type: none"> <li>6. CONTINUOUS ASSIGNMENTS</li> <li>7. ORAL &amp; PRACTICAL PRESENTATIONS</li> <li>8. GROUP/INDIVIDUAL PROJECTS</li> <li>9. CLASS TEST</li> <li>10. OPEN BOOK TEST</li> <li>11. GROUP INTERACTIONS</li> <li>12. QUIZ</li> </ol>			
<b>REFERENCE</b>			
<ol style="list-style-type: none"> <li>1. MEDIA AND CULTURAL STUDIES: MEENAKSHI GIGI DURHAM AND DOUGLAS M.KELLNER</li> <li>2. CULTURAL STUDIES- THEORY AND PRACTICE – CHRIS BARKER</li> <li>3. AN INTRODUCTION TO CULTURAL STUDIES- PROMOD K. NAYAR</li> <li>4. CULTURE CHANGE IN INDIA- IDENITITY AND GLOBALISATION – YOGENDRA SINGH</li> <li>5. INDIAN MEDIA IN A GLOBALISED WORLD- MAYA RANGANATHAN USHA M. RODRIGUES</li> <li>6. MEDIA GENDER AND POPULAR CULTURE IN INDIA- TRACKING CHANGE AND CONTINIUTY – SANJUKTHE- DASGUPTA</li> </ol>			

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**Inclusion of Gender Equity &  
Gender Sensitization in the  
Syllabus of Second Year Arts  
& Commerce**



**UNIVERSITY OF MUMBAI**

**SECOND YEAR B.A., SECOND YEAR B.Sc.,  
SECOND YEAR B.Com.**

**SEMESTER III AND IV**

**FOUNDATION COURSE**

**UNDER THE CBCGSS SYSTEM**

**EFFECTIVE FROM 2017-2018**

## FOUNDATION COURSE

### Semester III

Internal marks: 25

External marks: 75

Total Marks: 100

Lectures: 45

#### Objectives

- i. Develop a basic understanding about issues related to Human Rights of weaker sections, ecology, and science and technology.
- ii. Gain an overview of significant skills required to address competition in career choices
- iii. Appreciate the importance of developing a scientific temper towards technology and its use in everyday life

#### Module 1 Human Rights Provisions, Violations and Redressal (12 lectures)

- A. Scheduled Castes- Constitutional and legal rights, Forms of violations, Redressal mechanisms. (2 Lectures)
- B. Scheduled tribes- Constitutional and legal rights, Forms of violations, Redressal mechanisms. (2 Lectures)
- C. Women- Constitutional and legal rights, Forms of violations, Redressal mechanisms. (2 Lectures)
- D. Children- Constitutional and legal rights, Forms of violations, Redressal mechanisms. (2 Lectures)
- E. People with Disabilities, Minorities, and the Elderly population- Constitutional and legal rights, Forms of violations, Redressal mechanisms. (4 Lectures)

#### Module 2 Dealing With Environmental Concerns (11 lectures)

- A. Concept of Disaster and general effects of Disasters on human life- physical, psychological, economic and social effects. (3 Lectures)
- B. Some locally relevant case studies of environmental disasters. (2 Lectures)
- C. Dealing with Disasters - Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster Preparedness. (3 Lectures)
- D. Human Rights issues in addressing disasters- issues related to compensation, equitable and fair distribution of relief and humanitarian approach to resettlement and rehabilitation. (3 Lectures)

#### Module 3 Science and Technology I (11 lectures)

- A. **Development of Science**- the ancient cultures, the Classical era, the Middle Ages, the Renaissance, the Age of Reason and Enlightenment. (3 Lectures)
- B. **Nature of science**- its principles and characteristics; Science as empirical, practical, theoretical, validated knowledge. (2 Lectures)
- C. **Science and Superstition**- the role of science in exploding myths, blind beliefs and prejudices; Science and scientific temper- scientific temper as a fundamental duty of the Indian citizen. (3 Lectures)

**Revised Syllabus of Courses of B.Com. Programme at Semester III  
with Effect from the Academic Year 2017-2018**

**2 Ability Enhancement Courses (AEC)  
2B \* Skill Enhancement Courses (SEC) Group B**

**6. Foundation Course III**

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Human Rights Violations and Redressal	10
2	Dealing With Environmental Concerns	10
3	Science and Technology – I	10
4	Soft Skills for Effective Interpersonal Communication	08
5	Understanding issues of Right to Health and Education	07
	<b>Total</b>	<b>45</b>

Sr. No.	Modules / Units
1	<p><b>UNIT – 1 : Human Rights Violations and Redressal</b></p> <p><b>A. Types and nature of human rights violations faced by vulnerable groups,</b> namely the Scheduled Castes, Scheduled tribes, <b>Women</b>, Children and Minority communities</p> <p><b>B. Human Rights Violations</b> faced by People with Disabilities and by the Elderly population</p> <p><b>C. Constitutional provisions and laws</b> protecting the rights of vulnerable groups :  Right to Equality, Right to Freedom Right against Exploitation.  Salient features of some important Acts like  The Prevention of Atrocities (Against SC/ST) Act, 1989;  <b>The Domestic Violence Act, 2005; Vishakha Guidelines for Preventing Sexual Harassment at Workplace, 1997;</b>  The Child Labour (Prohibition and Regulation) Act, 1986;  The Person With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995;</p> <p><b>D. Redressal mechanisms at the National and State levels</b>  <b>The national Human Rights Commission (NHRC), the SC/ST Commission, the National Commission for Women; the Minorities commission</b></p>
2	<p><b>Unit – 2 : Dealing With Environmental Concerns</b></p> <p>A. Threats to the environment arising from extinction, loss of habitat, degradation of environment, pollution, climate change</p> <p>B. Some locally relevant case studies of environmental disasters</p> <p>C. Concept of Disasters and general effects of Disasters on human life – physical psychological, economic and social</p> <p>D. Dealing with Disasters – Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster Preparedness</p> <p>E. Human Rights issues in addressing disasters – issues related to compensation equitable and fair distribution of relief and humanitarian approach to resettlement and rehabilitation.</p>
3	<p><b>Unit – 3 : Science and Technology – I</b></p> <p>A. <b>Development of Science</b> - the ancient cultures, the Classical era, the Middle Ages, the Renaissance, the Age of Reason and Enlightenment</p> <p>B. <b>Nature of science</b> - its principles and characteristics; Science as empirical, practical, theoretical, validated knowledge</p> <p>C. <b>Science and scientific</b> - temper significance of observation and experimentation, empirical explanation and objectivity; scientific temper as a fundamental duty of the Indian citizens</p> <p>D. <b>Science and Superstition</b> - the role of science in exploding myths, blind beliefs and prejudices; role of science and scientific temper in promoting tolerance and harmony in social groups</p> <p>E. <b>Science in everyday life</b> - technology, its meaning and role in development; Interrelation and distinction between science and technology</p>
4	<p><b>Unit – 4 : Soft Skills for Effective Interpersonal Communication</b></p> <p><b>A.</b></p> <p>I. Business Etiquette</p> <p>II. Public Speaking</p> <p>III. Presentation Skills</p> <p><b>B.</b></p> <p>I. Leadership Skills and Self-improvement – characteristics of effective leadership</p> <p>II. Styles of leadership and team building</p>

**Gender Equity & Gender  
Sensitization Activities  
Conducted in the Classroom**

## Group Discussion



## Debate



## Open Mic



Principal

# **Gender Equity & Gender Sensitization under Co- curricular Activities**

The institute is deeply committed to fostering gender equity and sensitization through a range of empowering activities. We organize workshops and seminars on gender issues, inviting experts to facilitate discussions that promote awareness and inclusivity. Student-led initiatives promote gender equality, challenging stereotypes, and biases. Cultural events celebrate diverse gender identities, promoting tolerance and understanding. Through these activities, we aim to dismantle discrimination, empower marginalized voices, and create a campus culture that values and respects all genders, preparing our students to champion equity in society beyond the college walls.

### Activities conducted to promote gender equity and gender sensitization

#### Human Rights Day - MIME Act

**MIME Act and Skit** was organized by the institute with an objective to raise awareness about different rights. The emphasis was made more about the rights for women. MIME act was performed by students of NSS to create awareness among the students.



*Resign*

Principal



## Self Defense Workshop.

The Self Defense Workshop was organized by the institute with an objective to become psychologically, intellectually and physically aware enough to protect themselves in times of distress and to provide awareness about the importance of self-defense learning skills.



*Rajiv L*

Principal

## National Girl Child Day - International Educational Day

Musical act and rally were organized by TRCAC with an objective to raise awareness and tackle the issues of inequalities that girls face in the country and enlighten everyone about the rights of a girl child. And also, to educate people at large about the importance of primary education, importance of girl children and eventually to change their mindset.



## Sanitary Napkin Distribution Drive

Sanitary Napkin Distribution Drive was organized by the institute on 7th April 2022 with an objective to increase awareness among adolescent girls on Menstrual hygiene, to increase access to and use of high-quality sanitary napkins to adolescent girls in backward areas, to ensure safe disposal of sanitary napkins in an environmentally friendly manner.



*R. S. J. L.*

Principal

## Slogan Making Competition

Slogan Making Competition was organized by the National Service Scheme (N.S.S.) Unit of Thakur Ramnarayan College of Arts & Commerce along with WDC on 24th January 2023 at trcac, Students made various slogan to create awareness about girl child



*Principal*

Principal

**Specific Facilities  
provided in terms of  
Safety & Security**

## CCTV surveillance

As part of security measures, the college has installed a vast network of CCTV cameras covering the boundary, gates, open spaces, corridors and other critical areas, while protecting privacy of teaching-learning and social spaces. There are 120 CCTV Cameras in the College Area, with two-week recording facilities.



## Security Guard on Entry Gates

The institute has round-the-clock security of high standards. To this end it employs many well-trained guards on a 24-hour roster. Security has been outsourced to a professional agency. Lady security guards are employed during the day at the college entry gates. Sulabh International employs female staff for the safety and security of students.



Rajiv L

Principal

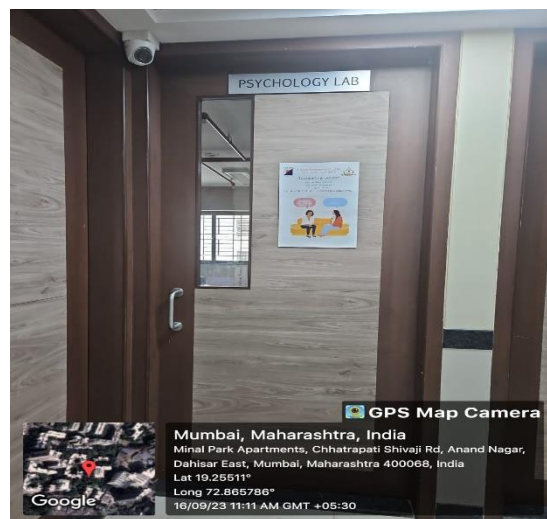
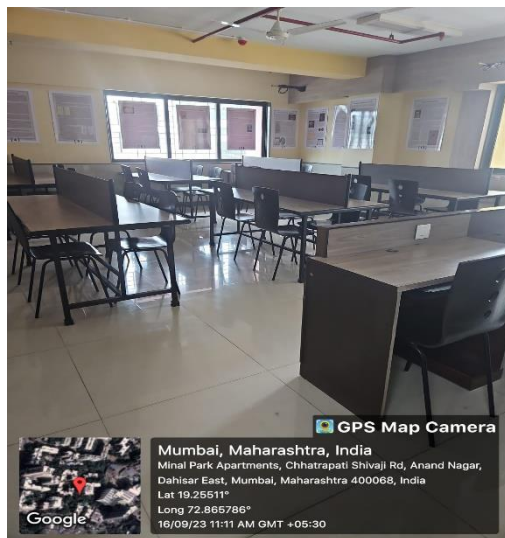
## Vigilance by Human Resources at every floor for Safety and Security of Women

Human Resources stationed on every floor play a pivotal role in creating a culture of safety and trust. It provides an immediate resource for women who may experience discomfort or feel unsafe in any situation. In TRCAC we have nine floors and 22 rooms where lectures are conducted. Each floor has a dedicated floor peon from 6.30 am in the morning till 6.30 pm in the evening.



## Counseling Room

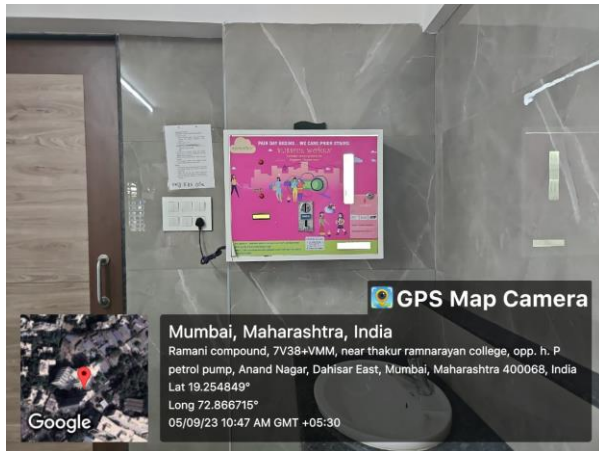
A counseling room is a private and secure space designed to facilitate therapeutic conversations between clients and mental health professionals. It's carefully arranged to create a welcoming and calming atmosphere, promoting open communication and emotional healing. This dedicated space serves as a sanctuary for individuals to explore their thoughts, emotions, and challenges while receiving guidance and support from their counsellor or therapist.



*Reshika*  
Principal

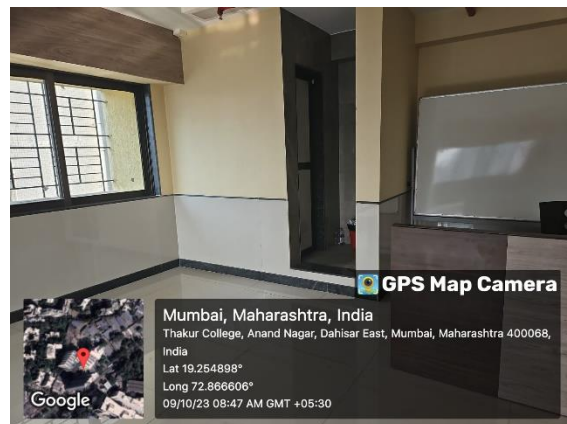
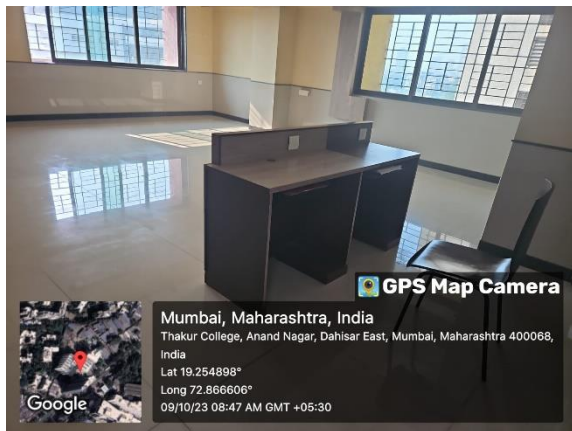
## Sanitary Napkin Vending Machine

To spread awareness about menstrual hygiene and to ensure easy (and affordable) access to sanitary napkins, a sanitary napkin vending machine has been installed in the institution



## Girls common room

A common room dedicated to women on campus is a vital facility. It provides a safe and comfortable space for relaxation, study, and social interaction. Additionally, this space can host events, workshops, and support groups, fostering a sense of community among female students. A well-equipped common room contributes to a more inclusive and conducive learning environment, promoting the overall well-being and empowerment of women on campus.



*Rajy L*

Principal