

Aliah
University
Kolkata, West
Bengal

Gender Audit Report
(2018-2023)

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1. Foreword

1.1: About the Higher Education Institute:

Aliah University is a state university in West Bengal, India under the Department of Minority Affairs and Madrasah Education, Government of West Bengal. It came into existence through the Aliah University Act (Act XXVII of 2007) passed by the West Bengal Legislative Assembly which became effective on 5th April, 2008.

The University Grants Commission (UGC) has accorded recognition to the University in terms of Section 12B of the UGC Act, in 2019. The University is also approved by AICTE and NCTE.

Aliah University has three campuses located at New Town, Park Circus and Taltala.

In its present form the University strives to follow its vision of becoming a Centre of Excellence and contribute to the society through the pursuit of teaching and research in the emerging areas of knowledge. Yet this is blended with tradition, culture and values. The vision manifests itself in a mission of nurture and production of forward-looking students with a focus on their intellectual, moral and social development, thus enabling them to excel in their chosen field of work. The phrase inscribed in the logo of the University: “Advancement of Education and Culture” (in Arabic, “Taqdeem-ut-Ta'leem wa-as Saqafah”), breathes the zeal for imparting holistic education where the contemporary and the traditional merge meaningfully.

Consequently, the University

- encourages study of modern technological and professional courses along with sciences, languages, humanities, social sciences, cultural and religious studies
- promotes higher education amongst the Minorities in the State
- disseminates and advances knowledge by providing instructional, educational, research and extension facilities in such branches of learning as it may deem fit
- provides conducive atmosphere to teachers and students, for promotion of innovations in education, pedagogy, multidisciplinary and interdisciplinary studies.
- develops Centres of excellence for Higher studies.
- upholds national integration, secularism, international understanding, non-violence, humanism and seeks such like opportunities to serve the Nation.
- Creates opportunities for empowering female students.

The University regularly submits data to All India Survey on Higher Education (AISHE), National Institutional Ranking Framework (NIRF) and participates in Atal Ranking of Institutions on Innovation Achievements (ARIIA). Following the National Education Policy 2020, Aliah University offers the Academic Bank of Credits facility to promote academic flexibility and mobility of students with appropriate credit transfer mechanism. The institution is also committed to the empowerment of girls by offering professional degree in Nursing and

is recognized by West Bengal Nursing Council and Indian Nursing Council apart from taking drives to increase intake of female students and students who are differently abled.

The Training and Placement cell of the University is a very active one and creates special drive for females and Differently abled students regularly.

1.2: Preamble and Objectives of the Audit Report

Gender Equality is of utmost importance as it prohibits discrimination on the basis of gender. It promotes gender neutrality in terms of learning. A non-discriminant place of education is a prerequisite for effective dissemination of knowledge and learning. The Constitution of India enshrines the proposition of gender parity in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. In order to promote gender equality and non-discrimination on grounds of gender, as ensured by Article 14 that requires 'equality before law' and ensures universal rights for all regardless of birth, ethnicity, gender or race. Article 15 (1) authorizes the state not to isolate any person based on sex, race, nationality, caste, ethnicity or any of them. Article 15 (3) mandates the state to prepare special arrangements to benefit women. Article 15 (3) also promotes women and children by laws such as Domestic Violence Act, Workplace Harassment Law, Sexual Abuse Legislation, Amendment to the Hindu Succession Act etc. Likewise, Article 16 mandates equal opportunity for all, Article 39 (a) supports for government's aim its policies towards right to a decent medium of living for women and men. Article 39 (d) ensure 'equal wages for equal work for all' and Article 42 mandates governments for fair and reasonable working conditions and maternity assistance. Article 243 D (3), (4), T (3) supports one-third of the total number of seats reserved for women in Panchayats and Municipality. Hence, the Indian Constitution provides provisions to reduce Gender Inequality. Article 15 (1) of the Indian Constitution, particularly in the institutes of Higher education where the maturity level of the students is much higher, a greater outreach can be expected by promoting, implementing & monitoring specific policies and procedures that question inequalities and foster equal opportunity across genders. Societies that value all genders as equal, are safer and healthier. Gender equality is the precondition for an equitable society. Ensuring that all can live up to their full potential, regardless of gender identity or other factors, is not only a moral imperative. It is a strategic imperative - a continuation of journey toward justice, opportunity, and equality. To ensure women are treated properly and their dignity is not harmed at working places 'Vishaka Guidelines' the Sexual Harassment at Workplace Act, 2013 are instituted to protect employees of the University. UGC has also recognized equality and justice enshrined in the Indian Constitution, Saksham guidelines were passed in 2014 that mandate measures for gender sensitization, workings of HEIs of institutional redress mechanisms, requirements of specific facilities on and near campuses and special requirements of women students and staff. Thus, the University envisions a society where everyone has equal opportunities. With the objective to ensure gender equality at their campus, Aliah University has conducted a Gender audit.

The objective of this audit report is to find whether the institution:

- has a balanced and healthy ratio of males and females in respect of:
 - student intake
 - faculty intake
 - non-teaching staff intake
- provides welcoming, congenial and secure environment for pursuit of education and work, of all genders proportionately and whether this is reflected in the intake and admissions especially of girl students.
- provides opportunities for upgradation, holistic development and research facilities to males, females and other genders.
- has active channels and bodies to register complaints of sexual harassment, ragging and other such grievances which might have sexual overtones and to what extent are they resolved
- is inclusive to provide opportunities to all genders in co-curricular activities
- upgrades the curriculum with inclusion of Gender issues
- includes women and others in the decision-making processes of the institution.

2. Methodology

As part of the Audit, statistical data is provided for the last five academic years together with the findings. The broad gender sensitive indicators which have been studied in detail include the following:

- Curricular Aspects
- Teaching-Learning
- Gender balance in Teaching & Non-Teaching Staff – male and female
- Research
- Resources & Infrastructure
- Student Support and Progression
- Gender Sensitization Policy and Practices
- Gender Issues - Mechanisms and Methods

3. Findings and Observations

3.1 General

The following figures explain the gender ratio among faculty members and non-teaching staff.

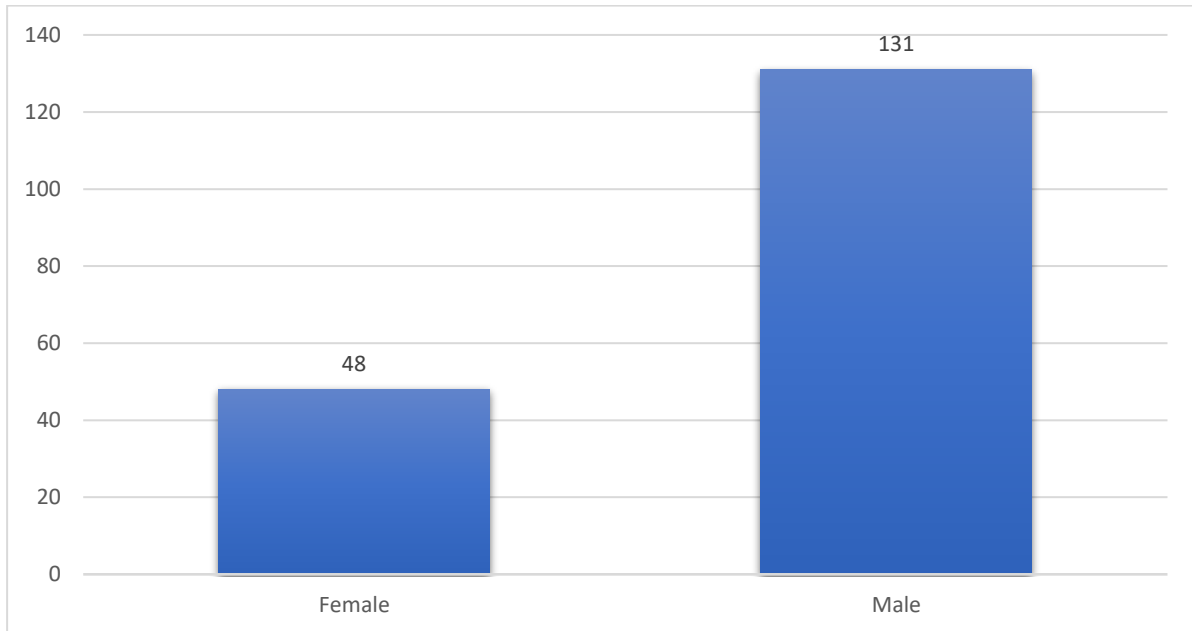


Fig. 1: Number of female and male faculties during 2018-2023

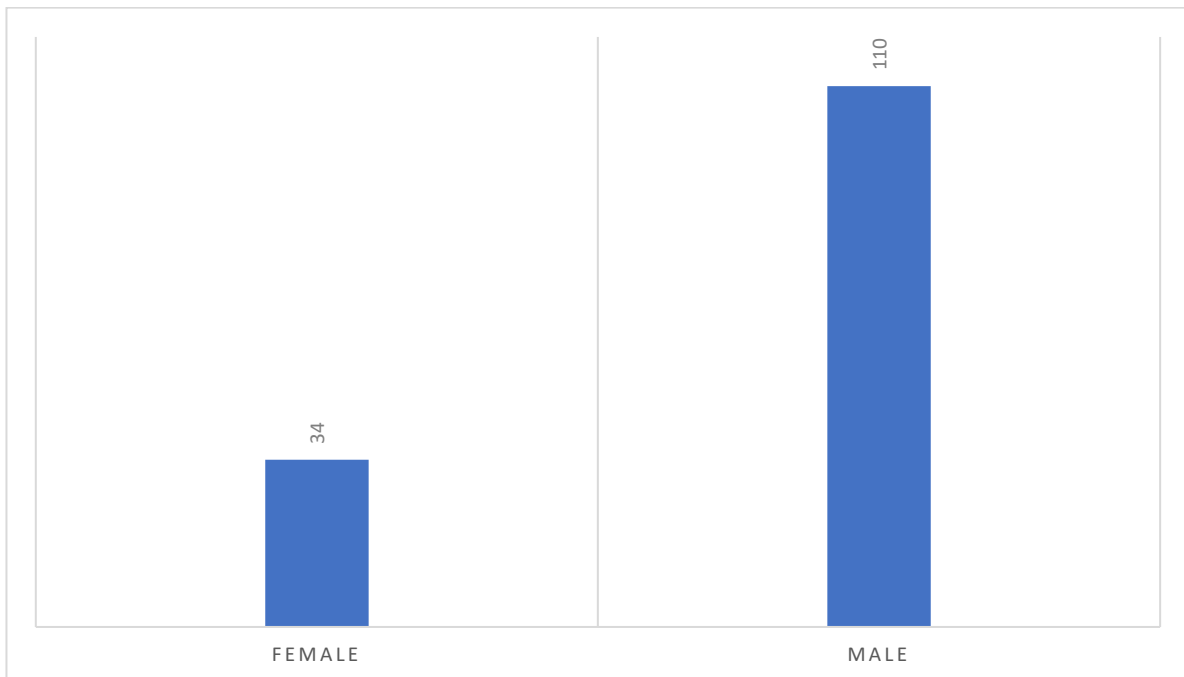


Fig. 2: Number of female and male faculties with Ph.D. during 2018-2023

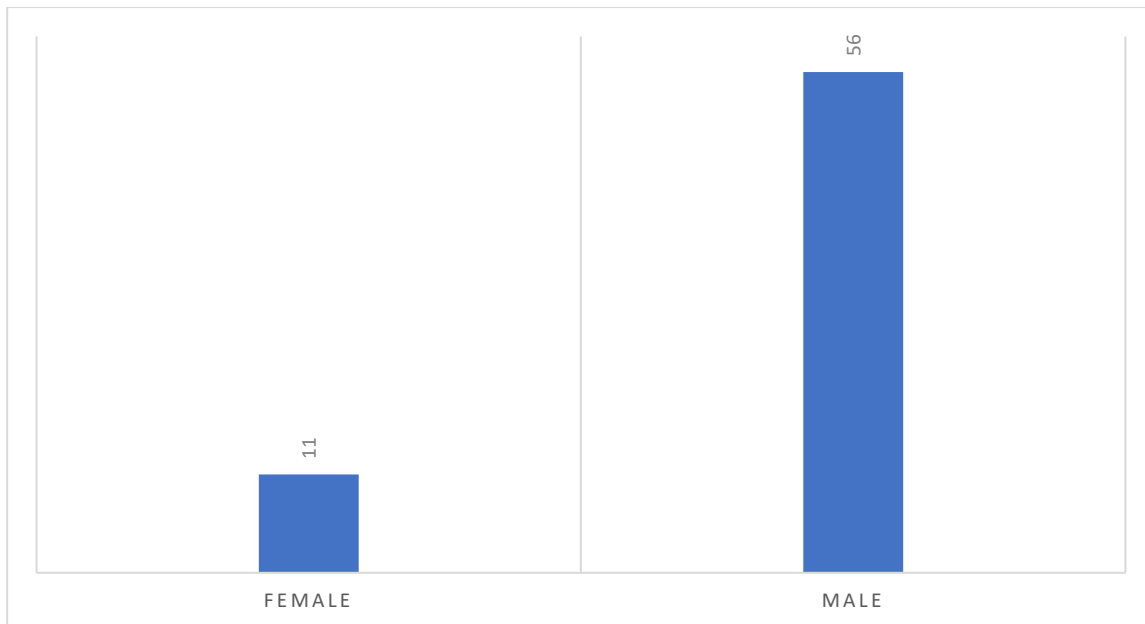


Fig. 3: Number of female and male non-teaching employee during 2018-2023

As the bar charts show, the representation of Females in teaching is considerably less than the males. Considering the imbalanced ratio, the University will be paying special attention to the drive for recruiting more women faculty members in future.

However, the University is sensitive to the needs of the female faculty members who are already recruited by the way of providing them exclusive cubicles or cut off sitting zones in case of common staffrooms to ensure their privacy. Female staff members are provided with all possible infrastructural facilities including separate prayer rooms and the basics of clean and hygienic washrooms. They are entitled to maternity leave or child care leave following government protocols. The female faculty members enjoy a healthy relationship with their male colleagues and enjoy equal freedom and dignity inside classrooms and boardrooms alike.

Lady faculty members play a significant role in governance. There are always, at any given point of time, female faculty members heading the Departments on a rotational basis along with their male counterparts and are provided full support by the authorities. They are included in all decision-making processes of the University at the Departmental level also and take part in the Admission Committee Meetings, Research Intake Meetings, Board of Research Studies, Academic Council meetings and the Court Meetings, to name a few. Besides, Head of the Departments, lady representations are there in Executive Council, Academic Council, and such highest decision-making bodies.



Fig.4 A meeting in progress: Women faculty members do have a lot of say

The University, apart from including women faculties as members and conveners in various decision-making committees, routinely has a Professor as Chair of the Internal Complaints Committee which promptly and successfully resolves any complaint lodged with them related to sexual harassment.

In two successive sessions: 2021-2022 and 2022-2023, the University Research Programmes Cell has had Female faculty members as coordinators. Since 2022, the Student Counsellor of the University is a female faculty member. The AICTE chairperson of the University from 2023 onwards and the Chairperson to usher in the new Curriculum & Credit Framework in line with NEP-2020 are also ladies. From 2023 academic session onwards the NSS Officer of the University is a female faculty too.

It is encouraging to note that the number of women representation in decision making committees is showing an increasing trend, as is clear from the figure and graph below will represent.

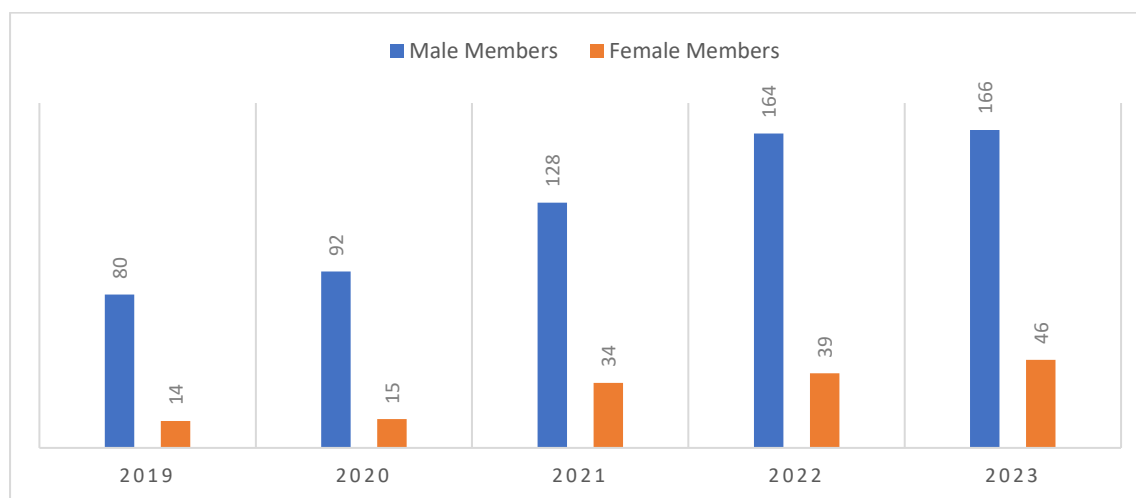


Fig. 5 Number of female faculty members present in various Committee formed by the University

Since the number of female faculties holding PhDs is also considerably less than the males, the University makes an effort to motivate the women faculty members to either get enrolled in the PhD course on a part time basis (often with the home/ employing University if possible) or complete their ongoing PhDs by availing permissible leave (if required). Those faculty members, who are in the middle of their doctoral courses or on the verge of completion, are provided special study leave and less work load while submitting their thesis. Women faculty members are also provided special financial incentives to pursue short term courses/ specialised courses or conferences to upgrade themselves in allied areas related to their PhD topic.

Lady faculty members are provided with financial support to attend conferences and Faculty development programmes to continuously upgrade themselves. There is absolutely no discrimination with regard to opportunities given for self-improvement. The chart given below shows the university's financial support to female faculty members to attend seminar, conferences, workshops, etc. It is interesting to note that, as per data available, in 2020-21, only lady faculty members received financial support from the University:

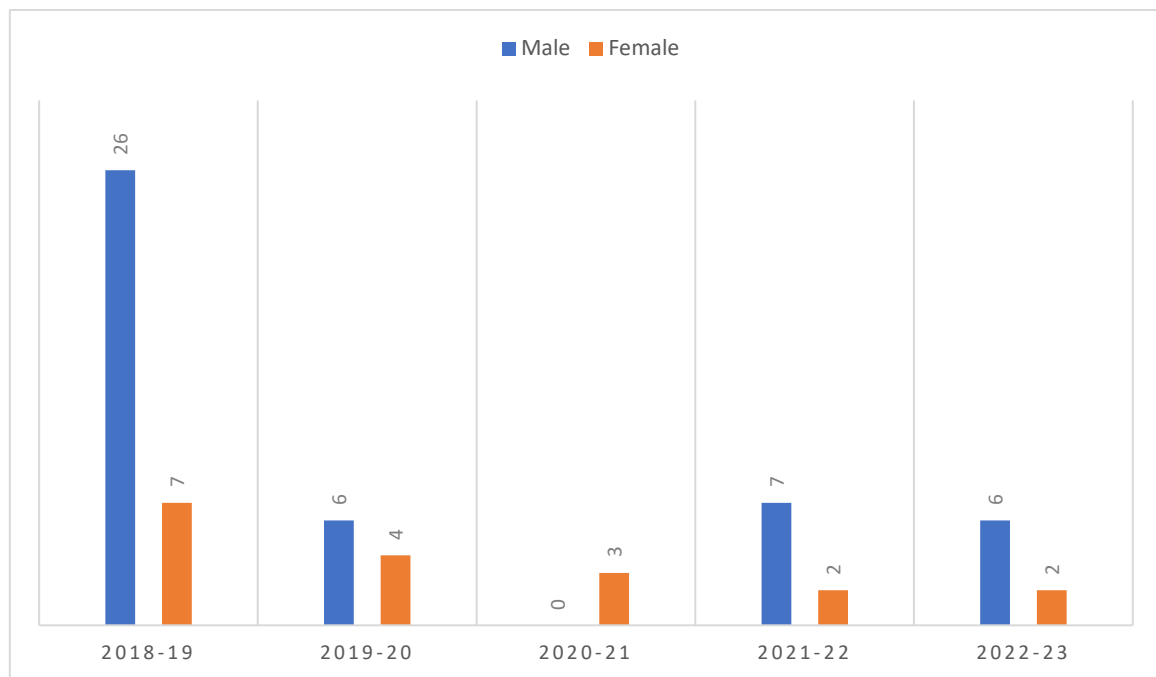


Fig. 6 Number of female and male faculty members who received financial Support to attend Seminar, conferences etc.



Fig. 7 Women Faculty as Speaker/ Resource Person at in-house programmes

There has been a boost in the participation of female faculty members attending Refresher Courses (RC), Faculty Development Programmes (FDP), Short Term Courses from 2021 onwards, thus contributing to enhance the academic and intellectual environment. A graphical representation is attached below to show the participation of female faculty members in RC/ FDP etc. Interestingly again, lady faculty members made good use of the Covid period (2020-21) when work from home was in practise to upgrade themselves through participation in online RCs and FDPs.

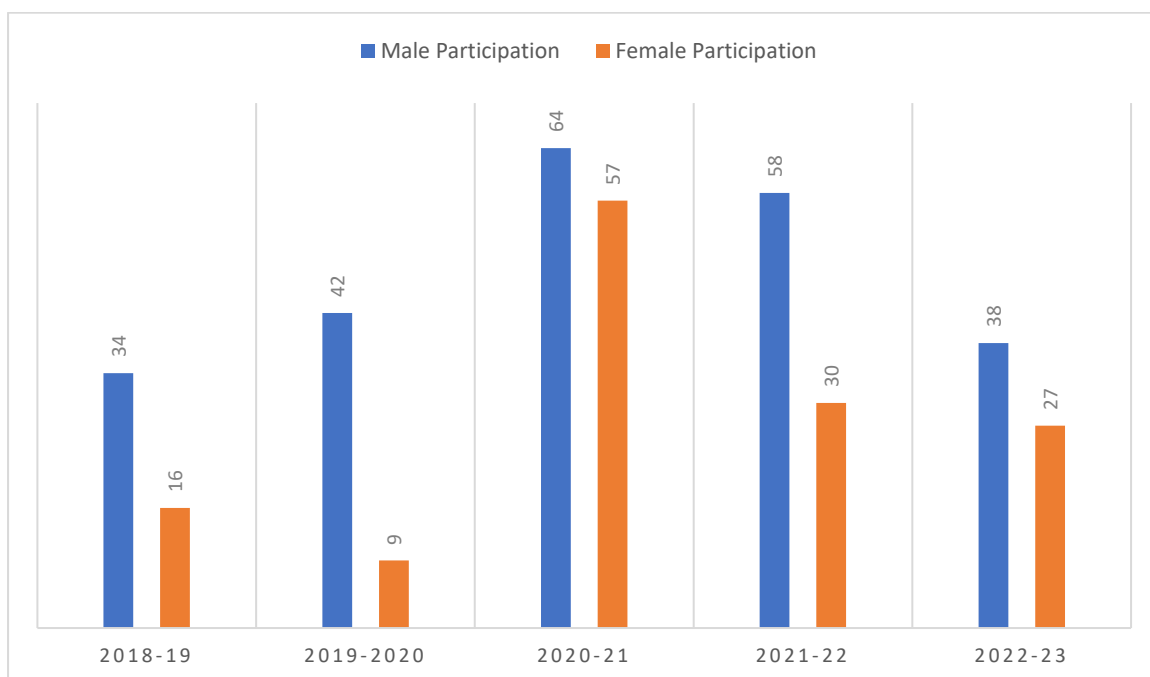


Fig. 8 Number of faculty members who Participated in refresher, orientation, FDP etc.



Fig. 9 The familiar ease and confidence of a female faculty



Fig. 10 Faculty member in her personal chamber with all modern amenities

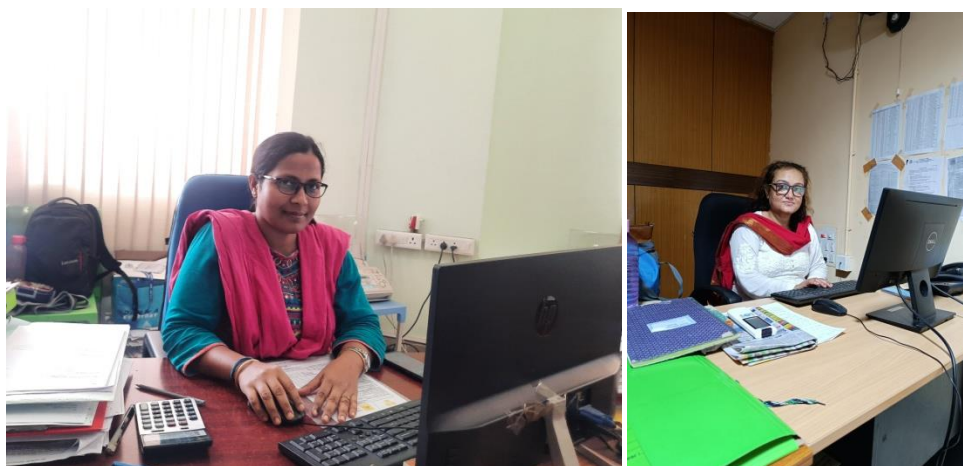


Fig. 11 Female office staff at their work



Fig. 12 Female Technical Staff checking Survey Practical Drawing Papers along with Faculty Members

See: Annexure 1

Annexure 2

Annexure 3

In case of the non-teaching staff, the University shows a very inverted ratio between males and females, but in the further recruitments the University definitely plans to push up the number of Female staff.

The IQAC however along with the MBA Department organises online training programmes for the non-teaching staff to build their capacity to perform better at work. The female staff members enjoy all benefits like the female faculty members with regard to leave, infrastructural and other facilities.

The Internal Complaints Committee of the University occasionally organises Gender sensitization workshops and awareness programmes about sexual harassment for both Teaching and non-teaching staff.

See: Annexure 4

3.2 Specific Student Intake Ratios

Undergraduates and Postgraduates (2018-2023)

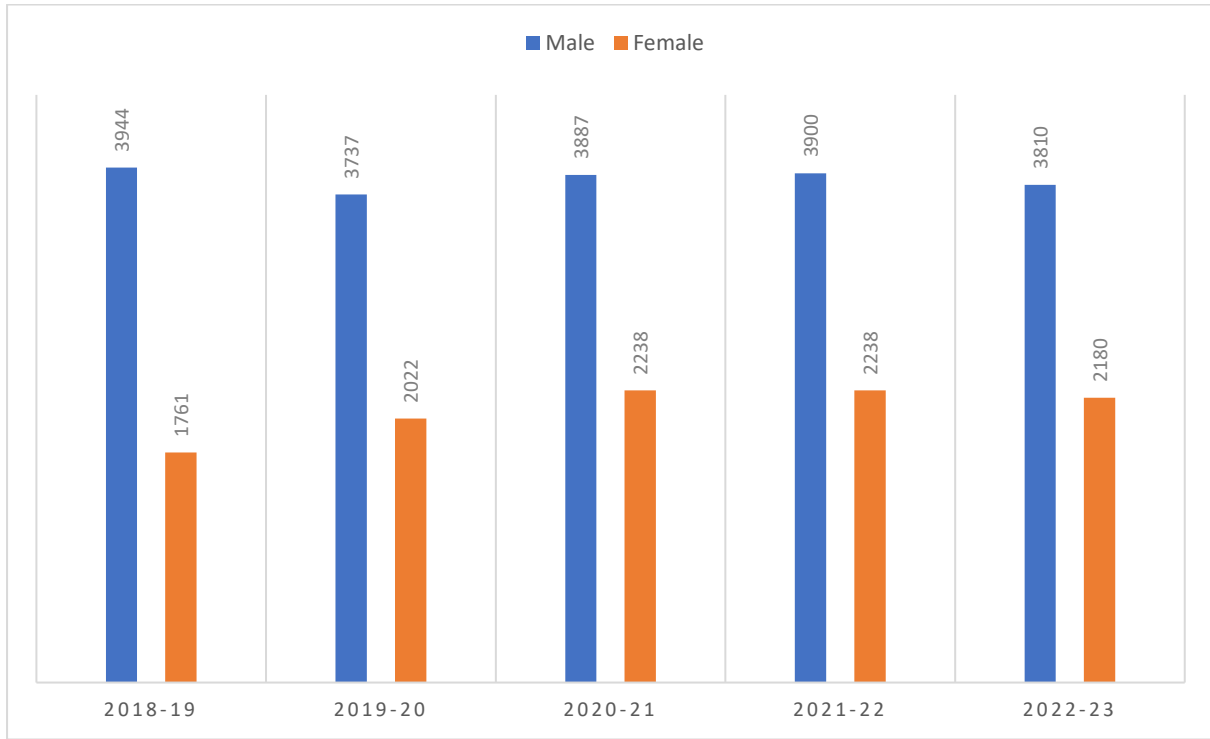


Fig. 13 Number of Female and Male Students admitted in the various courses offered by the University during 2018-2023

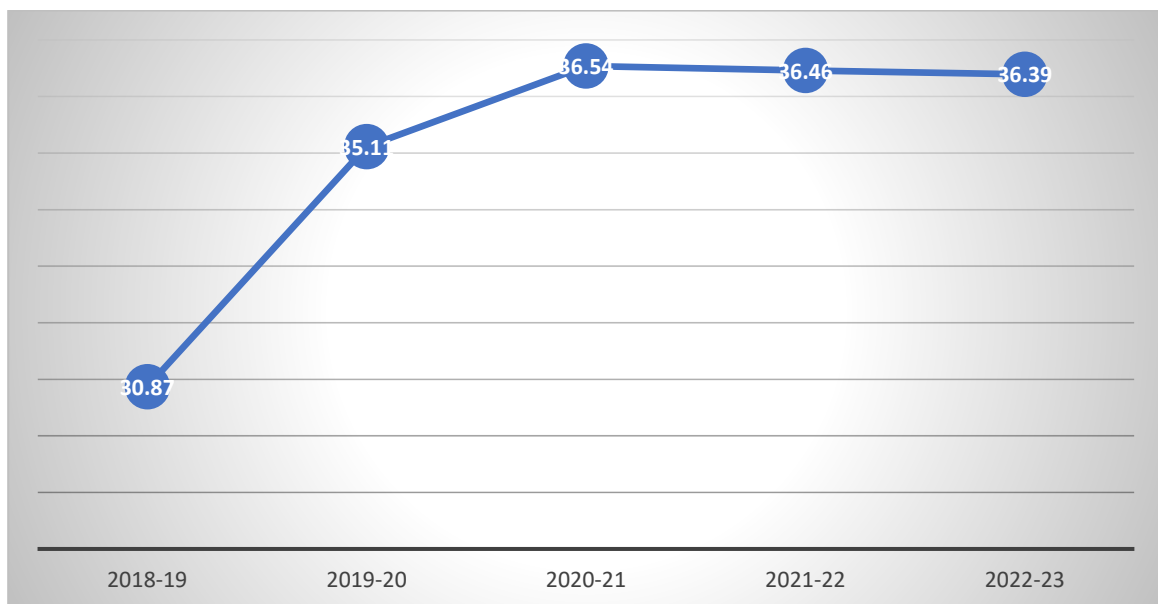


Fig. 14 Percentage of female students with respect to all students admitted over the years

Although the percentage of female students compared to the males remains half (in average) during the last five years (2018-2023), the number shows quite a steady increase over the academic sessions, 2018-2019, 2019-2020 and 2020-2021. There is a slight dip in the 2021-2022 and 2022-2023 sessions owing to perhaps the post-pandemic economic depression in general and the financial crisis faced by many families in the rural districts of Bengal. In rural Bengal and the adjoining states, sons still get a priority over daughters in case a choice is to be taken owing to depletion of finances regarding children's education. Also, successive changes in the curriculum which is more empirical in focus, might have been posing as a challenge for many girls from poor families.

Yet, as the figure above shows, this steady progress in the intake of the percentage of girl students is an achievement for a university which is comparatively young compared to the other and older state Universities and more so because it caters to mostly the first-generation learners from the minority communities.

Since the inception of the university female applicants are required to pay fee for filling the admission forms compared to the male applicants. There are seats reserved for girls in traditional subject as Islamic theology at Taltala Campus.

Every effort is made at the central and the Departmental level to motivate the girls to continue their education, make their association with the University, safe, secure and fruitful. Active steps like mentoring, counselling and even financial help by individual faculty members prevent the drop out of girls from the system. The ICC, Anti-ragging and the Grievance Redressal mechanism are active in addressing any problems faced by the female students. Special measures are being taken by the University to increase the number of Girl students. The Internal Complaints Committee yearly organises offline and online workshops which creates awareness and sensitization. The occasion of Women's Day and Women's History Month is celebrated with fanfare by the ICC and the Nursing Department of the University. Often the alumna who are now professionally successful are invited as inspirations to present their stories at the Women's Day celebrations as in the online one held in 2019.

The hostels at the Park Circus and the New Town Campus are safe. They are in smart buildings with all facilities within the campus for girl students. The University provides bus facilities to make the movement of girls easier between campuses. There is an exclusive bus for the students of the Nursing Department. There are canteens and students' amenities block too.



Fig. 15 Hostel life: Relaxed female students digging into morning dailies

3.3 Campus wise representation of percentage of male and female students

Number of Male and Female Students in different campuses (2018-2023)

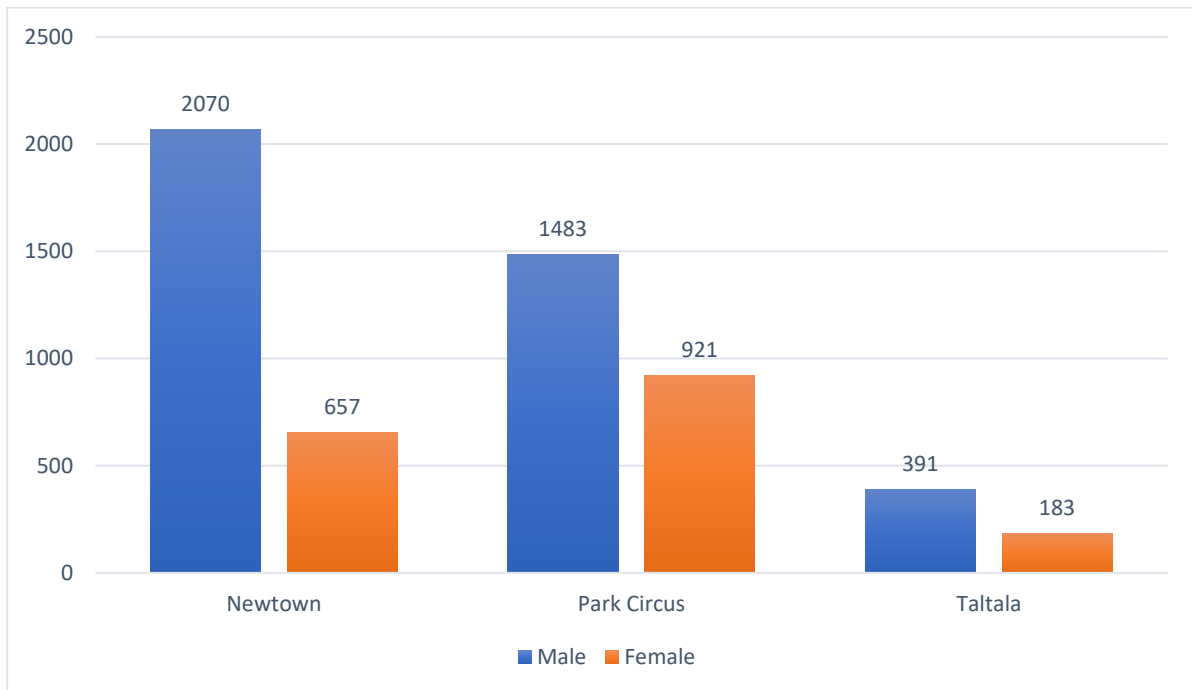


Fig. 18 Number of students in different campuses in 2018-19

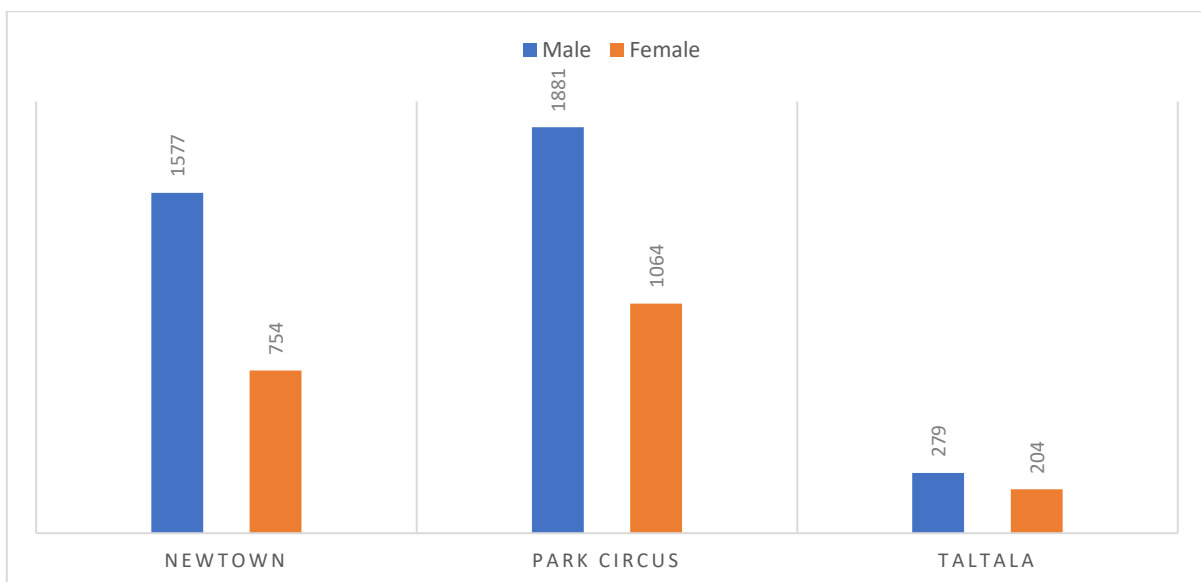


Fig. 19 Number of students in different campuses in 2019-20

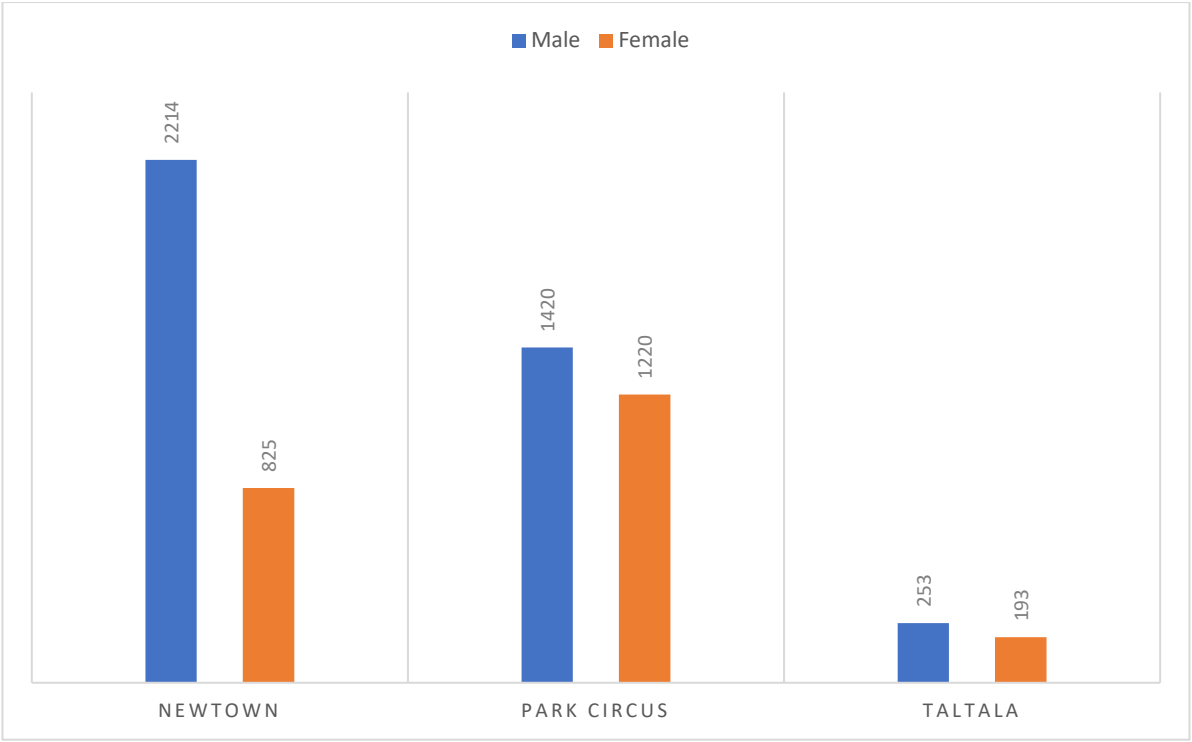


Fig. 20 Number of students in different campuses in 2020-21

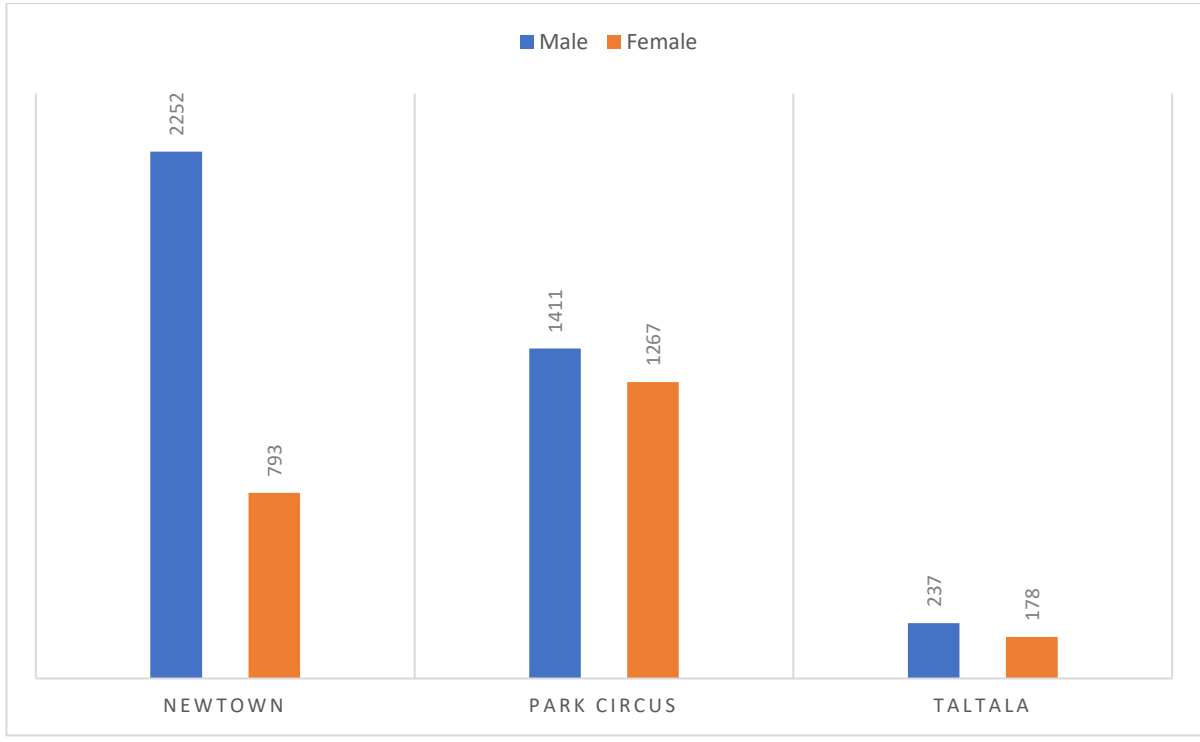


Fig. 21 Number of students in different campuses in 2021-22

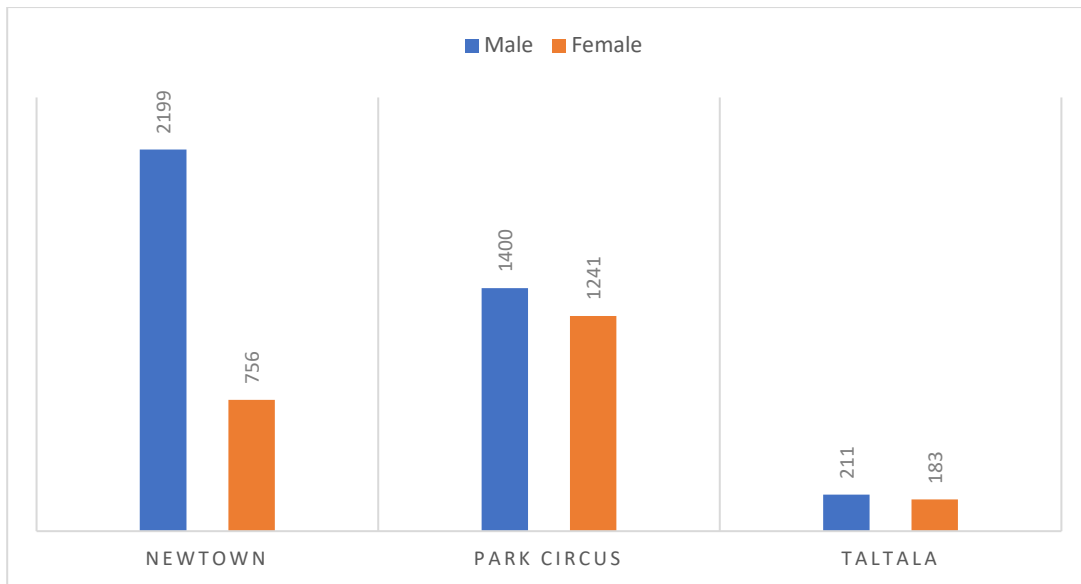


Fig. 22 Number of students in different campuses in 2022-23

The University has three different campuses, the main being at New Town, with two satellite campuses, one at Park Circus and the other at Haji Mohammad Mohsin Square (also referred as Taltala campus).

Regarding the distribution of girl students in the three campuses, Park Circus and Taltala evidently show a better ratio than the New Town Campus.

At Park Circus traditional subjects as Languages, Humanities and the Social Sciences are offered. At the Taltala campus, both girls and boys are taught religion and scriptures.

Except in 2019-2020 academic session, Park Circus shows a steady increase in the population of female students, particularly over the sessions 2020-2021, 2021-2022 and 2022-2023 where the population of girls show the promise of becoming almost same as the boys. In a similar healthy pattern, girls are catching up with the boys at the Taltala campus.

At the New Town Campus, which largely houses the Sciences, Engineering, Technology and Management, the population of the girls still remain considerably low. Every effort is being made to attract female students to the STEM system of education. Also, and as written earlier, families are still reluctant to send girls to courses which are costlier and non-traditional.

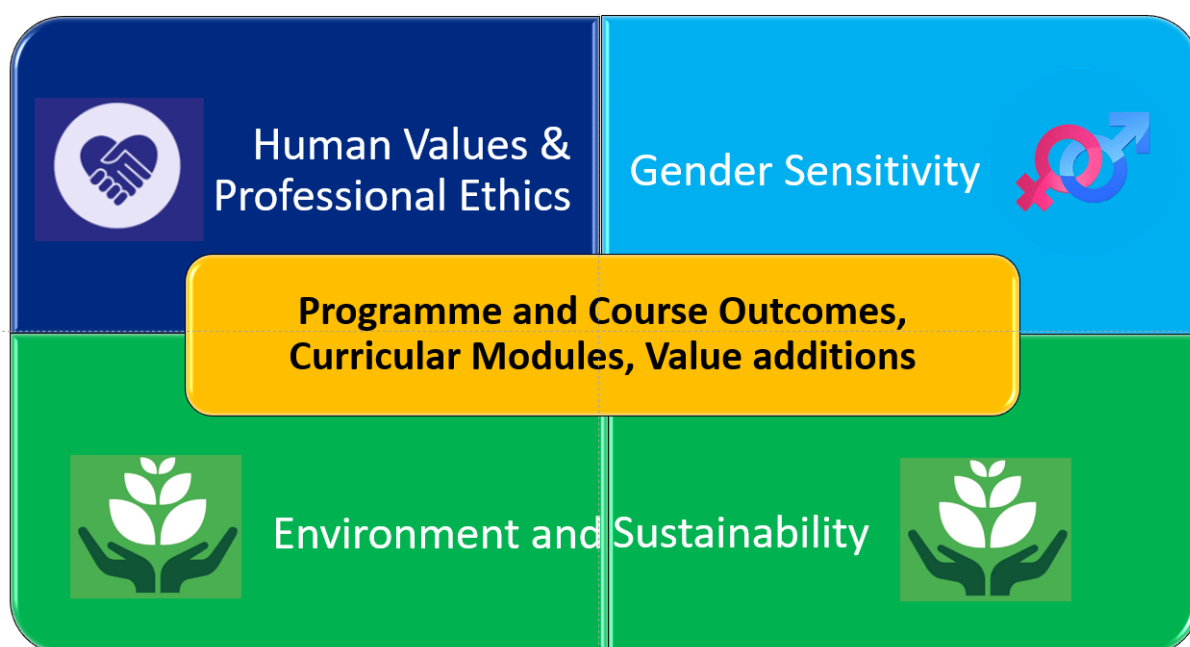


Fig. 23 Female students in front of Park Circus Campus

3.4 Distribution of Female Students in the STEAM system of Education

Prior to taking a foray into the gender ratio in the different faculties and streams of education at the University, a journey into the modern and updated curriculum of the University is imperative. Following the CBCS and later the NEP guidelines, the curriculum is gender friendly, environment friendly and an inclusive one, which promotes Experimental, Experiential and Participative Teaching Learning of all Genders.

The University's vision explicitly mentions dissemination of knowledge and wisdom by staying connected with the societal culture and values **and its Mission Statement emphasizes upon the behavioural outcomes of its students in the form of moral values and social sensibility. As a means to achieve these outcomes the University has integrated in its value system a proactive culture to sensitize gender sensitivity, environmental consciousness, human values and professional ethics.** Therefore, the curriculum, including the pedagogy, has been designed to address these issues. Issues related to gender, cleanliness, empathy, human values, animal rights, and professional ethics have been integrated into the programmes.



Gender Sensitivity: The course curricula aim to familiarize the students with key issues, questions and debates in Women's and Gender Studies, both historical and contemporary. Such familiarization would enable the students to deal with the societal biases and dismantle the injustice inherent in patriarchy. Several courses integrate the most fundamental concept of Gender, feminist philosophy, activism, and feminist thoughts; understanding of basic concepts of gender, application of feminist research methodology and gender and its intersectionality with the social phenomenon. Courses, offered by Department. of English, namely, Pre-Romantic and Romantic Poetry, Gender and Literature, Feminist Theatre etc. have explicit focus on gender sensitivity and feminist movement. This apart there is a conscious drive to retrieve women authors in all courses at the department, whose contribution was hitherto unknown in the academia. The course, namely Indian Society and Culture, offered by Dept. of Management and Business Administration, addresses the issues on gender demography. The Department of History shows Gender sensitivity by including two papers namely, Gender in Indian History (1500-1950) at the Undergraduate Level and Gender Studies in South Asia at

the Post Graduate level, both under choice-based credit system. Similarly, the Department of Geography offers courses on Feminist Geography. At least two Departments of the Sciences, Economics and Biological Sciences include papers which study the subject under the gendered lens.

Girls take part as enthusiastically as boys in field works related to Experiential Learning, interactive and participative learning in classrooms as well as prove active and dynamic in laboratories for experimental learning. Girls are encouraged to take part in co-curricular activities too.



Fig. 24 Female and Male students at University Laboratory: Experiments and Learning



Fig. 25 In the classroom: Interactive Teaching-Learning



Fig. 26 STEAM education for Girls at Aliah University



Fig.27 Experiential Learning at the Fields for Female students



Fig. 28 Girls and Boys at a Drama Workshop



Fig. 29 Female and Male students at a Drama Festival: Park Circus Campus (2018)



Fig. 30 Female power with winner trophy on the playground

The following chart highlights the distribution of female students in STEAM system of education:

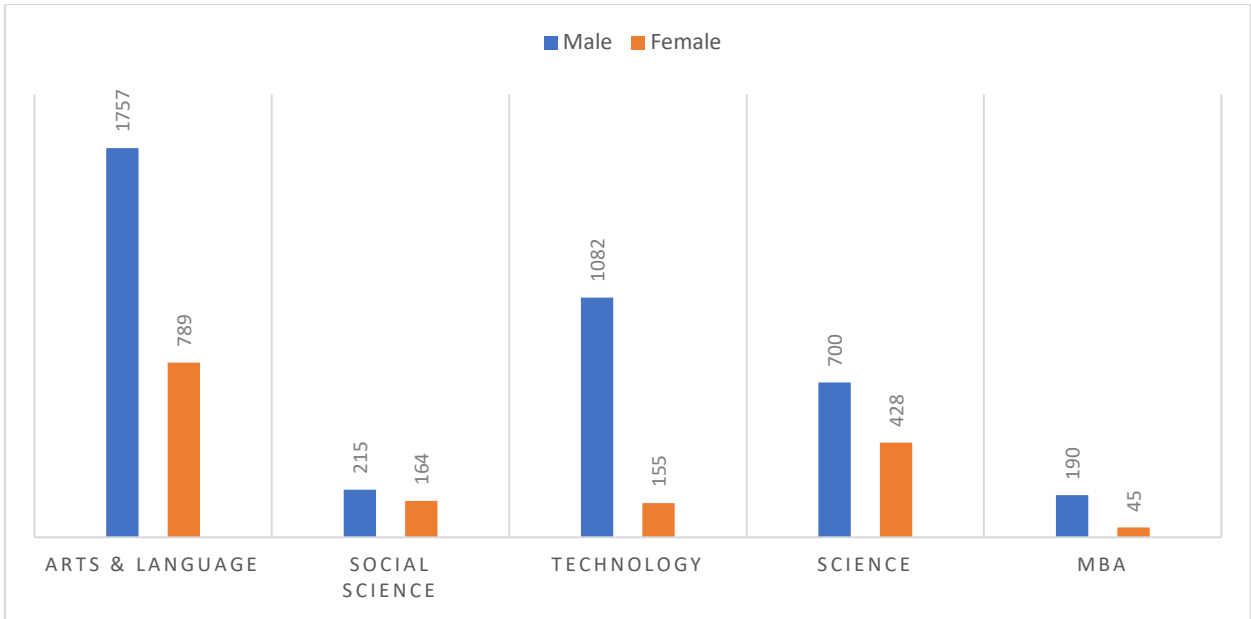


Fig. 31 Number of male and female students in various steam in 2018-19

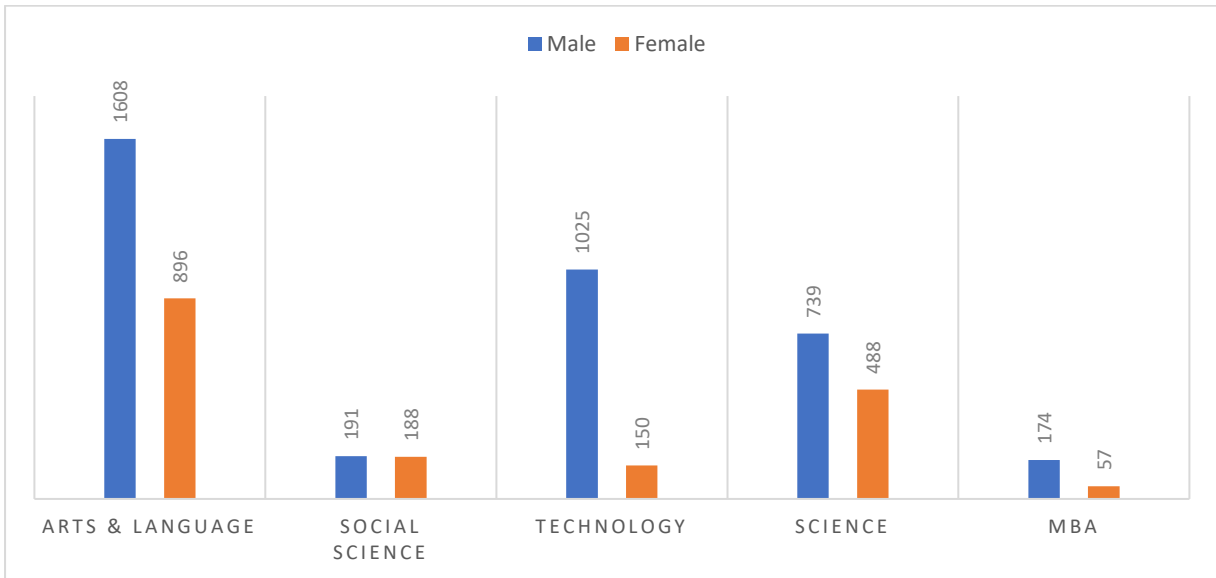


Fig. 32 Number of male and female students in various steam in 2019-20

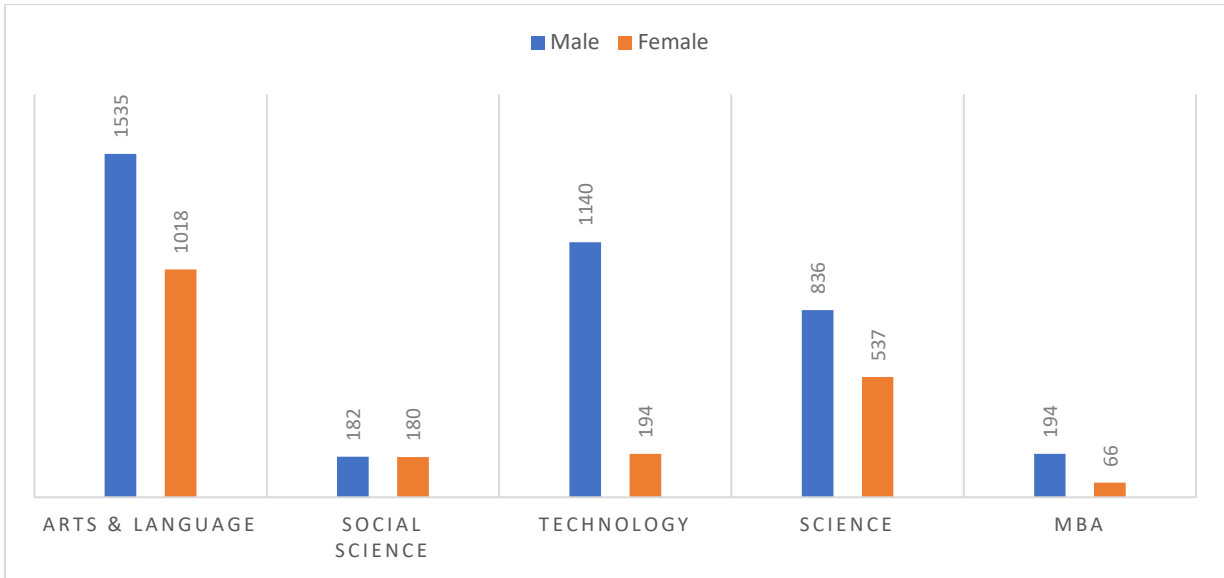


Fig. 33 Number of male and female students in various steam in 2020-21

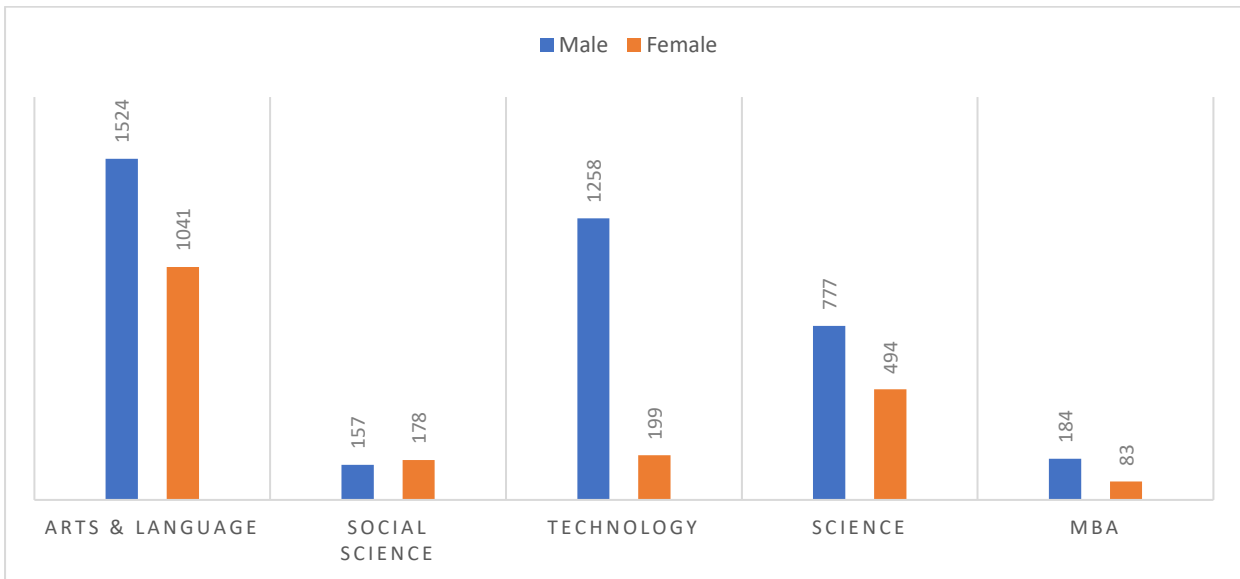


Fig. 34 Number of male and female students in various steam in 2022-22

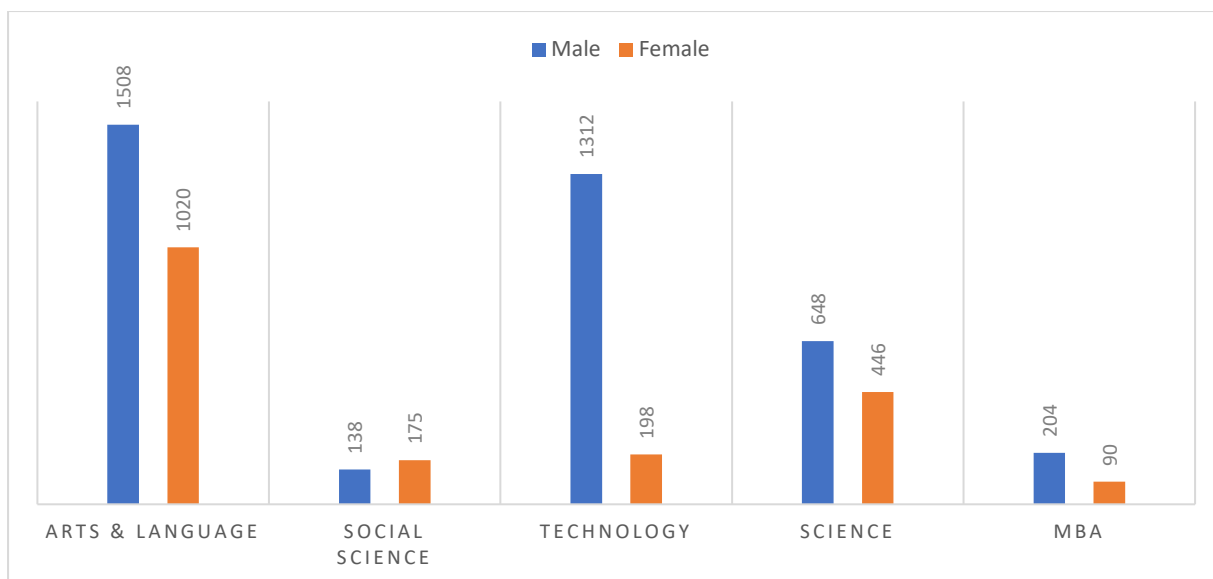


Fig. 35 Number of male and female students in various steam in 2022-23

The distribution of girl students over the five academic sessions (2018-2023) shows a steady but definite increase in all the branches of STEAM (Sciences, Technology and Engineering, Arts, Management) at Aliah University.

While the Arts and the Sciences show the biggest leap in getting closer towards a healthy ratio between girls and boys, Management and Business Administration Department shows a slightly slower but steady better intake of girl students.

It is in Technology and Engineering that the graph goes inverse for the female students with only a shot of growth visible in the session 2021-2022 and 2022-2023. Still, compared to the overall intake in the Engineering and Technology which shows fluctuation over these five years, the number of girls show a rise.

The Social Sciences on the other hand show a remarkable trend where not only has the ratio of male and female students achieved an optimum balance but also 2021-2022 onwards, the population of female students have surpassed the male counterparts.

Every effort is made to spread awareness in the neighbourhood as well as far and wide through website admission brochures, prior to admissions and through counselling during admissions to bring female students into STEAM education.

Aliah University is committed to the empowerment of women which is otherwise visible in an all women Department of Nursing. But it strives and will continue to strive for increase in intake of Girl students in all other Departments too.



Fig. 36 Experiential Learning for Girls



Fig. 37 Awareness Programme by Female Students



Fig. 38 News of Aliah University's female students' success on local news papers

3.5 Female Scholars and Research

During the period between 2018 to 2023, 74 scholars have been awarded with PhD degree. 18 out of 74 scholars were females which makes the female scholars occupy a mere 18.91% of the total. However, the number of female scholars pursuing and having taken enrolment at Aliah University, in the recent years has steadily increased. The University is trying to enrol more girls at the research levels and is encouraging female scholars to complete their pursuit of PhD, despite the regular constraints of womanhood like getting married or bearing children or having difficulty in work life balance.

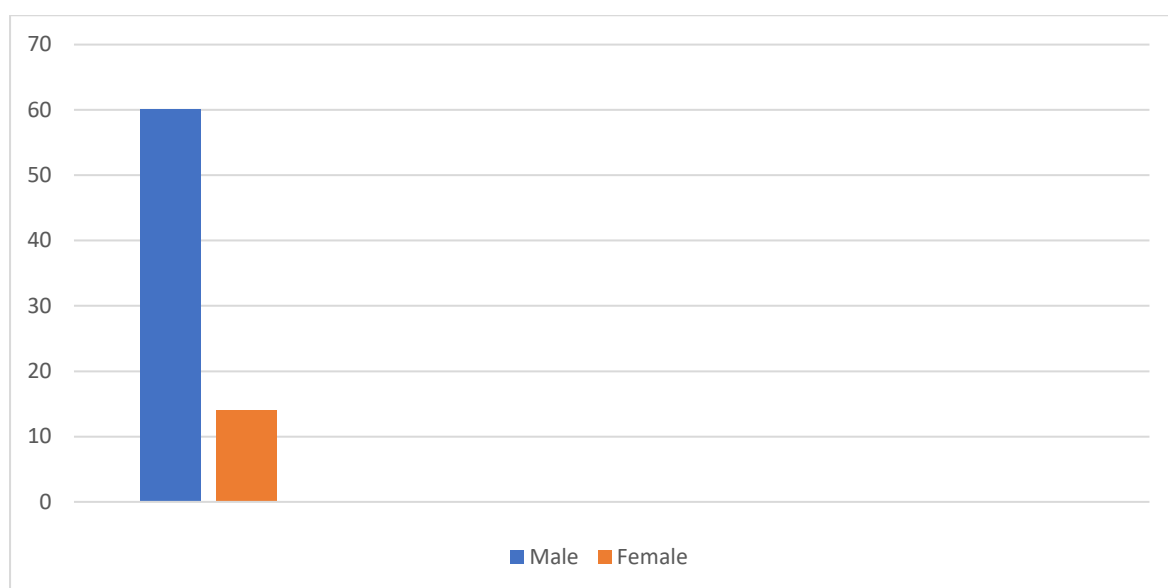


Fig. 39 Number of female and male students awarded with Ph.D. from Aliah University during 2018-23.

The supervisors are cooperative and following the UGC norms the female researchers are allowed leave, Maternity leave and a maximum of ten years (Recent UGC, 2020 circular) to complete their thesis. The University has recently initiated a process of re-registration in PhD (Following some of the older state Universities, especially keeping in mind the female scholars who fail to keep up to their commitments due to many socio-cultural and economic pressures).

Every effort is made to see that both part time and full time female scholars are able to avail the basic facilities for pursuing their research, like a scholar's room, a desktop and a printer, access to internet, laboratories and library resources both online and offline, facilities of a clean washroom and a changing space. The full-time female scholars are encouraged and given opportunities to avail Teaching Assistantship at the respective Departments, whereby they not only support teaching learning at the UG level but also make themselves experienced to increase the potential of becoming employable. Full time female scholars are awarded various national and state level research fellowships like the male scholars. The following graph shows the ratio of JRFs, SRFs among the enrolled PhD scholars in the institution from 2018 to 2023.

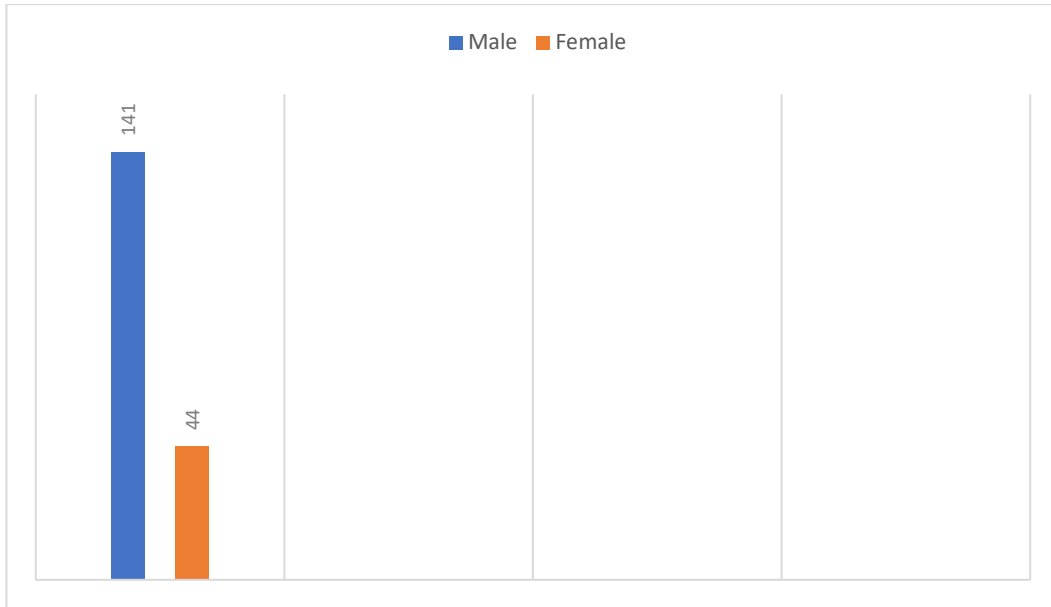


Fig. 40 Number of male and female research scholars

Recently a lot of focus is being given by various Departments to Research on topics by, for and of the Women and the Queer. Areas like Eco feminism, South Asian Partition and Women, Feminist Geography, Spatiality Studies and Women, Queer studies, Women and the Posthumanism, are gaining popularity at the University, catering to the creation of a gender sensitive epistemology. In various Language and Social Sciences Departments, currently 17 Ph.D.s on topics related to Gender are ongoing. One topic has already been awarded a PhD. Three women-centric research projects are continuing. A book has been published by a lady faculty member on Gender Issues.

See: Annexure 9

Annexure 10

Annexure 11

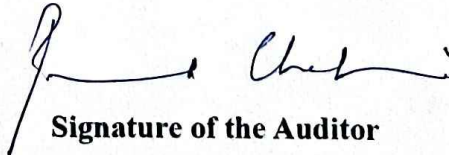
Annexure 12

4. Recommendations:

It is observed that the University is striving to achieve the desired balance in the Gender ratio and is providing the best for the women employees and students within the available means and resources. Given that the University still caters to the students from the rural districts and primarily first-generation learners belonging to the minority community, increase in number, quality and area of participation and overall betterment of female faculty members, non-teaching staff and girl students are recommended through:

- adequate quality and frequency of advertisements
- better campus facilities for women (cleaner wash rooms, games, sports and playground area for girl students)
- future planning of Nursing area for Female staff with infants and common room for girl students
- bringing in more senior women faculty members in decision making designations in the administration
- sensitised teaching-learning and other official transactions with girl students
- setting up crèche and play area for the children of female staff in future
- addressing the grievances and complaints of female employees and students, with more promptness, and with confidentiality
- planning an interdisciplinary Women Studies Department
- providing better research facilities and financial aids for Female scholars
- providing better infrastructure and female participation in sports
- taking such other future measures that ensures a healthier gender balance than at present.

P.S: Aliah University has at present, no record of any student, faculty member or non-teaching staff belonging to the other gender.



Signature of the Auditor

Dr. Paramita Chakraborty
Professor, Department of English
Jadavpur University
Former Director
Women Studies Centre
Jadavpur University

5. Annexures

Annexure 1: Sample Committee Orders

https://aliah.ac.in/upload/media/23-04-24_1713873600.pdf

Annexure 2: Number of Female faculty members provided with financial support to attend conferences, workshops etc.

<https://aliah.ac.in/upload/NAAC/6.3.2.pdf>

Annexure 3: FDP/ RC attended by female teachers

<https://aliah.ac.in/upload/NAAC/6.3.3.pdf>

Annexure 4: Gender Sensitization Workshop by ICC

<https://aliah.ac.in/upload/NAAC/7.1.1.pdf>

Annexure 5: Link to ICC

<https://aliah.ac.in/icc>

Annexure 6: Link to Anti-Ragging Cell

<https://aliah.ac.in/anti-ragging-cell>

Annexure 7: Link to Grievance Redressal

<https://aliah.ac.in/women-grievance-cell->

<https://aliah.ac.in/student-grievance>

<https://aliah.ac.in/upload/NAAC/5.1.4.pdf>

Annexure 8: Proof of consideration of Application fees for admission female candidates

Aliah University

New Town Campus
IIA/27, Action Area - II, Newtown, Kolkata- 700 160

Application Guidelines AUAT 2018

CODE	Course Name	CODE	Course Name
A01	4-year B. Tech. in Civil Engineering (CEN)	C18	M. Tech. in Electrical Engineering
A01	4-year B. Tech. in Electrical Engineering (EEN)	C19	M. Tech. in Mechanical Engineering
A01	4-year B. Tech. in Electronics & Communication Engineering (ECE)	C20	2-year B. Ed. programmes
A01	4-year B. Tech. in Computer Science & Engineering (CSE)	D01	3-year BCA
A01	4-year B. Tech. in Mechanical Engineering (MEN)	D02	3-year B. Sc. Honours in Biological Science
A02	4-year B. Sc. in Nursing	D03	3-year B. Sc. Honours in Chemistry
B01	5-year Integrated BBA-MBA	D04	3-year B. Sc. Honours in Mathematics
C01	3-year MCA	D05	3-year B. Sc. Honours in Physics
C02	2-year M.Sc. in Statistics	D06	3-year B.A. Honours in Bengali
C03	2-year M.Sc. in Chemistry	D07	3-year B.A. Honours in English
C04	2-year M.Sc. in Mathematics	D08	3-year B.A./B. Sc. Honours in Geography
C05	2-year M.Sc. in Physics	D09	3-Year B.A. Honours in History
C06	2-year M. A. in Bengali	D10	3-year B. A. /B. Sc. Honours In Economics
C07	2-year M.A. in English	D11	3-Year B.A. Honours in Arabic
C08	2-year M.A./M.Sc. in Geography	D12	3-Year B.A.in Theology Honours /General
C09	2-year M.A. in History	D13	3-Year B.A. Honours in Islamic Studies
C10	2-year Master in Law (LL.M.)	D14	3-Year B.A. Honours in Urdu
C11	2-year M.A. in Arabic	D15	3-year B. Sc. Honours in Statistics
C12	2-year M.A. in Theology	E01	CEN (Lateral Entry)
C13	2-year M.A. in Journalism and Mass Communication	E01	EEN (Lateral Entry)
C14	2-year M.A. in Urdu	E01	ECE (Lateral Entry)
C15	M. Tech. in Civil Engineering	E01	CSE (Lateral Entry)
C16	M. Tech. in Electronics and Communication Engineering	E01	MEN (Lateral Entry)
C17	M. Tech. in Computer Science and Engineering		

DEPARTMENT WISE PROGRAMMES & INTAKES

ENGINEERING AND TECHNOLOGY

(A) Department of Civil Engineering (CEN)

Course Name	Course Code	Number of seats				Eligibility
		Gen	PC	JEE	Total	
4-year B. Tech. in Civil Engineering	A01	52	2	6	60	Please see Annexure-A for 'Eligibility'
Lateral Entry to the 2 nd Year of B.Tech. Programme in Civil Engineering	E01	-	-	-	6	Please see Annexure-A for 'Eligibility'
M. Tech. in Civil Engineering [Specialisations: Structural Engg., Geotechnical Engg., and Water Resource Engg.]	C15	17	1	-	18	B.E. / B. Tech. in Civil Engg./ Construction Engg. passed/ appeared candidates with 6.5 CGPA. Candidates who have passed/appeared 7th semester with 6.5 CGPA (till 6th semester) may also apply. *

(B) Department of Electronics & Communication Engineering (ECE)

Course Name	Course Code	Number of seats				Eligibility
		Gen	PC	JEE	Total	
4-year B. Tech. in Electronics & Communication Engineering	A01	52	2	6	60	Please see Annexure-A for 'Eligibility'
Lateral Entry to the 2 nd Year of B.Tech. Programme in Electronics & Communication Engineering	E01	-	-	-	6	Please see Annexure-A for 'Eligibility'
M. Tech. in Electronics & Communication Engineering [Specialisation: Communication Engg.]	C16	17	1	-	18	B.E. / B.Tech. in Electronics and Communication/ Telecommunication Engg./ Electronics and Instrumentation passed/appeared candidates with 6.5 CGPA. Candidates who have passed/appeared 7th semester with 6.5 CGPA (till 6th semester) may also apply. *

APPLICATION FEE:

ONLINE APPLICATION	APPLICATION FEES
Application for Single Course (MALE)	Rs. 500
Application for Single Course (FEMALE)	Rs. 300
Application for any additional course (MALE)	Rs. 250 extra
Application for any additional course (FEMALE)	Rs. 150 extra

N.B.: Candidates can apply for maximum three courses in AUAT 2018

IMPORTANT DATES:

TENTATIVE SCHEDULE AUAT 2018 FOR UG & B.Ed. PROGRAMMES	
Online Submission of Application Form (For all UG & B.Ed. programmes)	02.04.2018 (Monday) – 22.04.2018 (Tuesday)
Online availability of Admit Cards:	04.05.2018 (Friday)
Examination Date for AUAT-2018 (UG & B.Ed)	19.05.2018(Saturday) , 20.05.2018(Sunday)
Publication of Result of AUAT 2018 (UG courses)	Will be notified later
Registration for e-counselling	Will be notified later
First round of admission	Will be notified later
Second round of admission	Will be notified later
Third round of admission	Will be notified later

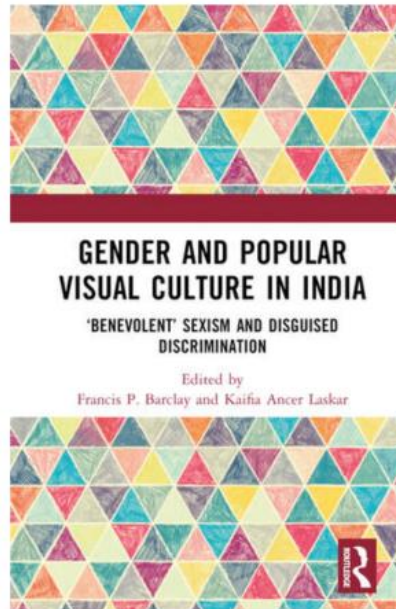
TENTATIVE SCHEDULE AUAT 2018 FOR PG PROGRAMMES	
Online Submission of Application FormPG	22.05.2018 – 05.06.2018
Examination Date for AUAT-2018 (PG courses)	01.07.2018 (Sunday)
Publication of Result of AUAT 2018 (PG courses)	12.07.2018 (Thursday)
First round of Admission (PG)	Will be notified later
Second round of Admission (PG)	Will be notified later

All dates are tentative and subject to change.

Candidates are advised to follow University's website (AUAT 2018) for regular updates.

Annexure 9: Book edited by female faculty member on Gender Issues

Francis Philip Barclay, Kaifia Ancer Laskar Edited, *Gender and Popular Visual Culture in India 'Benevolent' Sexism and Disguised Discrimination*, Routledge, November 2023



[Gender and Popular Visual Culture in India](#)

Annexure 10: Specific Research Projects Related to Women/ Gender

Specific Research Projects Related to Women					
Sl. No.	Title of the Project	Director/ Co-Director	Department	Title of the Thesis	Status
1	Living with Climate Change in Indian Sundarban: An Empirical Study of Rural Women's Livelihood and Health	Dr. Nasrin Banu	Geography	Major Research Project, ICSSR (Ministry of Human Resources Development, Govt. of India)	Ongoing
2	Role of Women Farmers in Changing Climate to Sustain Food Security and Adaptation Mechanism: Empirical Evidence from Indian Sundarban Delta	Dr. Ruksana	Geography	Major Research Project, ICSSR (Ministry of Human Resources Development, Govt. of India)	Ongoing
3	Pradhan Mantri Ujjwala Yojana: An Impact Assessment in Relation to the life of Women in Assam and West Bengal	Dr. Ruksana	Geography	Short Term Collaborative Major Research Project, ICSSR (Ministry of Human Resources Development, Govt. of India)	Ongoing

Supporting document link <https://aliah.ac.in/upload/NAAC/3.2.2.pdf>

Annexure 11: List of Ph.D. awarded female scholars during last five years

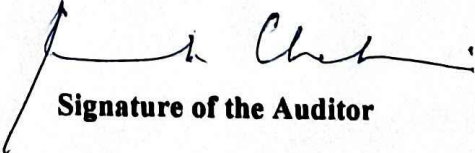
List of Awarded Ph.D. Scholars (Female) with Name of the Guide, Department, Title of the Thesis and Date of Award from July 2018 to June 2023					
Sl. No	Name of the Scholar	Name of the Supervisor/s	Department	Title of the Thesis	Date of Award
1	Aparna Mondal	Dr. Abdur Rahim Gazi	Bengali	Mahasweta Debir Uponyas: Bichitra Jibaner Kolaj	12/24/2018
2	Jayeeta Nag	Dr.Sharmistha Chatterjee Sriwastav	English	An Ecocritical Understanding of Select British Novels: Texts and their Film Adaptations	05/15/2019
3	Habiba Rahaman	Dr.Saifulla	Bengali	Sahadat Hossain : Jibon O Kritir Anusandhan ; Parjalochana	12/05/2019
4	Mausumi Chatterjee	Dr.Amzed Hossein	English	Post-Industrial Society, Ecology and the Poetry of D.H.Lawrence and Ted Hughes	12/20/2109
5	Selina Yeasmin	Dr. Mir Rejaul Karim	Bengali	Somokalin Bangali Sanskriti O Ismail Hossain Sirajee : Akti Somajattik Bikkha	09/28/2020
6	Sarifa Khatun	Dr. Sk. Md. Abu Nayeem & Dr. Jayasri Sircar	Mathematics	On Some Aspects of Graphs Obtained from some Algebraic Structures	09/30/2020
7	Lipi Nasrin	Dr.Muklesur Rahman	Physics	Field Induced Phase Transition between Nematic Mesophases	08/27/2021
8	Sadia Zareen	Dr.Safoora Razeq	History	Indian Education in Transition : The role of Abul Kalam Azad (1950-1958)	12/01/2021
9	Alisha Safder	Dr. Md. Julfikar Ali	Geography	Livelihood on Informal Works in Kolkata : A Geographical Perspective	12/06/2021

10	Simoom Khan	Dr. Mir Rejaul Karim	Bengali	Kothakobid Syed Mujtaba Alir Uponyas : Shilpi O Shilpo	06/09/2022
11	Amrita Chanda	Dr. Mir Rejaul Karim	Bengali	Narayan Debnather Comics : Somaj Itihaser Prekshite Ekti Bichar	06/20/2022
12	Talat Fatma	Dr. Drakhshan Zarrin	Urdu	Ekisween Sadi Ki Urdu Nazmon Mein Asari Hissiyat	06/27/2022
13	Priyanka Paul	Dr.Seikh Mafiz Alam, & Dr. Sk. Manirul Islam	Chemistry	Synthesis of Different Material Based Recyclable Catalysts and Study of their Catalytic Applications	08/17/2022
14	Marjina Khatun	Dr. Mir Rejaul Karim	Bengali	Valmiki Ramayana Ebong Bharotiyo O Bohir-Bharotiyo Bhashay Rochito Ramayana: Artho-Samajik-Sanskritik Prekshite Bichar (Nirbachito Rachana Obolombone)	09/19/2022

Annexure 12: Specific Ph.D. Research Topics Related to Women

Specific Research Topics Related to Women					
Sl.No.	Name of the Scholar	Name of the Supervisor/s	Department	Research Topic	Status
1	Ghazala Yasmin	Dr. Sharmistha Chatterjee	English	Fettered Voices, Wounded Existences: Portrayal of Muslim Women in Indian Partition Literature and Cinema: A Study	Submitted
2	Jahira Hossain	Dr. Sharmistha Chatterjee	English	The Naturalization of Women and Womanization of Nature: An Ecofeminist Reading of Select Writings from North East India	Pre-submission seminar completed
3	Syeda Shehnaz	Dr.Oindri Roy	English	Utopianism in Indian Women's Writings	Ongoing
4	Farhana Khatoun	Dr.Hasina Wahida	English	Bangladeshi Women's Writing and Post-Memory	Ongoing
5	Abdus Samim Sk.	Dr. Saifulla	Bengali	Unis Shatake Bangali Meyeder Samaj Bhabna	Ongoing
6	Quazi Masuda Khatun	Dr. Ankana Betal	Bengali	Samaj Bibartane Karmarata Nari: Prekshit Bangla Kathasahitya (Nirbachito)	Submitted
7	Shayan Banerjee	Dr. Ankana Betal	Bengali	Purusher Atmakathane Nari (1901-1960 Kalaparber Nirbachita Rachana Abalambane)	Ongoing
8	Zohra Bano	Dr. Drakhshan Zarrin	Urdu	Tarannum Riyaz Ke Fiction Ka Tangeedi Jaiza	Ongoing
9	Afsana Khatoun	Dr. Syeda Mehria Murshed Al-Quadri	Urdu	Qurratul Ain Haider Ke Afsano Mein Mushtarka Tahzeeb Ki Akkasi	Ongoing
10	Md. Almomtajul Alamin Gazi	Dr. Meraj Ahmed	Arabic	Cultural Reflections in the Novels of Soudi Women: An Analytical Study	Ongoing
11	Soumitra Mandal	Dr. Nasrin Banu	Geography	Women's Empowerment and Livelihood Development in India: A Comparative Study Between Trabal and Non-tribal Communication in Purulia District, West Bengal	Ongoing
12	Suraiya Rahaman	Dr. Md. Shamim Firdous	History	Emancipation of Bengali Muslim Women With Special Reference to Nawab Faizunnesa Chaudhurani (1873-1947)	Awarded
13	Mousumi Khatun	Dr. Safoora Razeq	History	Bengal Famine of 1943 Midnapur District and the Peasant Women	Ongoing

14	Rakhi Das	Dr. Tuhina Islam	History	Reflection of Women's Issues in Bengali Periodicals during first half of Twentieth Century Bengal	Ongoing
15	Ishita Biswas	Dr. Kaifia Ancer Laskar	JMC	Supernatural and Mythic Elements in Hindi TV Soaps: Perceptions of Women at Home of Kolkata	Submitted
16	Biswadeep Bhattacharyya	Dr. Kaifia Ancer Laskar	JMC	Community Public Sphere: A Study on the Need of Community Radio Amongst the Sex Workers of Red Light Areas of Kolkata	Submitted
17	Rosona Khatun	Dr. Mohammad Reyaz	JMC	Representation of the Muslim female in Contemporary Popular Culture of Bengal: A Study of select Indian Bengali Films from 2001 to 2020	Ongoing
18	Sana Tabassum	Dr. Kaifia Ancer Laskar	JMC	Paradigms of Sexist representation in Indian Visual Media: A study of popular film and video of the past one decade (Proposed)	Ongoing


Signature of the Auditor

Dr. Paramita Chakraborty
Professor, Department of English
Jadavpur University
Former Director
Women Studies Centre
Jadavpur University