



Swami Swatantranand Memorial College, Dinanagar
(Affiliated to G.N.D.U Amritsar | Accredited with 'A' Grade by NAAC)

Gender Audit Report

Session: 2022-2023

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Preface

Gender Equality is a critical global issue that involves ensuring equal rights, opportunities, and treatment for all individuals, regardless of their gender. While progress has been made in recent decades, significant challenges persist, and the fight for gender equality continues worldwide. A gender audit is a comprehensive review and analysis of policies, practices, and structures to identify areas where gender bias may exist and to promote gender equality. Achieving gender equality requires a multi-faceted approach involving legislative changes, educational programs, cultural shifts, and the active involvement of individuals, communities, and governments. It is not only a matter of justice and human rights but also essential for building a more just, equitable, and prosperous world for everyone.

Gender Initiatives at SSM

SSM College always take initiatives for gender equality and conduct gender audit every year as a proactive and systematic approach to assess and address gender-related issues within the institution through different aspects and one of the most crucial aspect is **Women Development Cell** of the college that plays very crucial role in promoting the overall well-being, empowerment, and development of female students. The primary aim of a Women Development Cell is to create a supportive and inclusive environment where women can thrive academically, professionally, and personally.

Vision:

To empower women for social and economic change by inculcating ethical values for the betterment of self, family and society.

Mission:

- To train women to acquire wide range of skills and knowledge.
- To develop and enhance their social, economic and intellectual capacities for peace, security and prosperity of mankind.

Objectives:

- To serve the Women faculty and students of the college.
- To enhance the self-esteem and self-confidence of women.
- To promote intellectual and cultural activities for overall personality development of the students.
- To develop the critical thinking of women for enhancing decision-making ability.
- To enhance their participation on an equal footing in all areas.

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Gender Audit at SSM College

Gender audit is an important tool for assessing and addressing Gender issues within an organization.

SSM College is an educational institution that actively promotes gender equality inclusivity in all aspects of its operations. Creating a gender-sensitive campus involves recognizing and addressing the diverse needs, experiences, and rights of individuals of all genders. Gender equality is not just a matter of fairness and justice; It is also an essential component for achieving sustainable development, social harmony and economic prosperity.

The college has a gender-diverse staff and women are given prominent positions in running the day-to-day affairs. Placing women in leading roles ensures that an institution's leadership reflects the diversity of its community, promotes representation, and addresses historical gender imbalances.

SSM College has incorporated principles of respect and equal opportunity for women into its policies. It's important to continuously uphold and reinforce these policies and principles through ongoing efforts, monitoring, and periodic assessments to ensure that the college remains a beacon of gender equality and inclusivity.

The college conducted a gender audit in the academic year 2022-23 with the goal of creating awareness about respecting every gender and ensuring a safe campus environment for women.

Objectives of Gender Audit:

- Evaluate and identify disparities between genders in terms of enrollment, academic performance, access to educational resources, and participation in extracurricular activities.
- Evaluate the representation of different genders in leadership positions, faculty roles, and decision-making bodies within the college.
- Implement training programs to enhance gender sensitivity among students, faculty, and staff.
- Work towards building a campus culture that promotes respect, understanding, and equality among students, faculty, and staff.
- Implement mechanisms for continuous monitoring and evaluation of gender-related initiatives and policies.

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Gender Equality Pledge

We, the members of the Swami Swatantranand Memorial College, recognize the importance of fostering a campus environment that values and promotes gender equality. We are committed to create a space where all individuals, regardless of gender identity, feel respected, supported, and empowered. As members of this campus, we pledge to:



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Gender Sensitive Features of the College

Gender-sensitive features at the college contribute in creating an inclusive and supportive environment for all.

Here are some of the key features that the college implements regularly.

- Conduct regular training sessions for **faculty, staff, and students to raise awareness about gender sensitivity**, inclusivity, and diversity.
- Offer mental health resources that address the unique challenges and pressures faced by individuals of different gender identities.
- Implement flexible academic and workplace policies that accommodate the needs of individuals dealing with gender-related issues, such as transitioning or family responsibilities.
- Establish confidential reporting mechanisms for incidents of gender-based discrimination, harassment, or violence, along with clear procedures for addressing complaints.
- Ensure safe transportation options and consider the safety concerns of all genders.
- Create more sports programs that are inclusive and accommodating of all genders, providing equal opportunities and resources.
- Launch awareness campaigns to promote gender sensitivity, challenge stereotypes, and foster a culture of respect and understanding.
- Establish partnerships with other organizations to enhance support systems and promote inclusivity.
- Provide easily accessible resources, such as counseling services, support groups, and informational materials, for individuals navigating gender-related challenges.
- Various counseling sessions and awareness programs are being organized by experts from various fields to guide them regarding various rights of women and give them exposure counseling.
- Different Seminars, workshops, meetings and social events are being organized to improve students' profile towards gender and social sentiments and sensitization like self-defense workshop for girls, women day celebration etc.
- Regular assessment and feedback mechanisms are opted that help to improve and refine our approach to gender sensitivity.

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Facilities Inclusive & Supportive for All

Creating inclusive and supportive facilities for all genders in college is essential to fostering a diverse and welcoming environment.

Here are some facilities that cater to different gender needs:

- Girl's common room with all basic facilities.
- Ramps at every needful point for differently abled students.
- SMS alert system for students, parents and staff for quick dissemination of information.
- Sports facilities for both outdoor and indoor games, coaching facility for sports activities.
- Separate wash rooms for boys, girls, office staff and faculty members.
- Secure hostel facilities provided for female students.
- The campus is well equipped with CCTV cameras, right from the entrance to the whole campus. It also covers the canteen area.
- Separate canteen facilities for girls are provided in the college to meet gender-specific needs.
- Transportation facilities available for students.
- GPS features in college buses enhance the safety, efficiency and communication aspects of their transportation services.
- Availability of Guards at girls' hostel, for 24*7 security assurance of girls.

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Well-being of students through Different Committees

- **Anti-Ragging Committee:** Ragging is totally banned in the campus and anyone found guilty of ragging and/or helping ragging is liable to be punished as it is criminal offence. To implement this rule, an Anti-Ragging committee is formed to create ragging free atmosphere in and outside the campus and to create awareness among students regarding acts and punishments pertaining to ragging activities.
- **Grievance Redressal Committee:** The institution has a Grievance Redressal Mechanism to attend to the complaints and grievances of its students and staff. To address to the grievances of girl students and women employees, Grievance Redressal Cell has been formed. The Cell has three wings: Girls Students Wing, Boys Students Wing and Women Employees Wing. These wings attend to the complaints of boys' and girls' students and women employees respectively, protecting them against any kind of harassment. They ensure them their rights and redress their grievances. There is one suggestion-cum complaint box outside Principal's office where students can drop their complaints Grievance Cell organizes seminars on sexual harassment of women at workplace, spreads awareness about women empowerment child care and women health and girl child protection.
- **Anti-Sexual Harassment Cell:** The commitment to provide a congenial and conducive atmosphere in which students, teachers and non-teaching staff can work together in an environment free of violence, exploitation, and intimidation is the first priority of SSM. Therefore, our main motive is exerting a healthy and safe educational atmosphere free from any kind of discrimination and bullying. With this objective keeping in mind, the Anti-Sexual Harassment Cell of the college functions to eradicate every kind of sexual abuse. The Cell works with the objective to uphold zero tolerance policy. It addresses every complaint of the students, teaching and non-teaching staff members with utmost care and attention with in the shortest possible time. The Cell follows a systematic procedure in filing, investigating and resolving the issue and is impartial towards anyone to safeguard the integrity, privacy and rights of every person.

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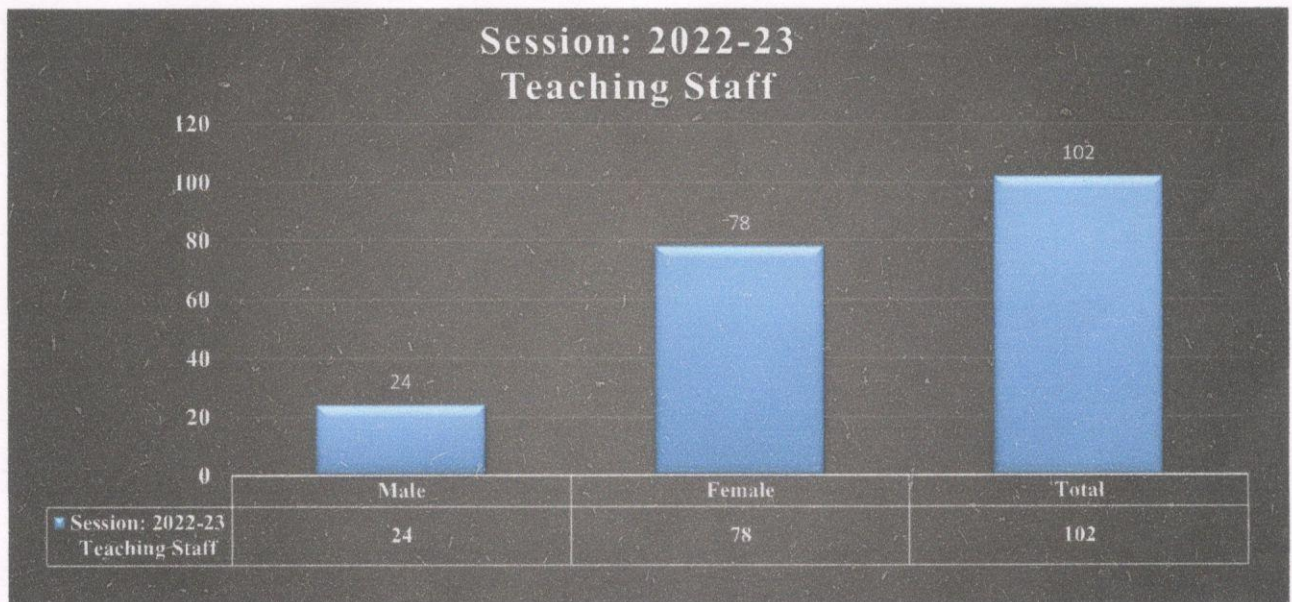
GENDER-WISE STAFF COMPOSITION

Gender wise Distribution of Teaching Staff

The table provides information on the gender-wise distribution of teaching staff for the academic year 2022-23.

Year	Male	Female	Total	% of Male	% of Female
2022-23	24	78	102	23.53	76.47

Pictorial Representation of above table



Analysis

The data indicates that the teaching staff is predominantly female, constituting 76.47% of the total. In contrast, males make up only 23.53% of the teaching staff. Understanding whether women are more likely to stay in teaching roles or progress to leadership positions within educational institutions is crucial in comprehending the overall gender distribution. Teaching is often perceived as a profession that involves nurturing and caring for students. Societal expectations lead to the belief that women are naturally suited for roles that involve caregiving and mentorship, making teaching an attractive career option for many women.

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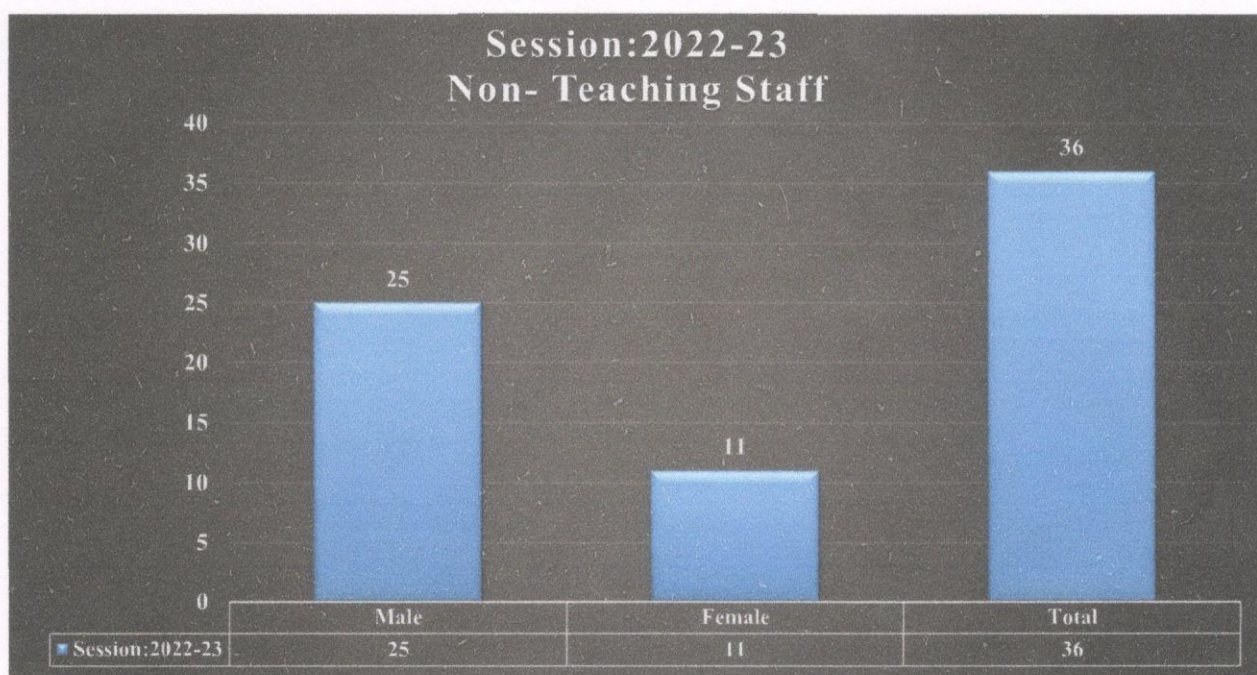
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Gender wise Distribution of Non- Teaching Staff

The table provides information on the gender-wise distribution of non-teaching staff for the academic year 2022-23.

Year	Male	Female	Total	% of Male	% of Female
2022-23	25	11	36	69.44	30.56

Pictorial Representation of above table



Analysis

The percentage of male non-teaching staff (69.44%) indicates that nearly seven out of ten non-teaching staff members are male. Conversely, the percentage of female non-teaching staff (30.56%) indicates that around three out of ten non-teaching staff members are female. The data reveals a gender imbalance in the non-teaching staff composition, with a significantly higher percentage of male staff compared to female staff. Develop and implement gender-inclusive recruitment policies to ensure equal opportunities for all genders during the recruitment process.

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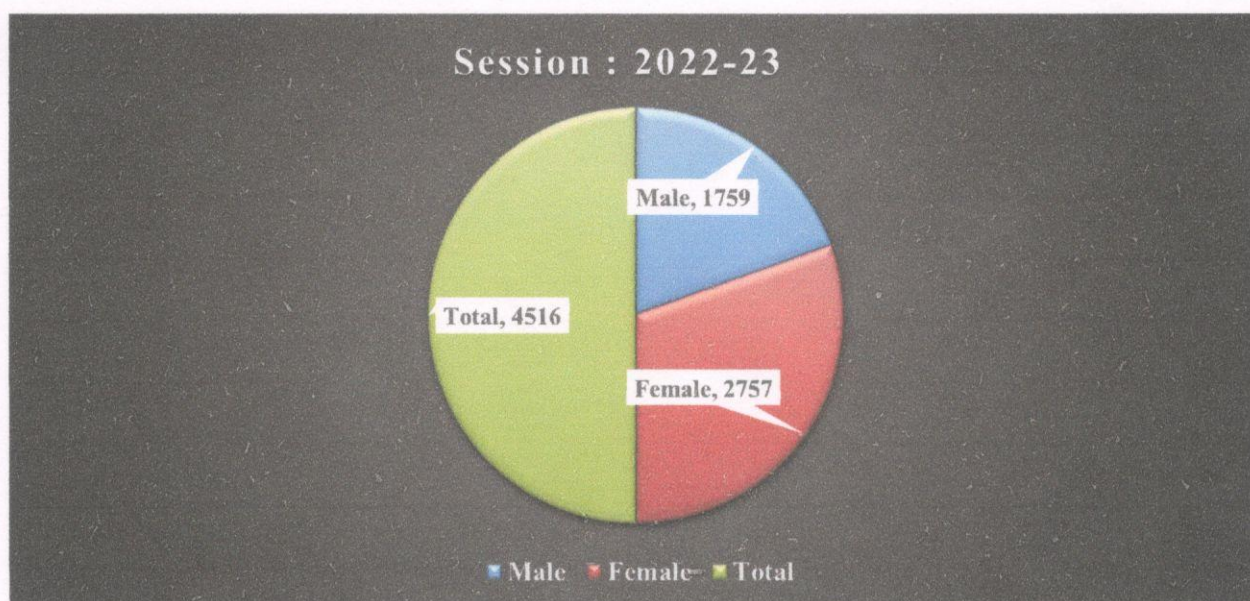
GENDER-WISE STUDENT COMPOSITION

The College collects the data on student enrollment based on gender. This data includes:

- Total students enrolled in the college in each academic year.

Gender-Wise details of total students

Year	Male	Female	Total	% of Male	% of Female
2022-23	1759	2757	4516	38.95	61.05



Analysis

The above chart shows that the total students consist of 38.95% male and 61.05% female. This gender distribution information is essential for a gender audit as it provides insights into the composition of the students.

As the College has a special focus on promoting women's and girls' education. The increased number of female students is a positive step towards achieving gender equality in education. This approach helps to create an inclusive and diverse learning environment that empowers women to pursue higher education and contribute to society. Among the total of 4516 students currently enrolled at the college, 61.05 percent of are female students, while the rest i.e 38.95 percent are male students.

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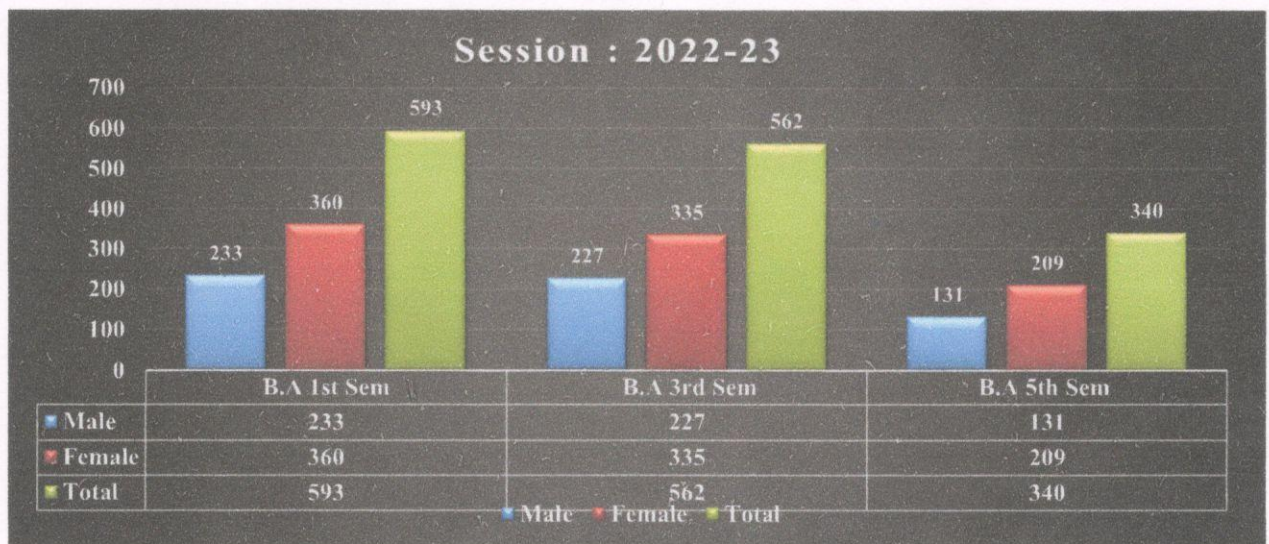
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Enrolment in each academic program of undergraduate

Bachelor of Arts

Class	Male	Female	Total	% of Male	% of Female
B.A. 1 st Sem	233	360	593	39.29	60.71
B.A. 3 rd Sem	227	335	562	40.39	59.61
B.A. 5 th Sem	131	209	340	38.53	61.47

The gender distribution in the BA program varies across semesters



Analysis

These percentages reveal the gender distribution within each semester of the B.A program. It is also valuable for identifying potential areas for improvement in terms of gender balance or inclusivity. In all three semesters, the percentage of female students is consistently higher than that of male students. The percentage of male students is highest in 3rd semester (40.39%) and lowest in 5th semester (38.53%). These variations in gender distribution across semesters motivate further investigation of factors influencing enrollment patterns, potential areas for improvement in gender inclusivity, or specific dynamics within each semester.

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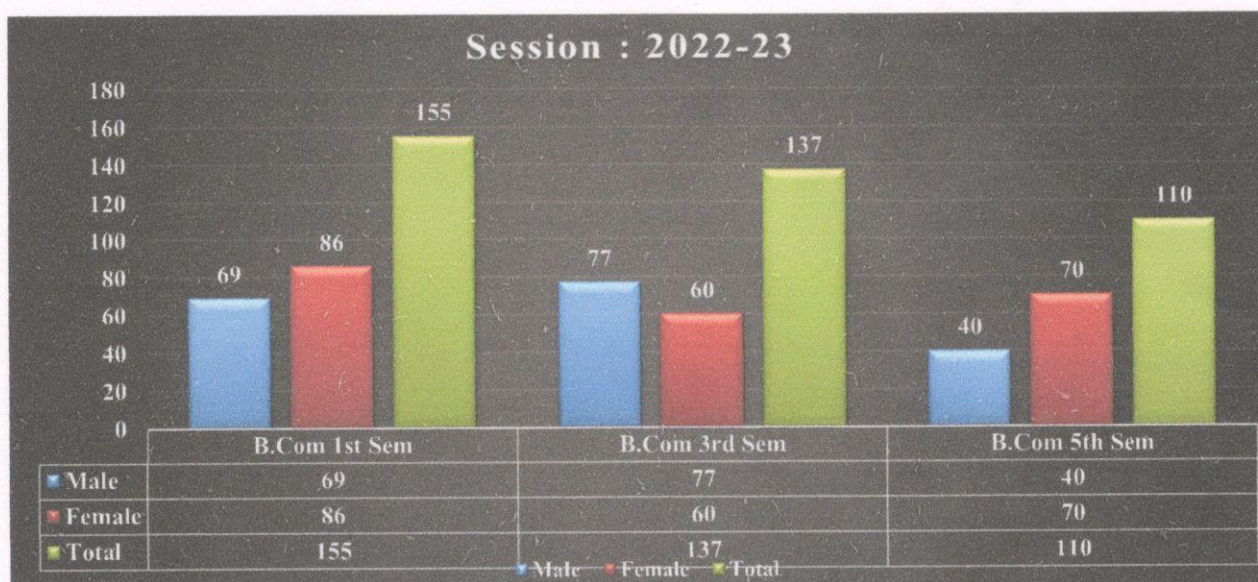
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Bachelor of Commerce

Let's go through a detailed explanation of the provided data for gender distribution in different semesters of the Bachelor of Commerce (B. Com) program:

Class	Male	Female	Total	% of Male	% of Female
B.Com 1 st Sem	69	86	155	44.52	55.48
B.Com 3 rd Sem	77	60	137	56.20	43.80
B.Com 5 th Sem	40	70	110	36.36	63.64

The gender distribution in the B. Com program varies across semesters



Analysis

This detailed breakdown helps to understand the gender composition in each semester of the B. Com program, providing valuable insights for college to assess any gender-related disparities or trends. The percentage of female students is consistently higher than male students across all three semesters. The 3rd semester has the highest percentage of male students (56.20%), while the 5th semester has the lowest (36.36%). These variations in gender distribution across semesters might be influenced by factors such as course popularity, subject preferences, or broader trends in enrollment patterns.

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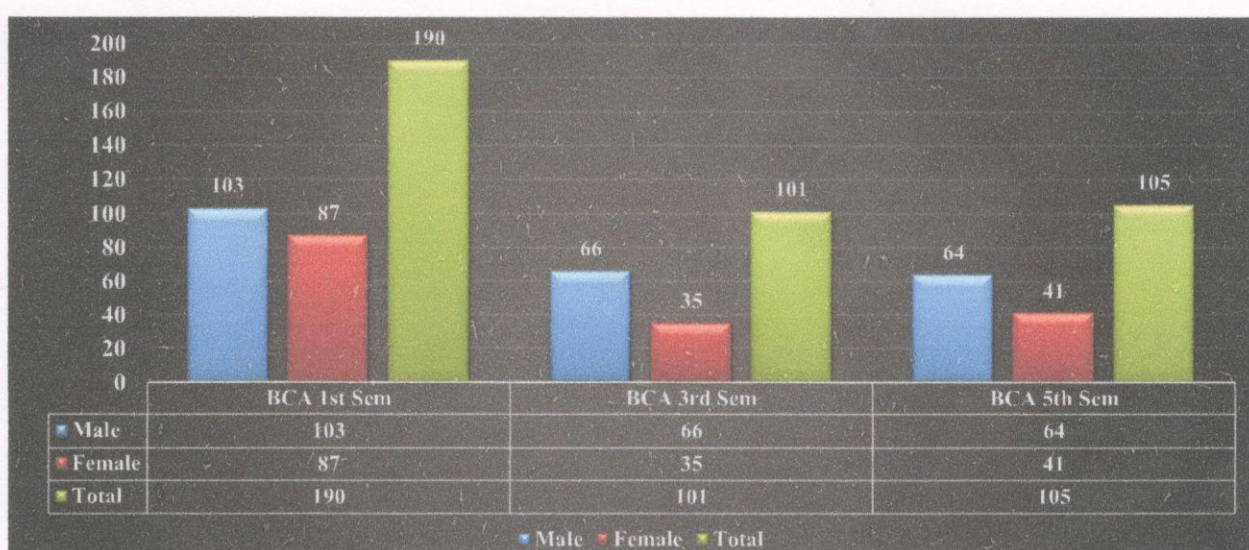
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Bachelor of Computer Applications

let's analyze the provided data for gender distribution in different semesters of the Bachelor of Computer Applications (BCA) program.

Class	Male	Female	Total	% of Male	% of Female
B.C.A 1 st Sem	103	87	190	54.21	45.79
B.C.A 3 rd Sem	66	35	101	65.35	34.65
B.C.A 5 th Sem	64	41	105	60.95	39.05

The gender distribution in the BCA program varies across semesters.



Analysis

The 3rd semester has the highest percentage of male students (65.35%), while the 1st semester has the lowest (54.21%). The percentage of female students is lowest in the 3rd semester (34.65%) and highest in the 1st semester (45.79%). The data provided indicates that in each semester of the Bachelor of Computer Applications (B.C.A) program, there is a higher percentage of male students compared to female students. To address this imbalance, the college took steps to promote diversity and inclusion, provide equal opportunities, challenge stereotypes, and encourage young women to explore and pursue careers in computer science and technology. This includes targeted outreach programs, mentorship initiatives, and creating an inclusive learning environment that welcomes students from diverse backgrounds and experiences.

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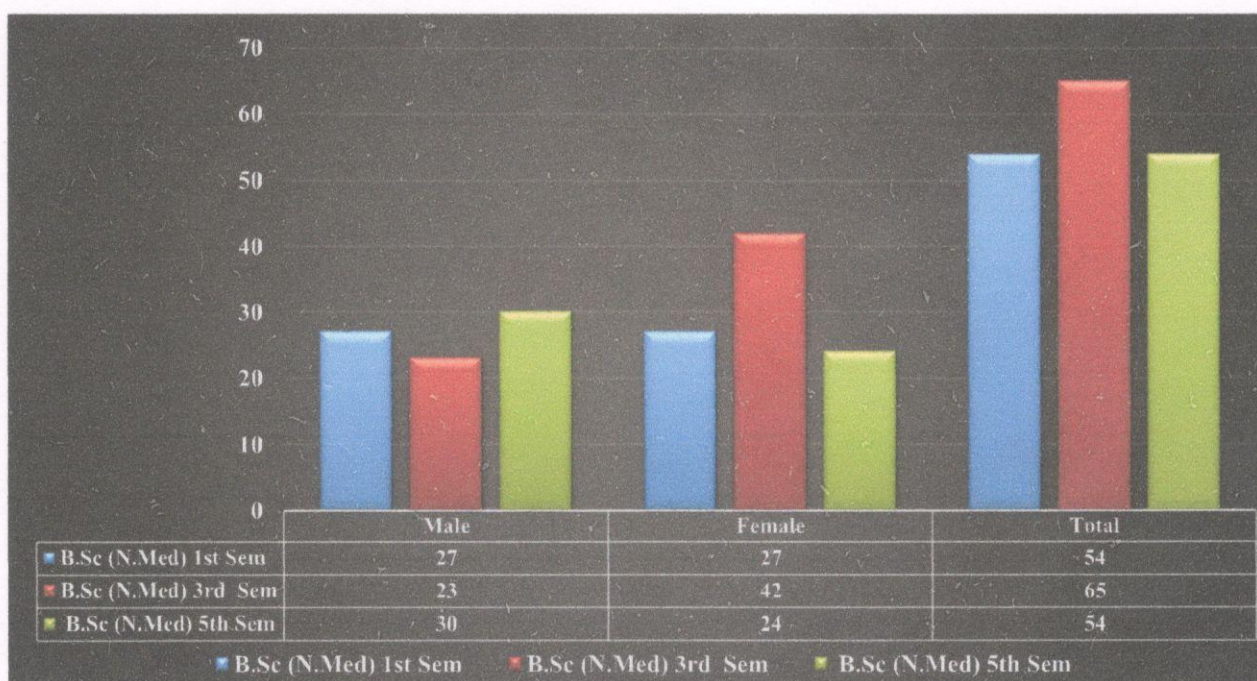
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B.Sc. Non-Medical

Let's break down the provided data for the Bachelor of Science (Non-Medical) program in different semesters:

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (Non-Med) 1 st Sem	27	27	54	50.00	50.00
B.Sc. (Non-Med) 3 rd Sem	23	42	65	35.38	64.62
B.Sc. (Non-Med) 5 th Sem	30	24	54	55.56	44.44

The gender distribution fluctuates across semesters



Analysis

In the 1st semester, there is an equal distribution of male and female students, with each gender constituting 50% of the total students. This balance suggests a fair representation of both genders in the initial semester. In the 3rd semester, females constituting 64.62% of the total students. This suggests a higher enrollment of female students in the 3rd semester compared to males. In the 5th semester, males now constituting 55.56% of the total students. This indicates a higher enrollment of male students in the 5th semester compared to females.

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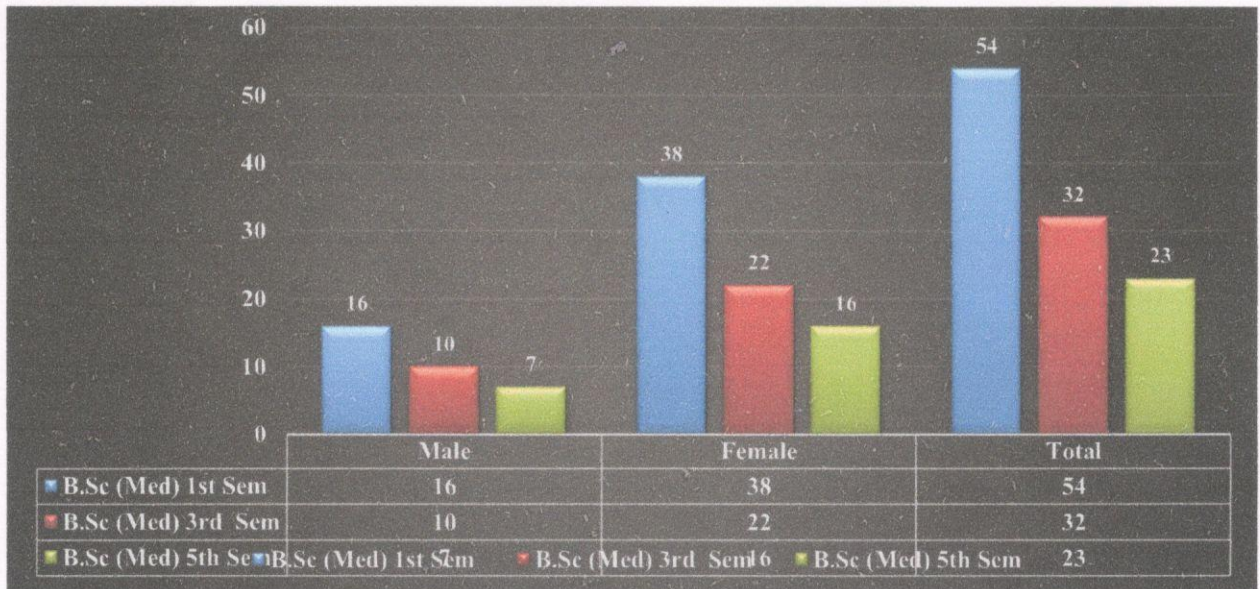
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B.Sc. Medical

Let's break down the information for each semester in more detail:

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (Med) 1 st Sem	16	38	54	29.63	70.37
B.Sc. (Med) 3 rd Sem	10	22	32	31.25	68.75
B.Sc. (Med) 5 th Sem	7	16	23	30.43	69.57

The gender distribution in the B.Sc. (Med) program varies across semesters



Analysis

The B.Sc. (Medical) program exhibits a consistent gender imbalance across all three semesters, with a higher percentage of female students. It's essential to regularly monitor enrollment data and other relevant metrics over time to assess the effectiveness of any interventions and to ensure continuous improvement in gender equality within the program.

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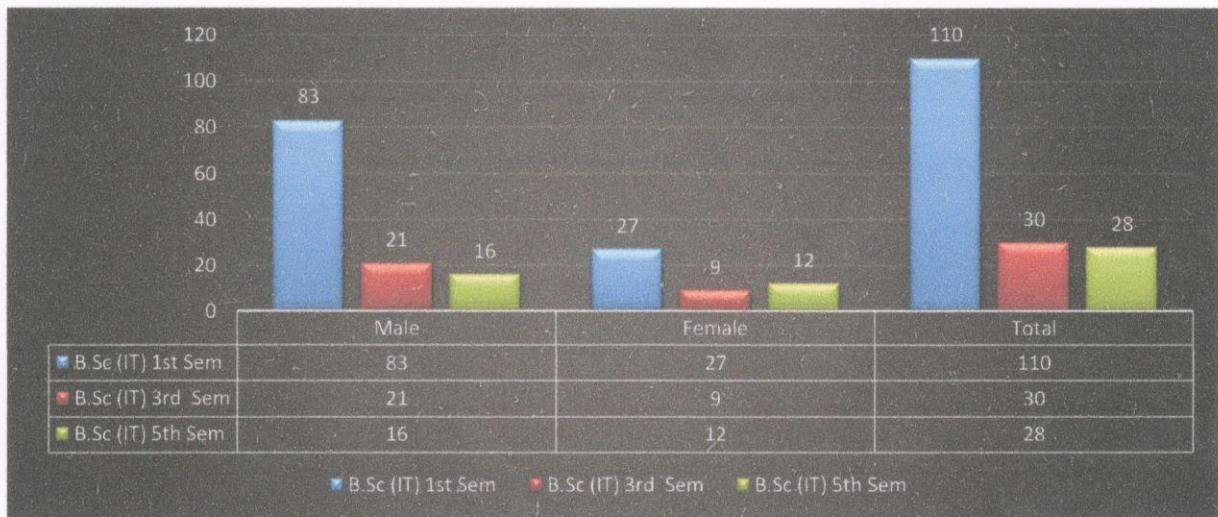
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Bachelor of Science (Information Technology)

The data shows the gender distribution in different semesters of the B.Sc. (IT) program.

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (IT) 1 st Sem	83	27	110	75.45	24.55
B.Sc. (IT) 3 rd Sem	21	9	30	70.00	30.00
B.Sc. (IT) 5 th Sem	16	12	28	57.14	42.86

The gender distribution in the B.Sc. (IT) program varies across semesters



Analysis

In the 1st semester, there are more female students (38) compared to male students (16), with females constituting 70.37% of the total. In the 3rd semester, the percentage of male students increased to 31.25%, with 10 male students and 22 female students. In the 5th semester, the percentage of male students is 30.43%, with 7 male students and 16 female students. It's essential to regularly monitor enrollment data and other relevant metrics over time to assess the effectiveness of any interventions and to ensure continuous improvement in gender equality within the program.

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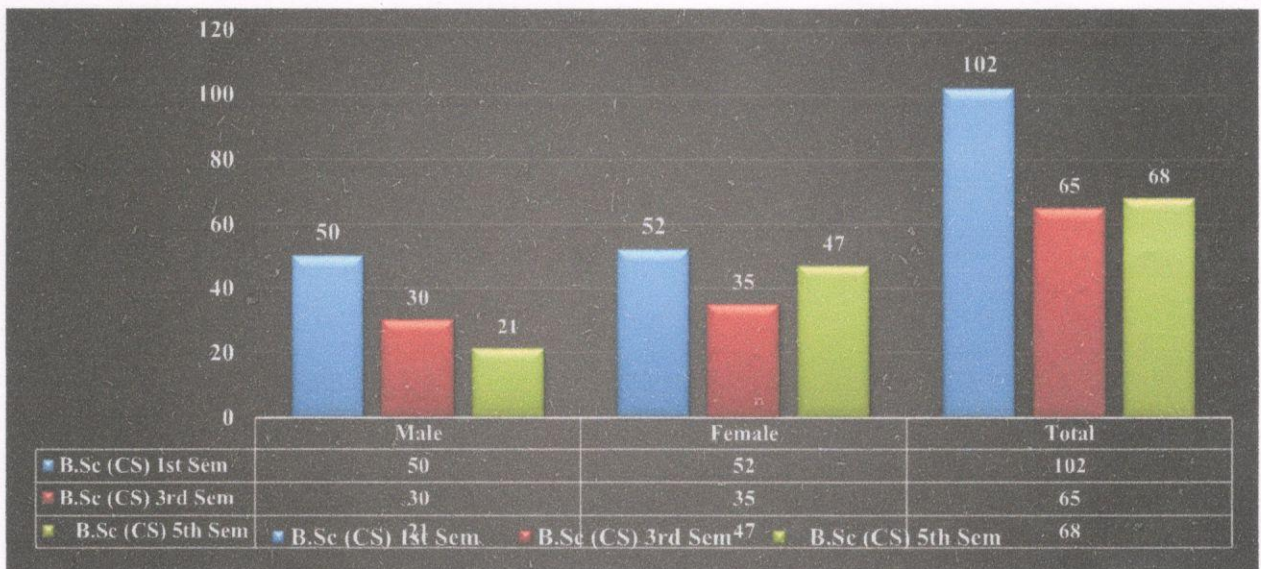
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Bachelor of Science (Computer Science)

The data shows the gender distribution in different semesters of the B.Sc. (CS) program.

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (CS) 1 st Sem	50	52	102	49.02	50.98
B.Sc. (CS) 3 rd Sem	30	35	65	46.15	53.85
B.Sc. (CS) 5 th Sem	21	47	68	30.88	69.12

The gender distribution in the B.Sc. (CS) program varies across semesters



Analysis

In the 1st semester, there is a relatively balanced distribution with 49.02% male students and 50.98% female students. In the 3rd semester, the percentage of male students decreased slightly to 46.15%, and the percentage of female students increased to 53.85%. In the 5th semester, there is a notable decrease in the percentage of male students (30.88%) and an increase in the percentage of female students (69.12%). The data provides insights into the gender distribution in different semesters of the B.Sc. (CS) program, which is valuable for college in understanding and addressing any gender-related patterns in student enrollment.

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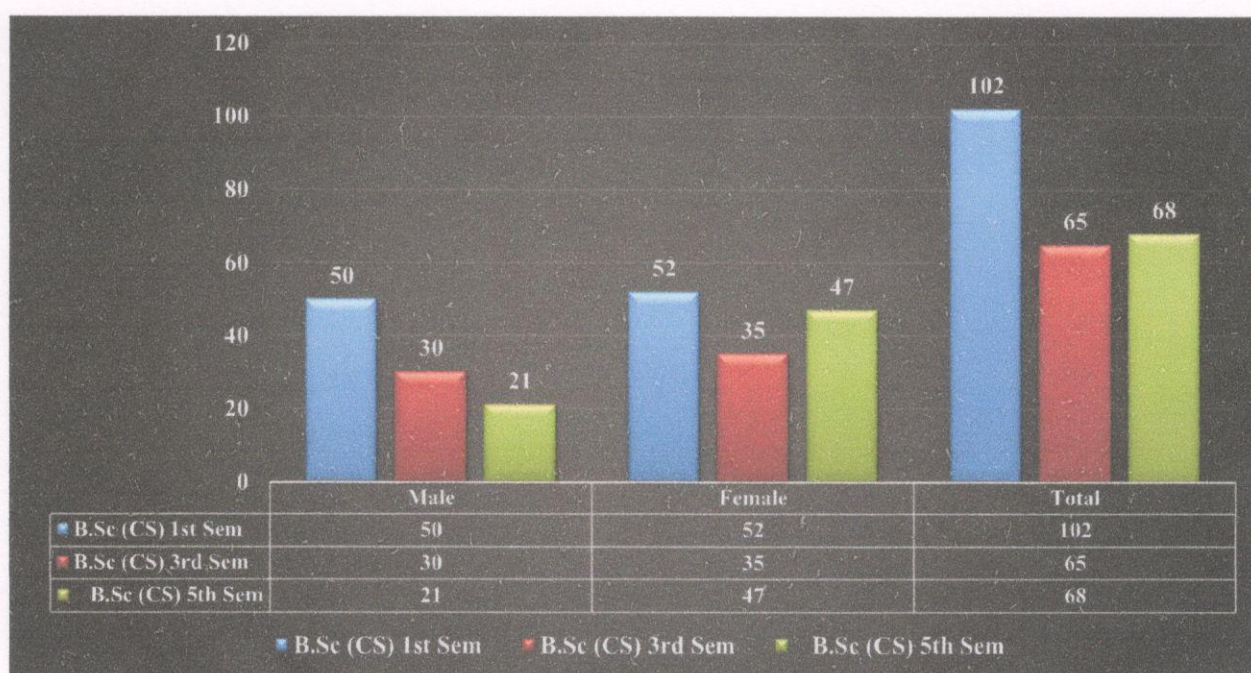
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Bachelor of Science (Economics)

Let's analyze the data provided for the B.Sc. (Eco) program

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (Eco) 1 st Sem	8	26	34	23.53	76.47
B.Sc. (Eco) 3 rd Sem	16	25	41	39.02	60.98
B.Sc. (Eco) 5 th Sem	16	30	46	34.78	65.22

The gender distribution in the B.Sc. (Eco) program varies across semesters



Analysis

In the 1st semester, the B.Sc. (Eco) program has a higher percentage of female students (76.47%) compared to male students (23.53%). The 3rd semester shows an increase in the percentage of male students (39.02%) and a decrease in the percentage of female students (60.98%). In the 5th semester, the percentage of male students is 34.78%, and the percentage of female students is 65.22%. Institution investigates the factors influencing these gender distribution changes across semesters. Understanding whether these patterns are influenced by course content, or other factors could be beneficial.

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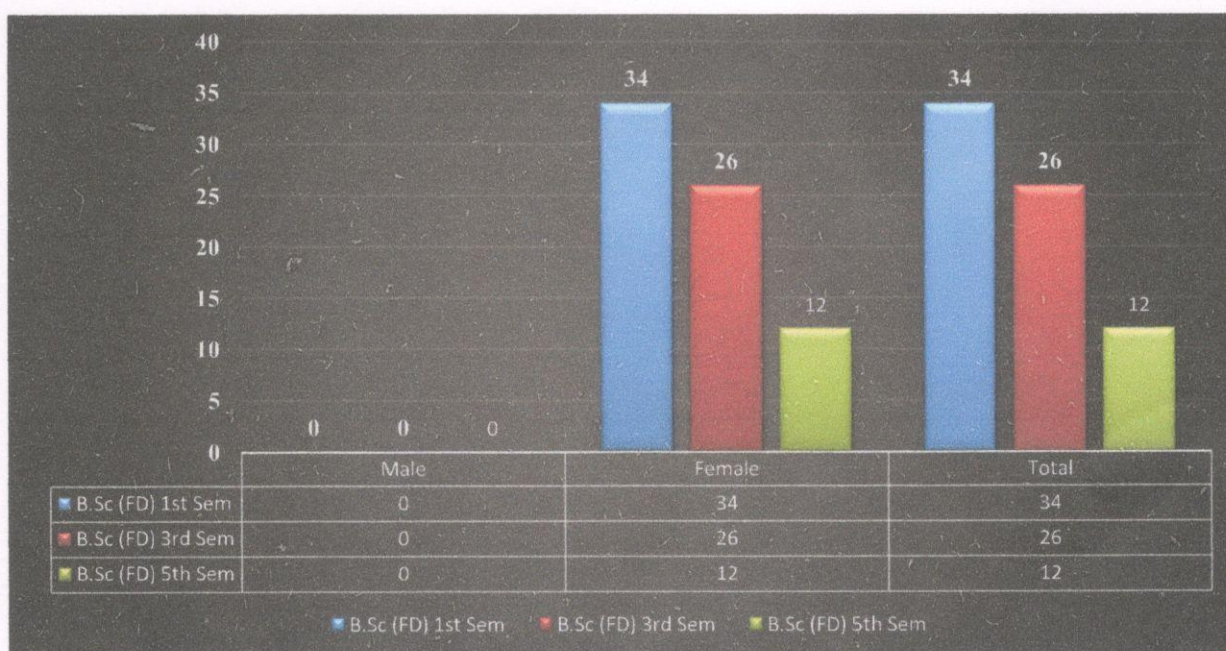
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Bachelor of Science (Fashion Designing)

The following data indicates a specific pattern for the B.Sc. (FD) program across different semesters. Let's analyze the details:

Class	Male	Female	Total	% of Male	% of Female
B.Sc. (FD) 1 st Sem	0	34	34	0	100
B.Sc. (FD) 3 rd Sem	0	26	26	0	100
B.Sc. (FD) 5 th Sem	0	12	12	0	100

The gender distribution in the B.Sc. (FD) program



Analysis

Across all three semesters, there are no male students enrolled in the B.Sc. (FD) program. The entire student population in each semester consists of female students only. The percentages of female students are consistently 100% in all semesters. The College will ascertain the reasons for the absence of male students in the B.Sc.(FD) Programme. This may include examining program content, marketing strategies, or potential external factors influencing enrollment.

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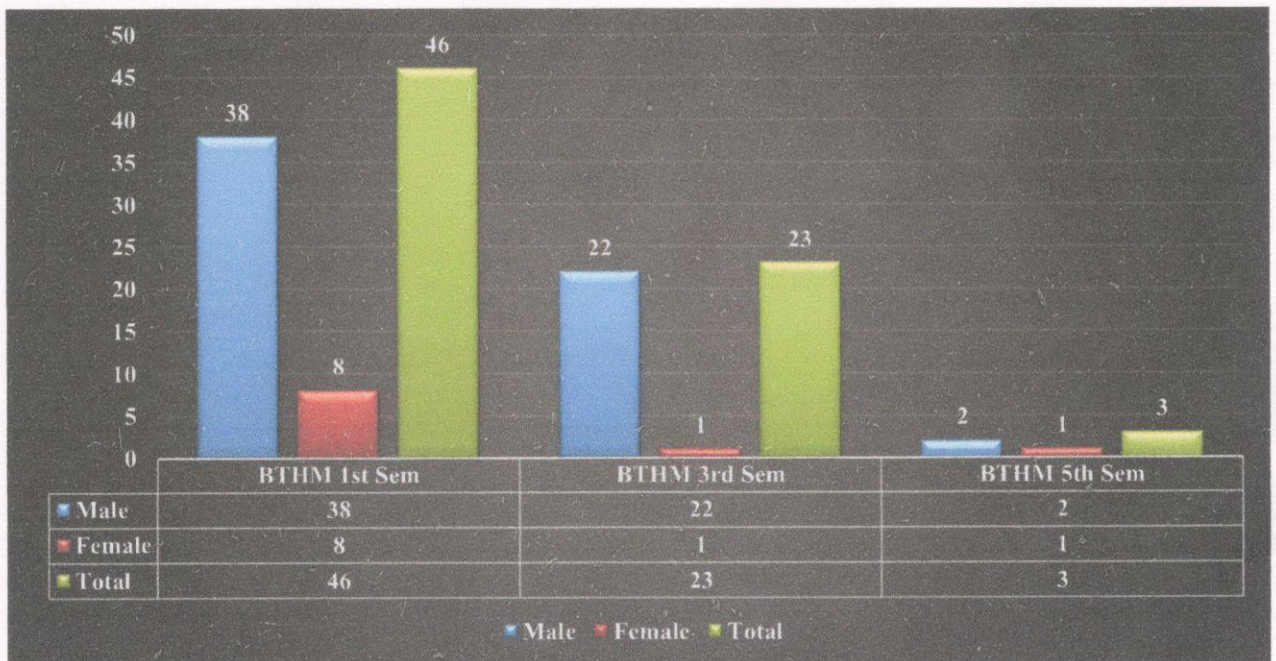
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Bachelor of Tourism & Hotel Management

This table provides a snapshot of the gender distribution in different semesters of the BTHM program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
B.T.H.M 1 st Sem	38	8	46	82.61	17.39
B.T.H.M 3 rd Sem	22	1	23	95.65	04.35
B.T.H.M 5 th Sem	2	1	3	66.67	33.33

The gender distribution in the B.Sc. (CS) program varies across semesters



Analysis

In the 1st semester, the majority of students are male (82.61%), while in the 3rd semester, there is a higher percentage of male students (95.65%), and in the 5th semester, the majority is male as well (66.67%). It is useful to examine the reasons behind the observed gender distribution patterns. Factors such as program popularity, alternative options, or group size will contribute to these variations.

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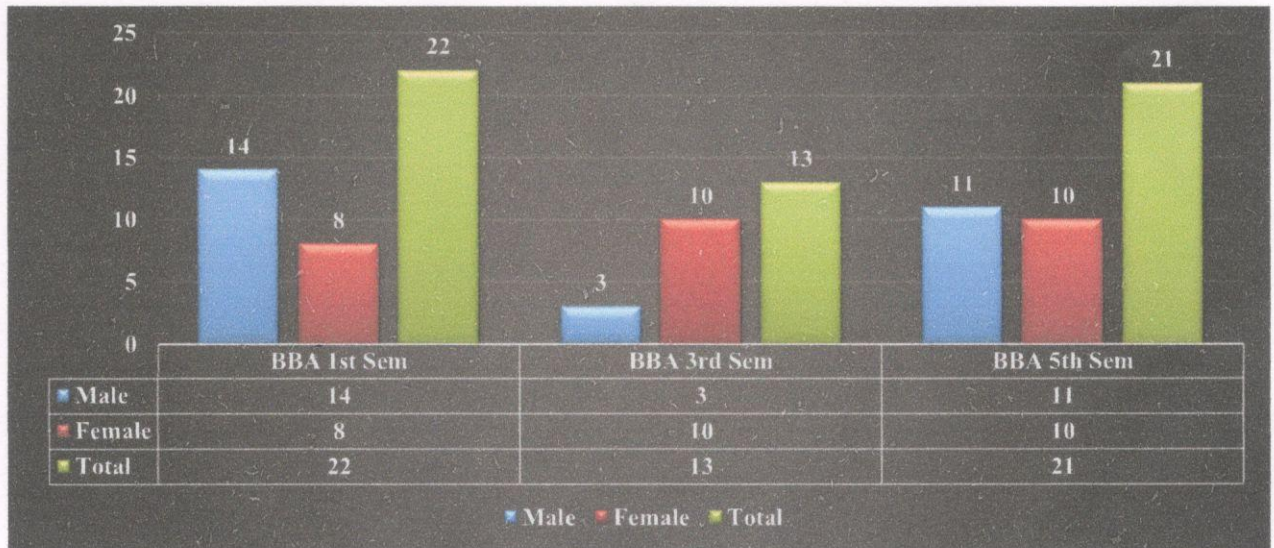
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Bachelor of Business Administration

This table provides a snapshot of the gender distribution in different semesters of the BBA program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
BBA 1 st Sem	14	8	22	63.64	36.36
BBA 3 rd Sem	3	10	13	23.08	76.92
BBA 5 th Sem	11	10	21	52.38	47.62

The gender distribution in the BBA program varies across semesters



Analysis

Identifying trends in gender representation helps the institution understand potential challenges or successes in creating an inclusive learning environment. The gender audit took an in-depth look at qualitative aspects, considering factors such as program design, faculty-student interactions, and institutional policies that impact gender representation.

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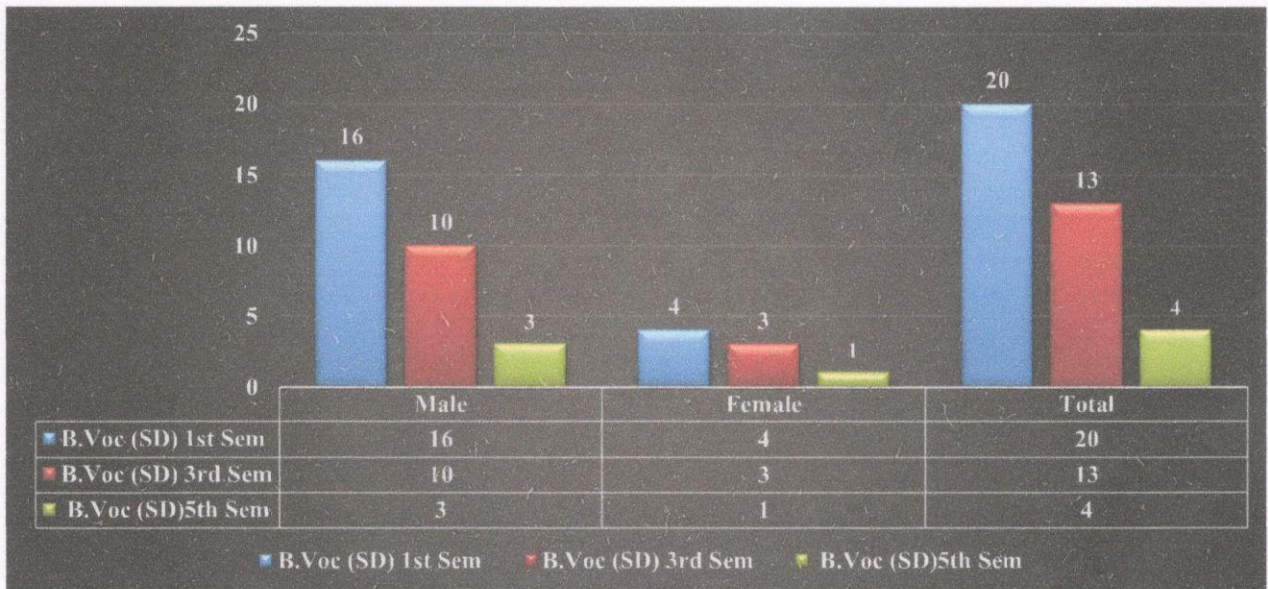
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Bachelor of Vocational Studies (Software Development)

This table provides a snapshot of the gender distribution in different semesters of the B.Voc. (SD) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
B.Voc (SD) 1 st Sem	16	04	20	80.00	20.00
B.Voc (SD) 3 rd Sem	10	03	13	76.92	23.08
B.Voc (SD)5 th Sem	03	01	04	75.00	25.00

The gender distribution in the B.Voc. (SD) program varies across semesters



Analysis

Understanding the reasons behind this gender disparity is crucial for promoting gender equity and inclusivity within the program. The data highlights a consistent pattern of male dominance across all semesters of the B.Voc. (SD) programme, although with varying degrees of imbalance. Potential areas of investigation will include outreach efforts to attract more female students, mentoring programs to support the retention and progress of female students, and curriculum adaptations to address gender-specific interests and needs. Additionally, collaborating with schools, communities, and local organizations to promote diversity and challenge gender stereotypes can be effective strategies to encourage more female entry into B.Voc. (SD) programme.

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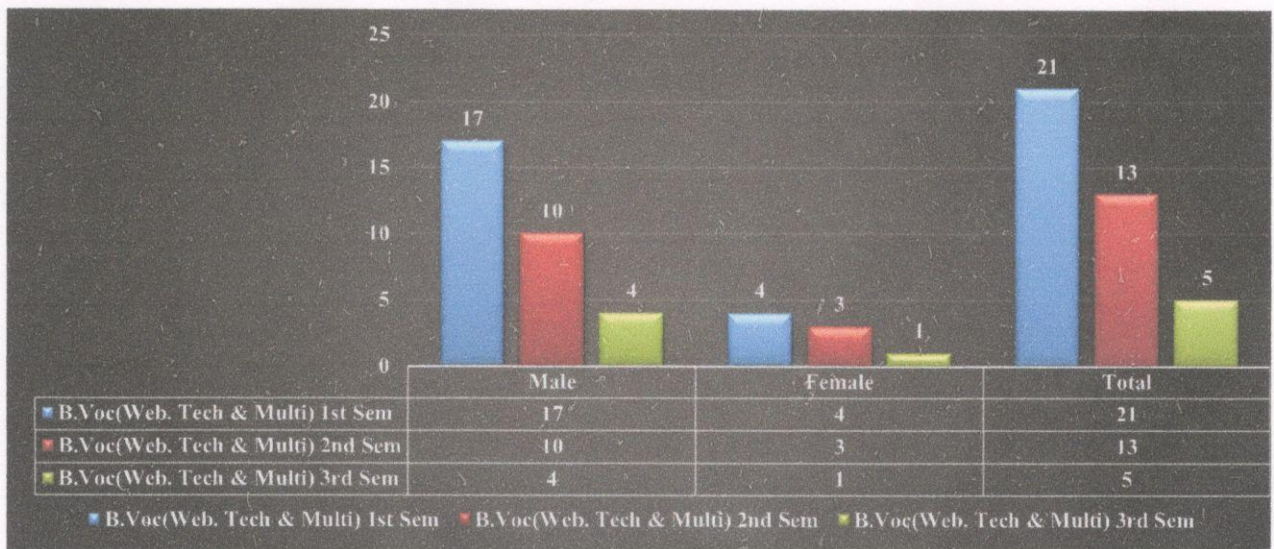
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Bachelor of Vocational in Web technology and Multimedia

This table provides a snapshot of the gender distribution in different semesters of the B.Voc. (Web Technology & Multimedia) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
B.Voc. (Web. Tech & Multi) 1 st Sem	17	4	21	80.95	19.05
B.Voc.(Web. Tech & Multi) 2 nd Sem	10	3	13	76.92	23.08
B.Voc.(Web. Tech & Multi) 3 rd Sem	4	1	5	80.00	20.00

The gender distribution in the B.Voc. (Web Tech & Multi) program varies across semesters



Analysis

The B.Voc. (Web. Tech and Multi) program consistently exhibits high enrollment of male students in all semesters. The gender imbalance is more pronounced in the first and third semesters, with male representation exceeding 80%. Examine the effectiveness of outreach programs in conveying the opportunities and benefits of the B.Voc. (Web.Tech and Multi) program to potential women candidates. Evaluate whether adequate support mechanisms, such as mentorship programs, are in place for female students to encourage their participation and success in the program.

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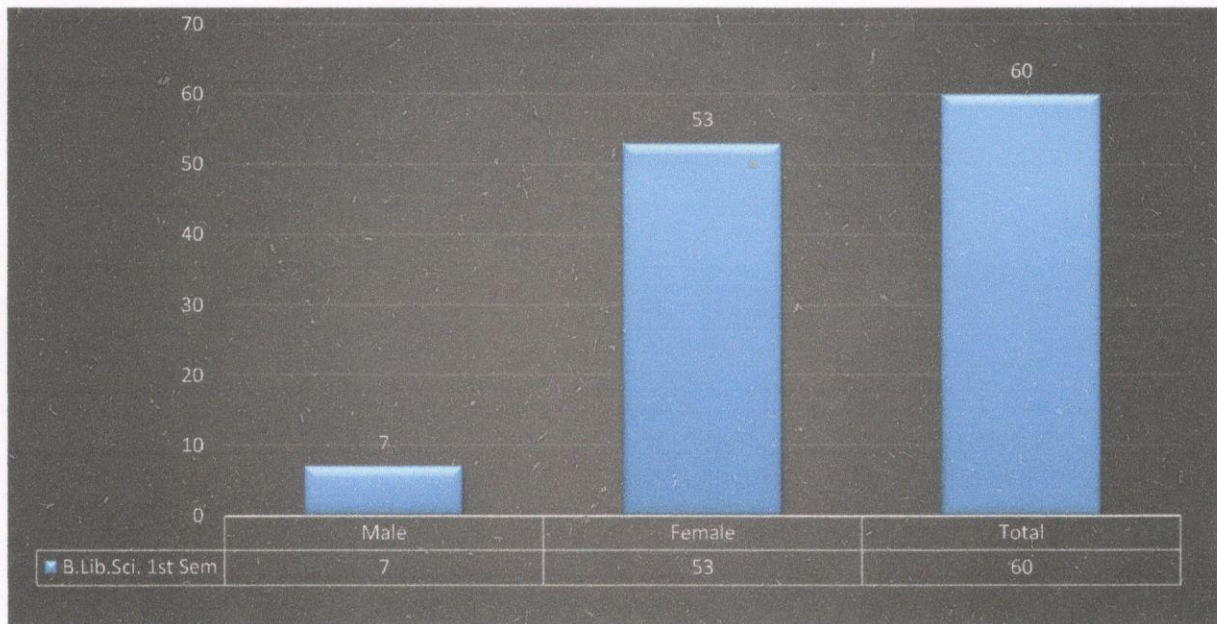
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Bachelor of Library and Information Science

This table provides a snapshot of the gender distribution in different semesters of the B.Lib.Sci. program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
B.Lib.Sci. 1 st Sem	7	53	60	11.67	88.33

The gender distribution in the B. Lib.Sci program varies across semesters



Analysis

The 1st semester of the B.Lib.Sci. program shows a significant gender imbalance with only 11.67% male students and a majority of 88.33% female students. Assess the effectiveness of career counseling services to ensure that students, regardless of gender, are informed about various career paths within library and information science. Understanding the factors contributing to the gender distribution in the B.Lib.Sci. program can help institutions develop strategies to promote diversity and create an inclusive learning environment.

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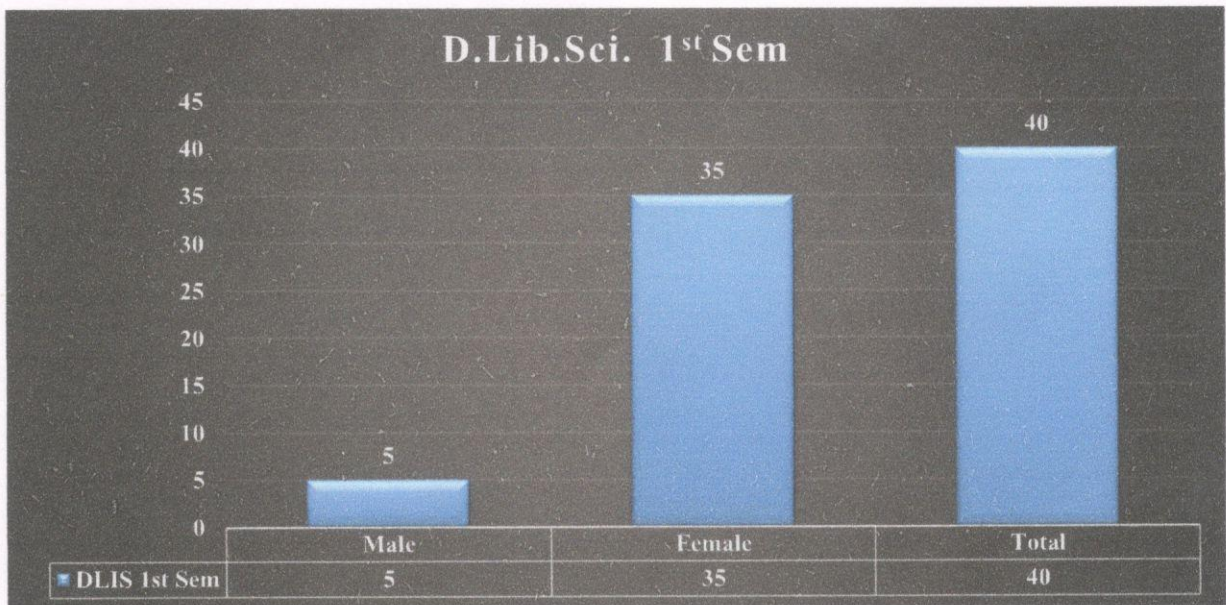
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Diploma in Library and Information Science

This table provides a snapshot of the gender distribution in different semesters of the D.Lib.Sci. program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
D.Lib.Sci.1 st Sem	5	35	40	12.50	87.50

The gender distribution in the D. Lib.Sci program varies across semesters



Analysis

The total enrollment for the 1st semester of the D.Lib.Sci. program is 40 students. The percentage of female students is substantially higher than the percentage of male students, with 87.50% females and 12.50% males. A gender audit, using the information provided, sheds light on the current gender composition in the DLIS first semester classroom and provides a basis for addressing gender concerns and promoting a more inclusive and balanced environment.

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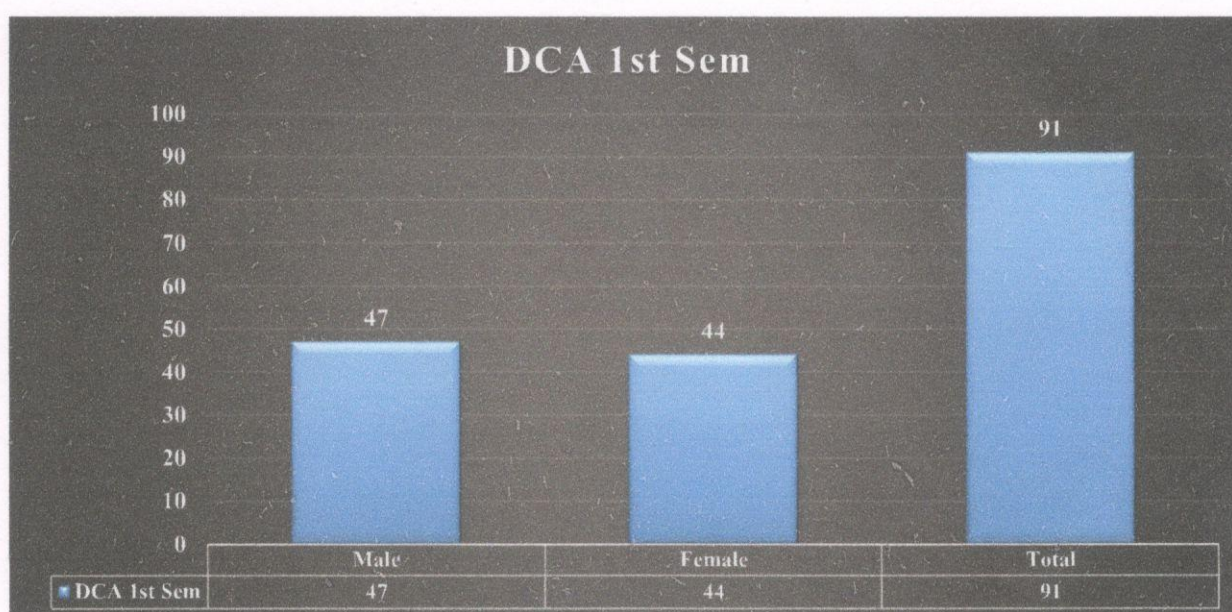
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Diploma in Computer Application

This table provides a snapshot of the gender distribution in different semesters of the D.C.A program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
DCA 1 st Sem	47	44	91	51.65	48.35

The gender distribution in the DCA program varies across semesters



Analysis

The percentages in the table (% of Male and % of Female) indicate the proportion of each gender within the class. Approximately 51.65% of the students are male, while 48.35% are female. There is a relatively equal distribution of male and female students, with 47 male students and 44 female students. However, ongoing efforts are needed to maintain and enhance gender diversity and equity within the program, ensuring that all students have equal opportunities for success in the field of computer applications.

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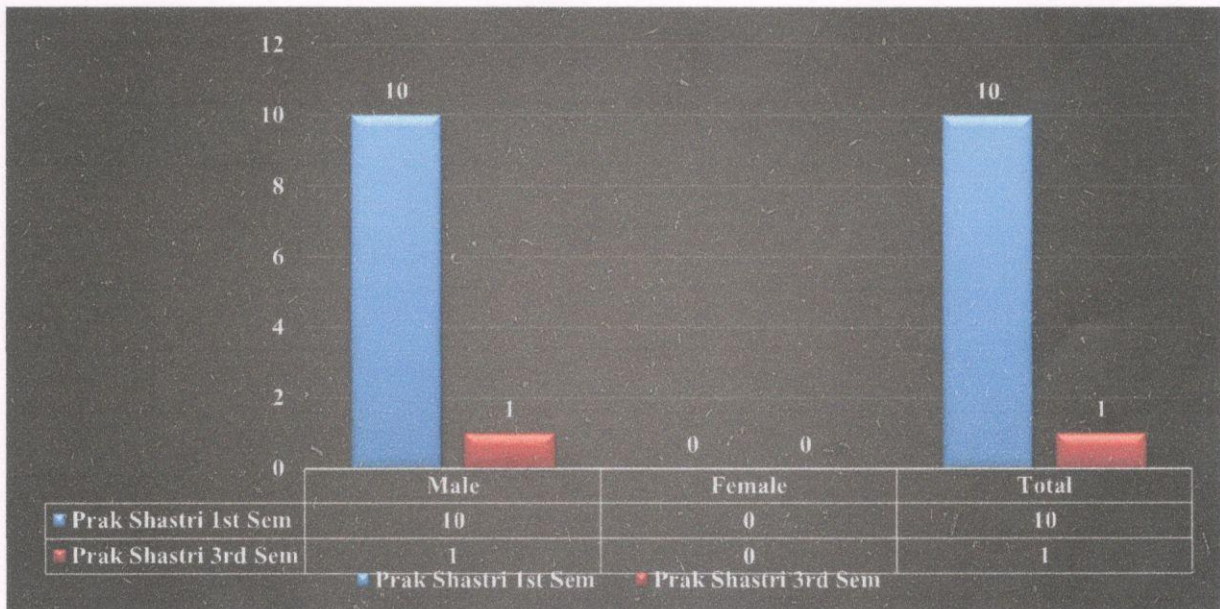
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Prak Shastri

This table provides a snapshot of the gender distribution in different semesters of the Prak Shastri program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
Prak Shastri 1 st Sem	10	0	10	100.00	0.00
Prak Shastri 3 rd Sem	01	0	01	100.00	0.00

The gender distribution in the Prak Shastri program varies across semesters



Analysis

The data shows notable absence of female students in both the first and third semester of the "Prak Shastri" programme. The 100% male representation in both semesters raises questions about gender diversity and inclusivity within the programme. It is necessary to investigate the reasons for the absence of girl students. Enrolling more students in the "Prak Shastri" program may involve a combination of marketing, outreach, and program development strategies.

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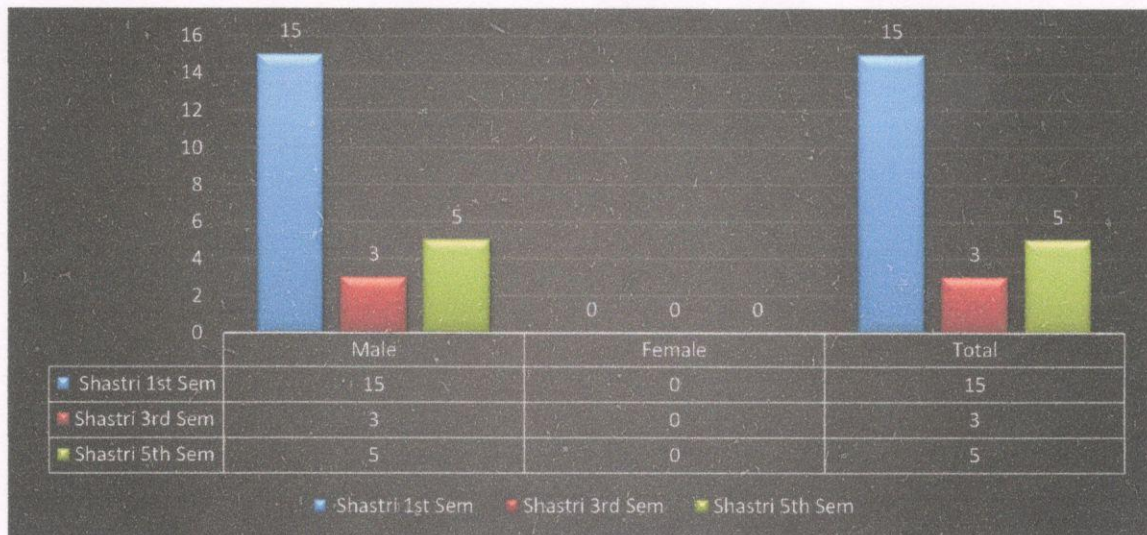
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Shastri

This table provides a snapshot of the gender distribution in different semesters of the Shastri program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
Shastri 1 st Sem	15	0	10	100.00	0.00
Shastri 3 rd Sem	03	0	03	100.00	0.00
Shastri 5 th Sem	05	0	05	100.00	0.00

The gender distribution in the Shastri program varies across semesters



Analysis

The data reveals a complete absence of female students across all semesters of the "Shastri" program. The percentage distribution shows that each semester is composed entirely of male students. Implement targeted initiatives to encourage and support female enrollment, such as scholarship programs, mentorship opportunities, and awareness campaigns. Addressing this disparity may require a comprehensive approach, including targeted outreach, program improvements, and efforts to create a more inclusive educational environment.

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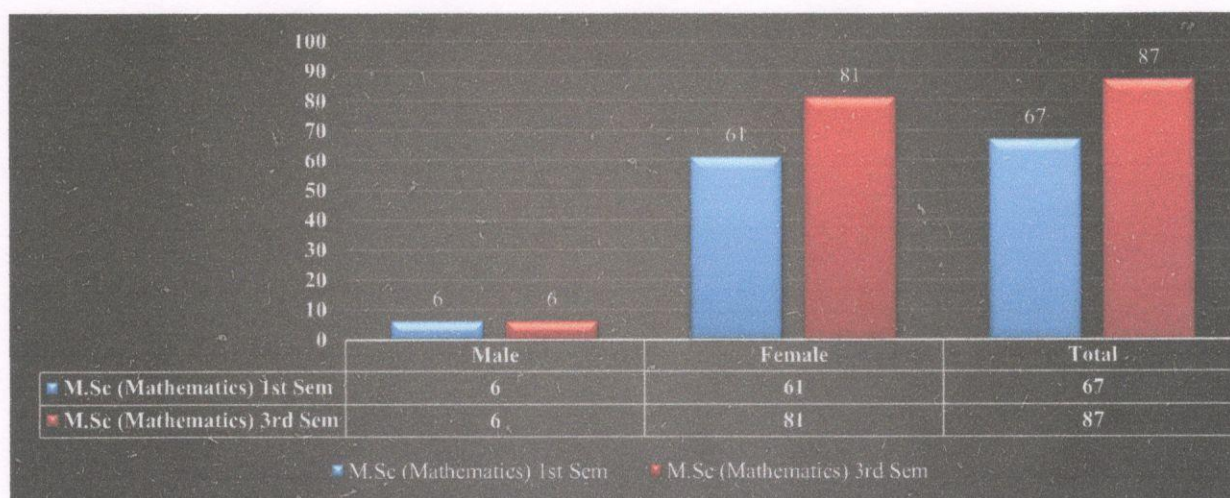
Enrolment in each academic program of Postgraduate

Master of Science (Mathematics)

This table provides a snapshot of the gender distribution in different semesters of the M.Sc. (Mathematics) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Sc. (Mathematics) 1 st Sem	6	61	67	8.96	91.04
M.Sc. (Mathematics) 3 rd Sem	6	81	87	6.90	93.10

The gender distribution in the M.Sc. (Mathematics) program varies across semesters



Analysis

The data suggests a higher representation of female students in both the 1st and 3rd semesters of the M.Sc. (Mathematics) program. Implement mentorship programs that connect current male students with successful male alumni or professionals in the field. Mentorship can provide guidance and support, making the academic experience more appealing. Develop outreach programs specifically aimed at attracting male students to the M.Sc. (Mathematics) program. This could include targeted advertising, workshops, and information sessions that highlight the benefits and opportunities within the program.

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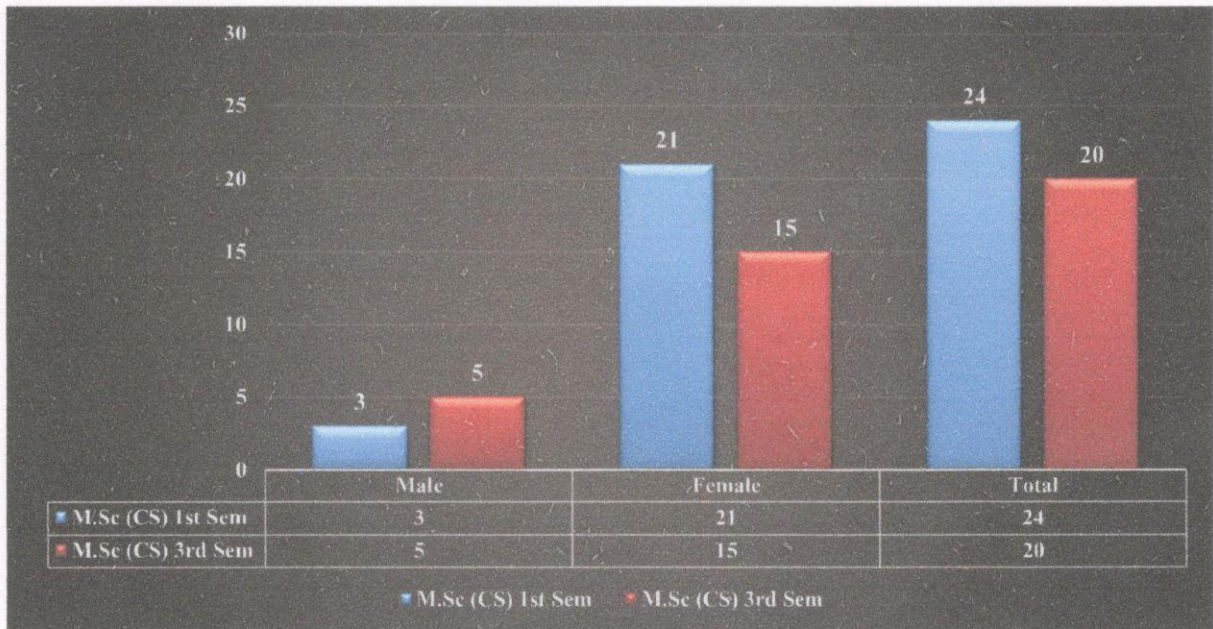
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Master of Science (Computer Science)

This table provides a snapshot of the gender distribution in different semesters of the M.Sc. (CS) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Sc. (CS) 1 st Sem	3	21	24	12.50	87.50
M.Sc. (CS) 3 rd Sem	5	15	20	75.00	25.00

The gender distribution in the M.Sc. (CS) program varies across semesters



Analysis

In the 1st semester, there is a higher representation of female students (87.50%), whereas in the 3rd semester, there is a higher representation of male students (75.00%). The reasons for these variations could be influenced by factors such as changes in enrollment patterns, program popularity, or external factors that affect student choices. Conduct workshops and information sessions for prospective students, providing insights into the program structure, career prospects, and application process.

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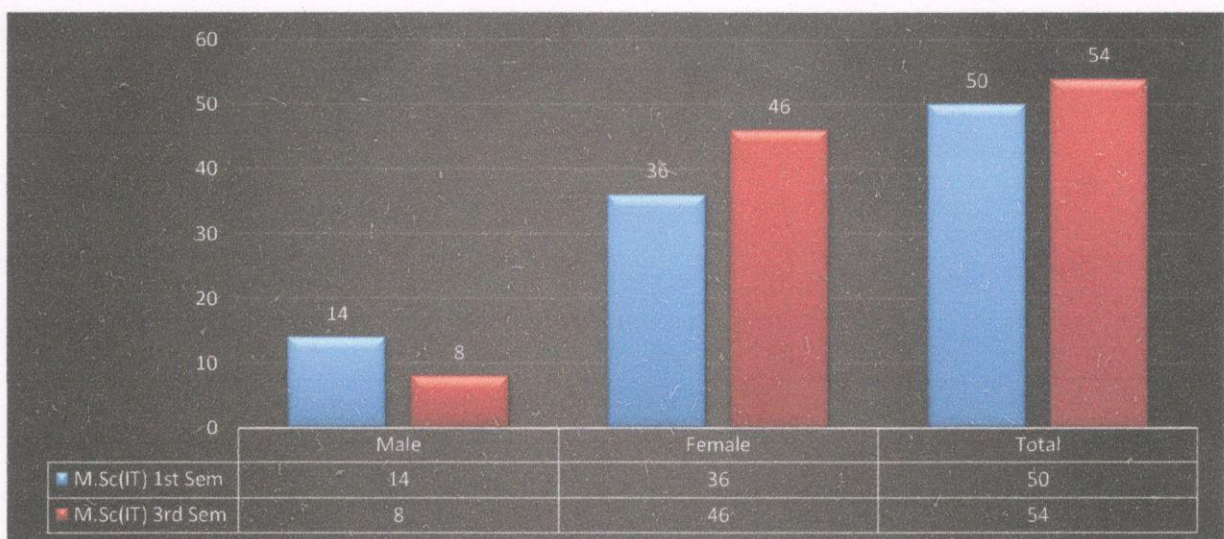
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Master of Science (Information Technology)

This table provides a snapshot of the gender distribution in different semesters of the M.Sc. (IT) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Sc.(IT) 1 st Sem	14	36	50	28.00	72.00
M.Sc.(IT) 3 rd Sem	8	46	54	14.81	85.19

The gender distribution in the M.Sc. (IT) program varies across semesters



Analysis

The 1st semester exhibits a notable gender imbalance, with a higher percentage of female students (72.00%). The 3rd semester experiences a significant shift in gender balance, with a higher percentage of female students (85.19%). A low percentage of male student's 1st Sem (28.00) and 3rdSem (14.81%) may indicate potential challenges or barriers faced by male students in the 3rd semester. Explore these issues for a more comprehensive understanding. Examine the retention and success rates for both genders. Ensure that all students, regardless of gender, have equal opportunities for academic success.

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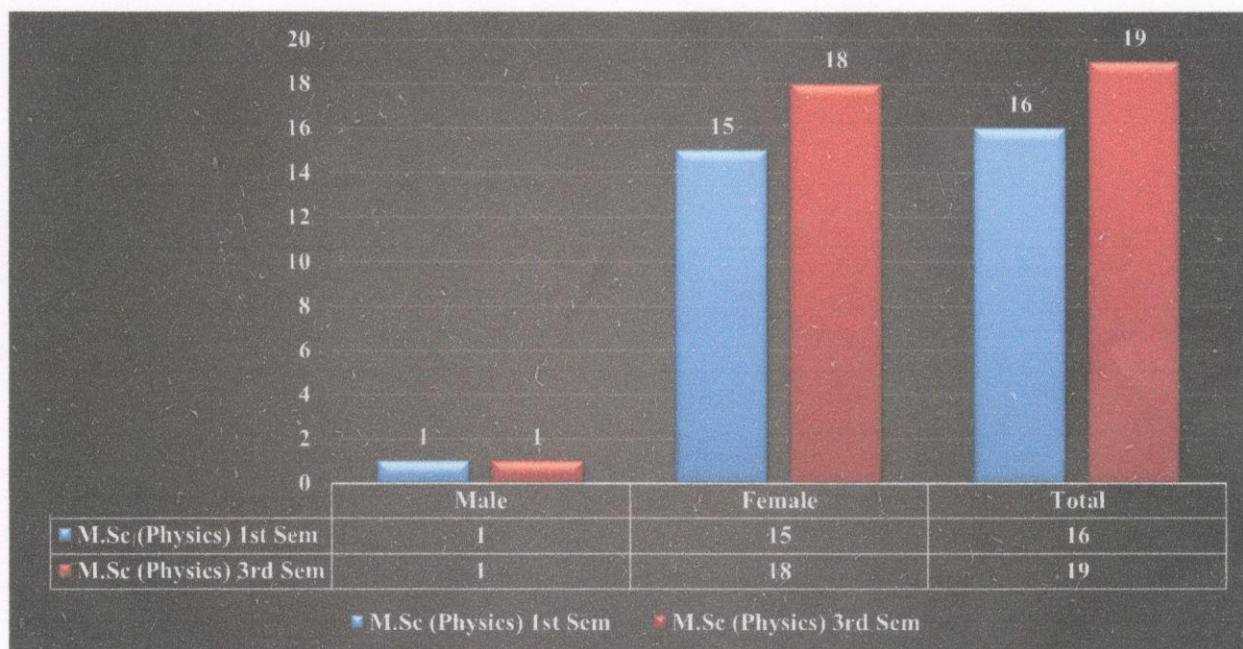
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Master of Science (Physics)

This table provides a snapshot of the gender distribution in different semesters of the M.Sc. (Physics) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Sc. (Physics) 1 st Sem	1	15	16	6.25	93.75
M.Sc. (Physics) 3 rd Sem	1	18	19	5.26	94.74

The gender distribution in the M.Sc. (Physics) program varies across semesters



Analysis:

Across both semesters, there is a consistent trend of a higher percentage of female students compared to male students. The M.Sc. (Physics) program appears to attract a higher number of female students, indicating a potential enrollment trend that may be influenced by various factors, such as program reputation, subject interest, or outreach efforts. This analysis can serve as a starting point for further investigation into the factors influencing the gender distribution in the M.Sc. (Physics) program and may help in implementing strategies to address any gender imbalances if deemed necessary.

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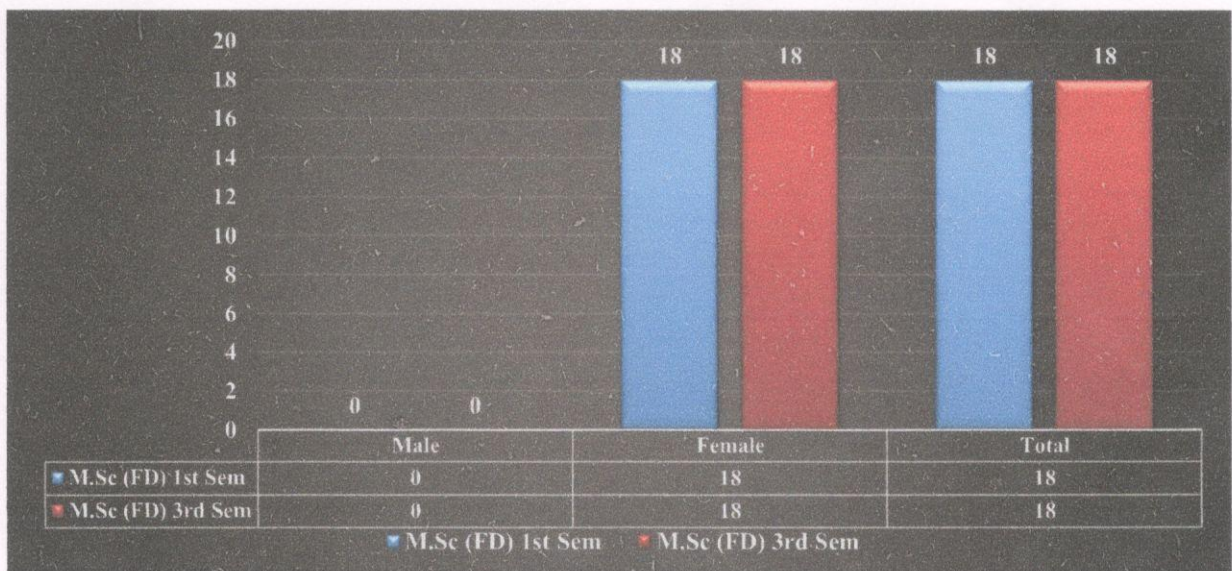
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Master of Science (Fashion Designing)

This table provides a snapshot of the gender distribution in different semesters of the M.Sc. (FD) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Sc. (FD) 1 st Sem	0	18	18	00	100
M.Sc. (FD) 3 rd Sem	0	18	18	00	100

The gender distribution in the M.Sc. (FD) program varies across semesters



Analysis

The data indicates a complete absence of male students in both the 1st and 3rd semesters of the M.Sc. (FD) program. The program appears to have a strong representation of female students, with 100% female enrollment in both semesters. Further investigation would be needed to understand the reasons behind the absence of male students, whether it be due to program preferences, external factors, or other considerations. The college may want to explore strategies to attract a more diverse student population, ensuring equal opportunities for both male and female students in the M.Sc. (FD) program.

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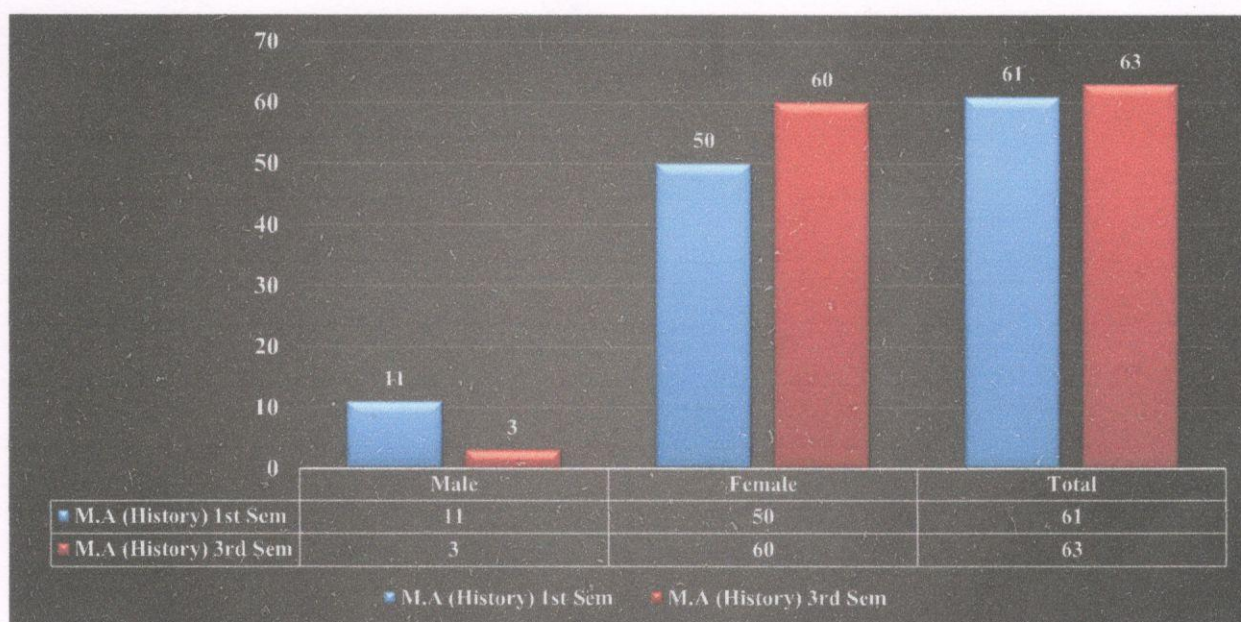
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Master of Arts (History)

This table provides a snapshot of the gender distribution in different semesters of the M.A (History) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A (History) 1 st Sem	11	50	61	18.03	81.97
M.A (History) 3 rd Sem	03	60	63	04.76	95.24

The gender distribution in the MA (History) program varies across semesters



Analysis

This suggests that in the first semester, the majority of the students are female, accounting for 81.97% of the total enrollment. In the third semester, the distribution is significantly different. The majority of the students are now female, representing 95.24% of the total enrollment. The percentage of male students is relatively low at 4.76%. In conclusion, this table provides a snapshot of the gender distribution in different semesters of the M.A (History) program, allowing for a detailed analysis of enrollment trends and potential insights into factors affecting gender representation in the program.

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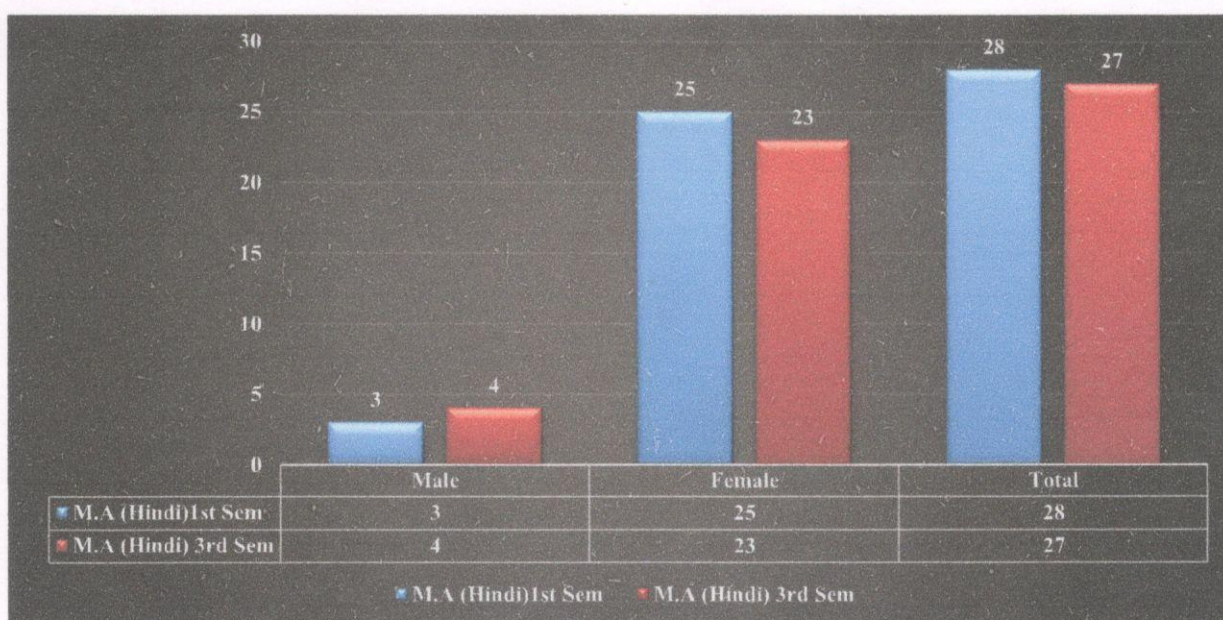
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Master of Arts (Hindi)

This table provides a snapshot of the gender distribution in different semesters of the M.A. (Hindi) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A. (Hindi) 1 st Sem	03	25	28	10.71	89.29
M.A. (Hindi) 3 rd Sem	04	23	27	14.81	85.19

The gender distribution in the MA (Hindi) program varies across semesters



Analysis

In the 1st semester, the majority of students are female, representing 89.29% of the total enrollment. The percentage of male students is relatively lower at 10.71%. In the 3rd semester, the gender distribution has a similar trend. The majority of students are female, accounting for 85.19% of the total enrollment. The percentage of male students has slightly increased to 14.81%. This table provides insights into the gender distribution in different semesters of the M.A. (Hindi) program, highlighting the predominance of female students and allowing for analysis of potential enrollment trends and related concerns.

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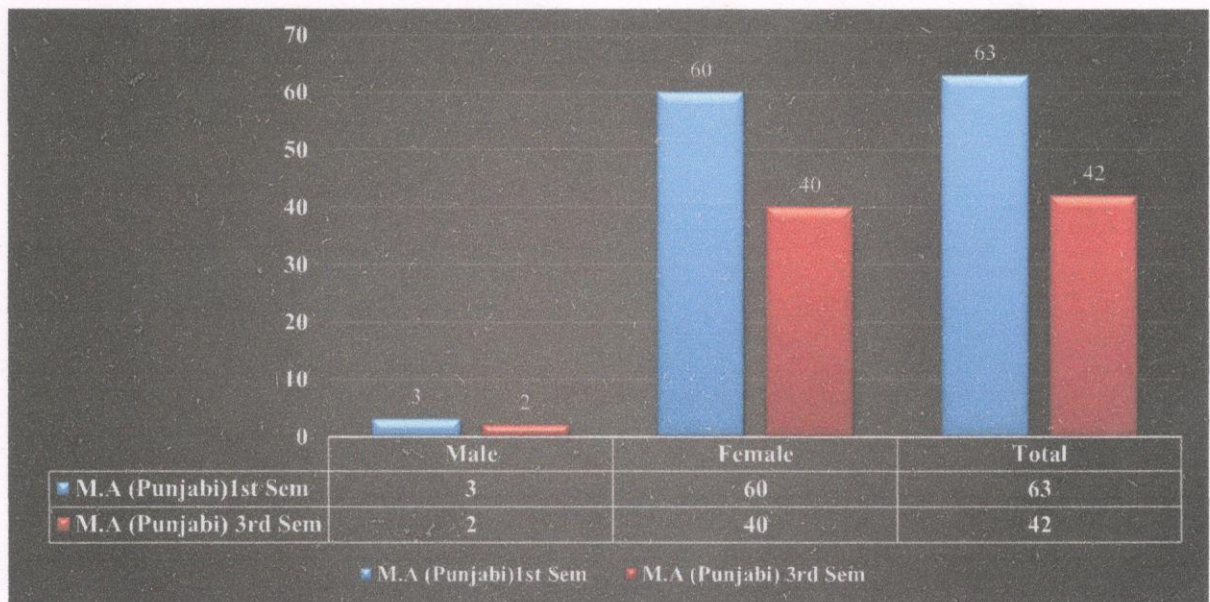
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Master of Arts (Punjabi)

This table provides a snapshot of the gender distribution in different semesters of the M.A. (Punjabi) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A. (Punjabi) 1 st Sem	03	60	63	04.76	95.24
M.A. (Punjabi) 3 rd Sem	02	40	42	04.76	95.24

The gender distribution in the MA (Punjabi) program varies across semesters



Analysis

In the 1st semester, the majority of students are female, representing 95.24% of the total enrollment. The percentage of male students is relatively low at 4.76%. In the 3rd semester, the gender distribution has a similar trend. The majority of students are female, accounting for 95.24% of the total enrollment. The percentage of male students remains at 4.76%, indicating consistency in the gender distribution. This table provides insights into the gender distribution in different semesters of the M.A. (Punjabi) program, highlighting the predominance of female students and allowing for analysis of potential enrollment trends and related considerations.

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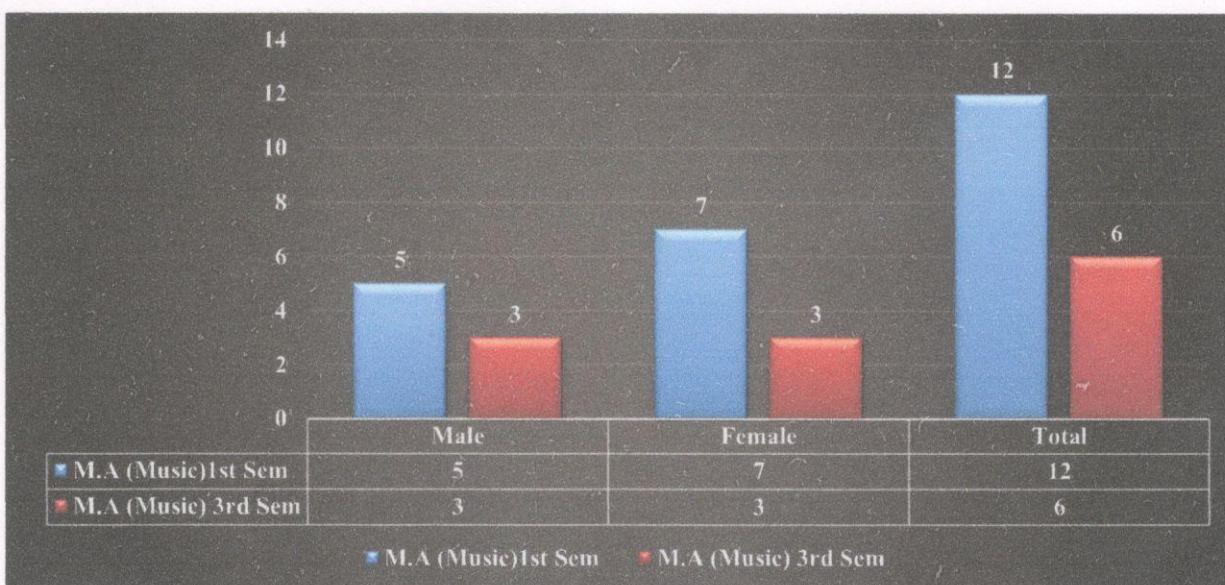
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Master of Arts (Music)

This table provides a snapshot of the gender distribution in different semesters of the M.A. (Music) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A (Music) 1 st Sem	05	07	12	41.67	58.33
M.A (Music) 3 rd Sem	03	03	06	50.00	50.00

The gender distribution in the M.A (Music) program varies across semesters



Analysis

In the 1st semester, there is a mixed gender distribution, with 41.67% male students and 58.33% female students. The gender ratio is relatively balanced. In the 3rd semester, the gender distribution is even more balanced. The percentage of male students is 50%, and the percentage of female students is also 50%. This indicates an equal representation of male and female students in the 3rd semester. The M.A (Music) program exhibits a relatively balanced gender distribution in both the 1st and 3rd semesters.

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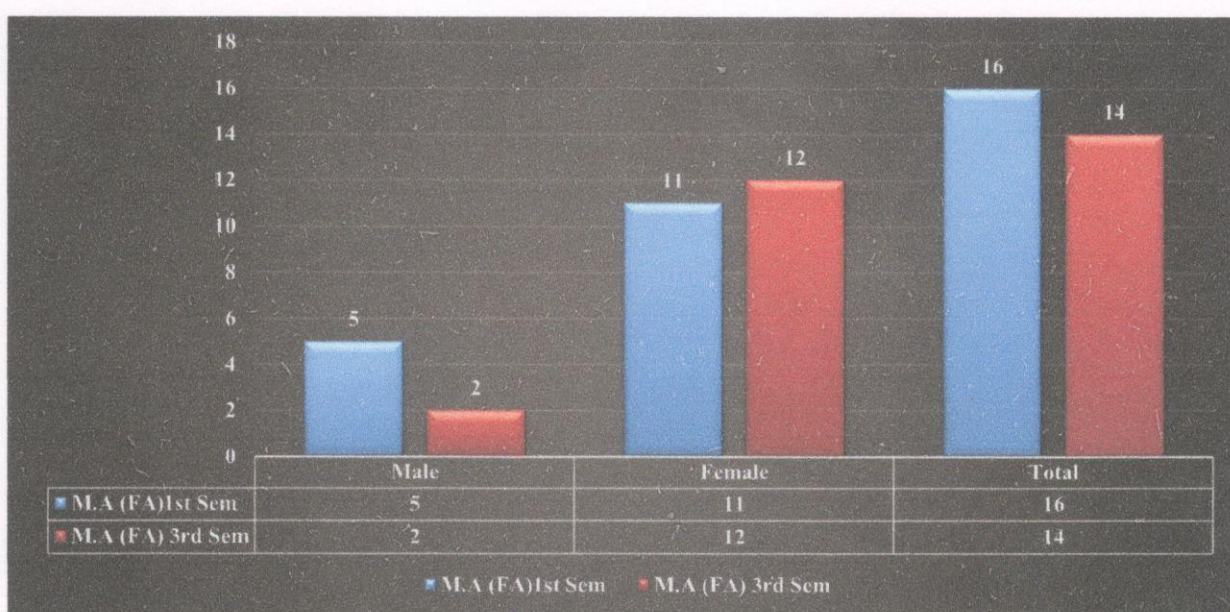
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Master of Arts (Fine Art)

This table provides a snapshot of the gender distribution in different semesters of the M.A. (FA) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A. (FA) 1 st Sem	05	11	16	31.25	68.75
M.A. (FA) 3 rd Sem	02	12	14	14.29	85.71

The gender distribution in the M.A (FA) program varies across semesters



Analysis

In the 1st semester, the majority of students are female, representing 68.75% of the total enrollment. The percentage of male students is 31.25%. In the 3rd semester, the gender distribution shows a similar trend, with the majority of students being female, accounting for 85.71% of the total enrollment. The percentage of male students has decreased to 14.29%. Provide career guidance and opportunities that appeal to students of all genders. Highlight the diverse paths and opportunities available to graduates of the M.A (FA) program. Implement support programs that cater to the needs and interests of both male and female students. This could include mentorship programs, workshops, or events that foster a sense of community within the program.

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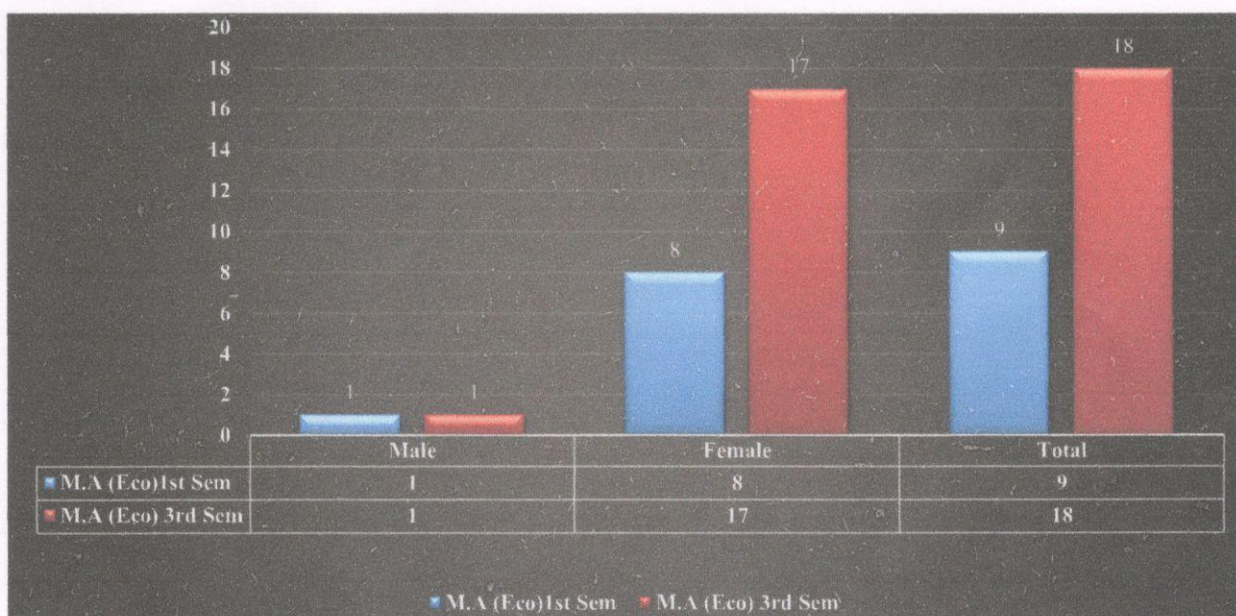
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Master of Arts (Economics)

This table provides a snapshot of the gender distribution in different semesters of the M.A (Economics) program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.A (Eco)1 st Sem	01	08	09	11.11	88.89
M.A (Eco) 3 rd Sem	01	17	18	05.56	94.44

The gender distribution in the M.A (Eco)program varies across semesters



Analysis

The gender distribution in the M.A (Economics) program remains consistent across both semesters. Females constitute the majority in both the 1st and 3rd semesters. There is a limited representation of male students in both semesters, with percentages below 12%. This might warrant further investigation into factors influencing the gender distribution, such as marketing strategies, program perception, or external factors. Implement strategies to retain and engage male students within the program. Work closely with the admissions team to develop and implement targeted recruitment strategies that address the underrepresentation of male students.

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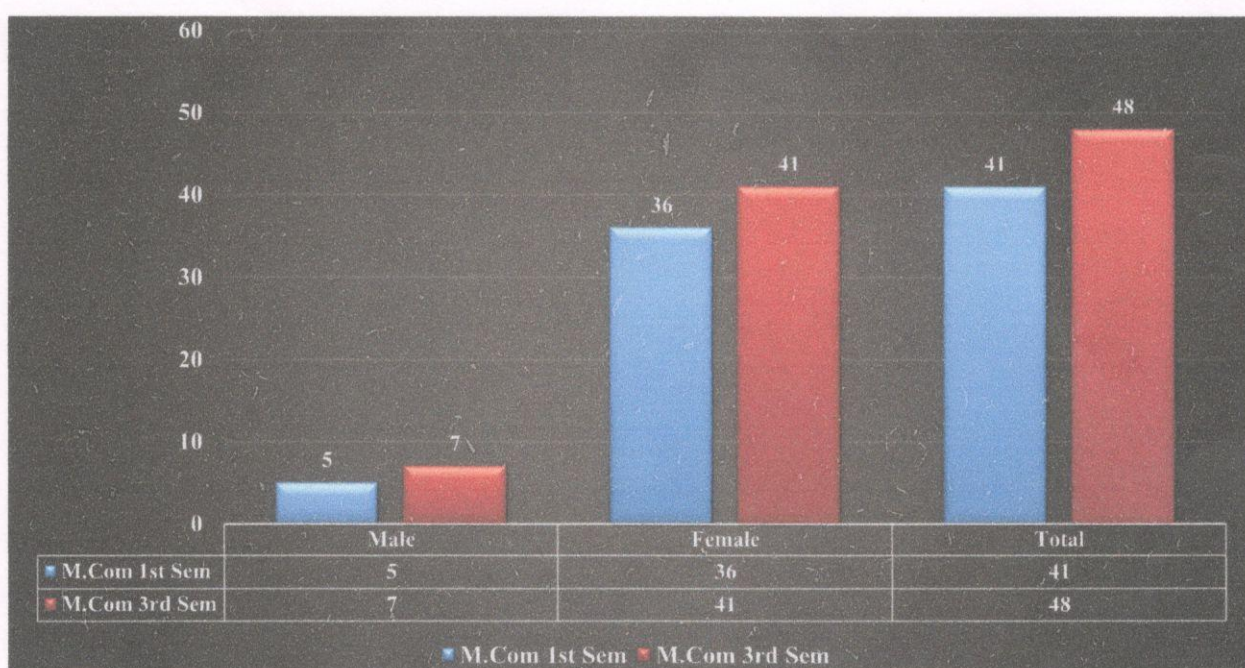
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Master of Commerce

This table provides a snapshot of the gender distribution in different semesters of the M.Com. program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
M.Com 1 st Sem	05	36	41	12.20	87.80
M.Com 3 rd Sem	07	41	48	17.08	85.42

The gender distribution in the M. Com program varies across semesters



Analysis

Across both semesters, there is a consistent trend of females constituting the majority of the M.Com. program. The percentage of female students is notably high, exceeding 85% in both semesters. While the overall gender distribution remains largely consistent, there is a slight increase in the percentage of male students from the 1st to the 3rd semester. The percentage of male students rises from 12.20% to 17.08%. Implement strategies to retain and support students of both genders within the program. This could involve academic support, mentorship programs, or initiatives that enhance the overall student experience.

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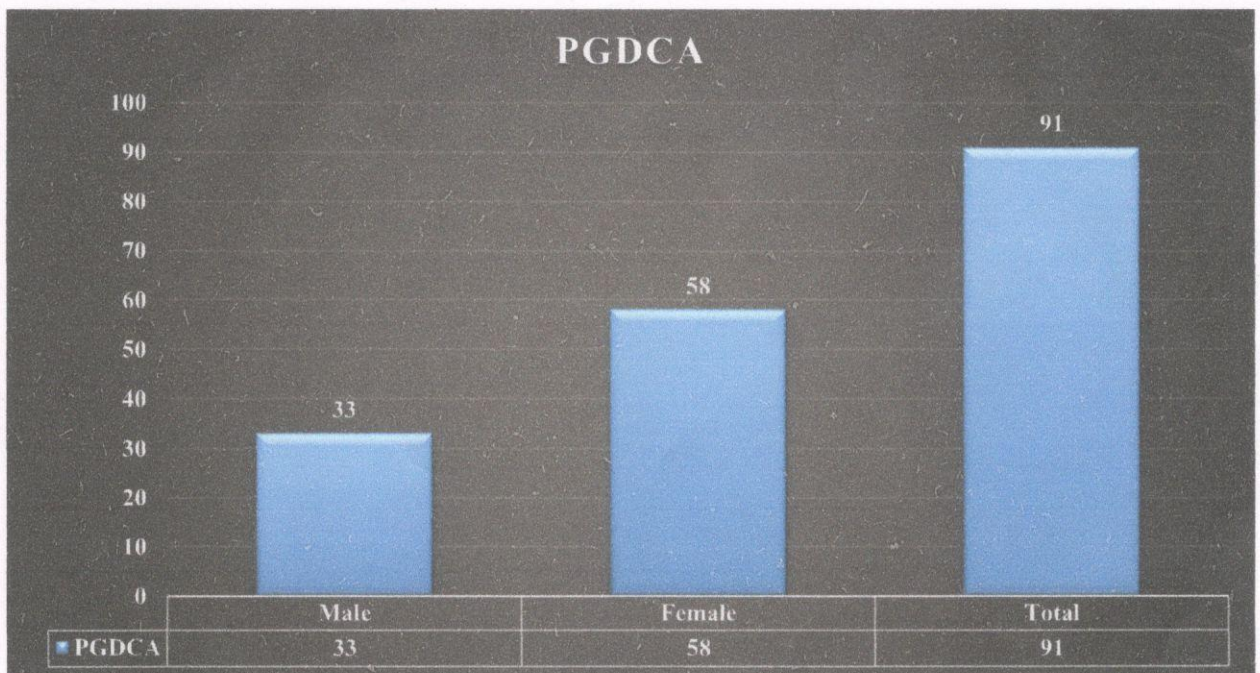
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Post Graduate Diploma in Computer Application

This table provides a snapshot of the gender distribution in different semesters of the PGDCA program, allowing for analysis and potential insights into enrollment trends.

Class	Male	Female	Total	% of Male	% of Female
PGDCA	33	58	91	36.26	63.74

The gender distribution in the PGDCA program varies across semesters



Analysis

In the PGDCA program, the majority of students are female, constituting 63.74% of the total enrollment. The percentage of male students is 36.26%. Establish collaborations with tech organizations, industry leaders, or professionals to create awareness among males about the opportunities and advancements in the field of computer applications. Organize events, hackathons, or tech-related competitions that might specifically appeal to male students interested in computer applications. Also work closely with the admissions team to develop targeted admission strategies that address the underrepresentation of male students.

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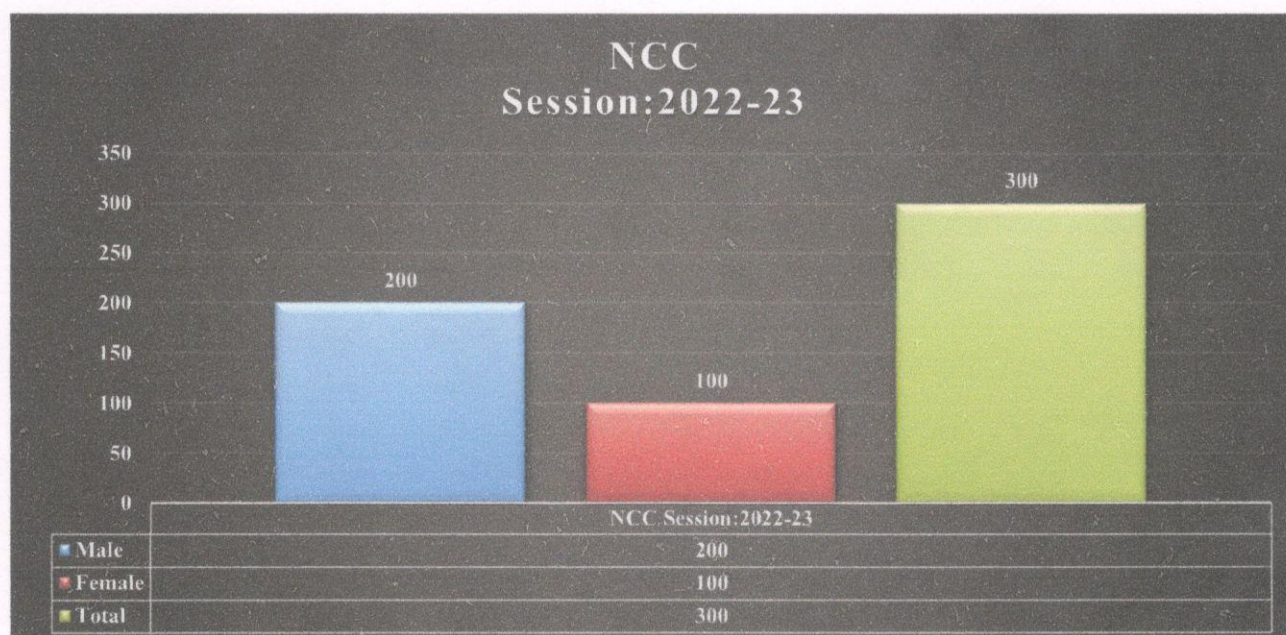
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Gender Difference in Enrolment in NCC Volunteers

The table provides information on the gender-wise distribution of NCC Volunteers for the academic year 2022-23.

Year	Male	Female	Total	% of Male	% of Female
2022-23	200	100	300	66.67	33.33

The gender distribution in the NCC



Analysis

A gender audit of the NCC Volunteers for the academic year 2022-23 reveals a gender imbalance, and this information is used to develop targeted strategies for promoting gender inclusivity and equal opportunities within the NCC program. Addressing the gender gap in NCC participation requires a multifaceted approach that involves challenging stereotypes, improving awareness, implementing inclusive policies, and creating an environment that welcomes and supports individuals of all genders. Implement outreach programs to promote NCC activities among females and address any existing stereotypes or barriers. Provide equal opportunities and resources for both male and female volunteers to ensure a supportive and inclusive environment. Monitor and evaluate the impact of these initiatives over time to assess progress in achieving a more balanced gender distribution.

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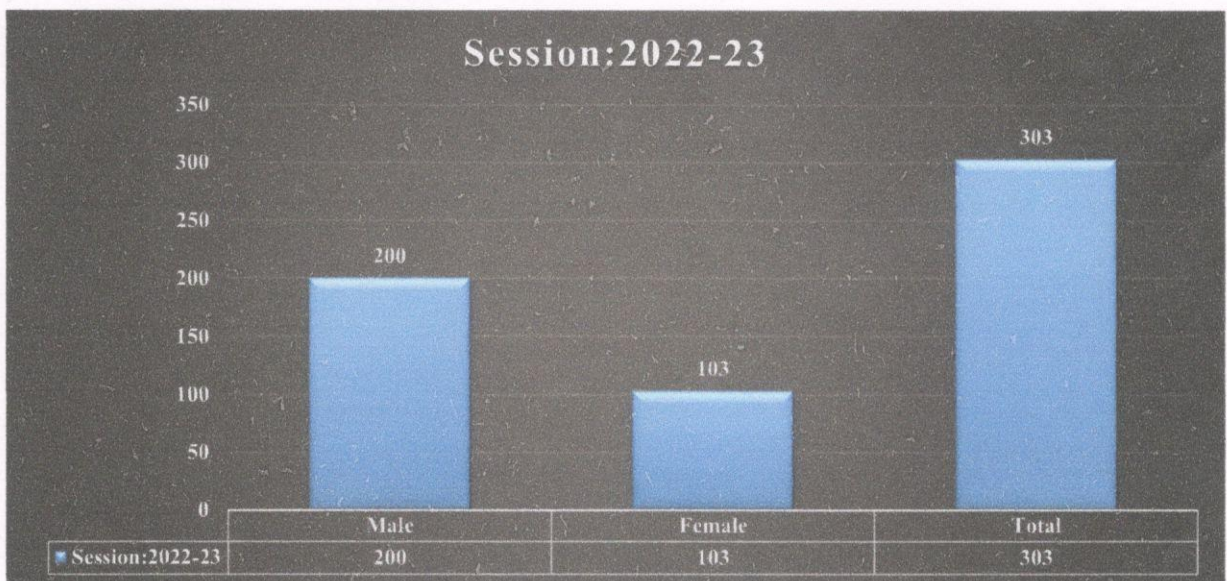
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Gender Difference in Enrolment in NSS Volunteers

The table provides information on the gender-wise distribution of NSS Volunteers for the academic year 2022-23.

Year	Male	Female	Total	% of Male	% of Female
2022-23	200	103	303	66.00	34.00

The gender distribution in the NSS.



Analysis

The percentages indicate the distribution of male and female NSS volunteers as a proportion of the total volunteer base. Approximately two-thirds (66.00%) of the NSS volunteers are male, while one-third (34.00%) are female. The data reveals a gender imbalance in the NSS volunteer composition, with a significantly higher percentage of male volunteers compared to female volunteers. To promote an inclusive environment within the NSS program that actively encourages the participation of individuals of all genders. Encourage active engagement and leadership opportunities for all volunteers regardless of gender.

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SSM at Gender Specific Areas

At Community Level

Institution that is committed to promoting gender equality and inclusivity in the community often engages in a variety of initiatives. Here are some highlights of the work organizations have done in the community to address gender-related issues:

- Conducting workshops, seminars, and awareness campaigns to educate the community about gender equality, stereotypes, and the importance of inclusion
- Offering skill development and vocational training programs that empower individuals of all genders.
- Organizing health camps and awareness programs focusing on women's health, maternal care, and reproductive health.

At College Level

Initiatives that focus on gender-related work within an academic institution often aim to create a more inclusive and equitable environment within specific academic disciplines. Here are some potential highlights of the work done by such organization.

- Implementing and promoting policies that foster diversity and inclusion, ensuring equal opportunities for all genders in academics, employment, and leadership roles.
- Integrating gender-responsive content into academic curricula to ensure a comprehensive understanding of gender issues across various disciplines.
- Ensuring equal opportunities for participation and leadership roles in extracurricular activities, sports, and student organizations, fostering a culture of inclusivity.
- Implementing mentorship programs that connect students with mentors of diverse genders to provide guidance, support, and opportunities for personal and professional growth.
- Offering gender studies programs or courses that delve into the complexities of gender issues, historical perspectives, and contemporary challenges.

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- Organizing events, campaigns, and awareness weeks to highlight and celebrate diversity, challenge stereotypes, and educate the college community about various gender-related topics.

At Departments Level

Initiatives that focus on gender-related work at the department level within an academic institution often aim to create a more inclusive and equitable environment within specific academic disciplines. Here are some potential highlights of the work done by such organization.

- Organizing speaker series, workshops, and seminars featuring experts in the field of gender studies or professionals who can discuss the intersection of gender with the department's subject matter.
- Competitions like role play, quiz and slogan writing to enable students to reflect and take affirmative actions against bias in opportunities in Education, skill building, employment and other aspects of life.
- Creating opportunities for students to engage with gender-related topics through extracurricular activities, clubs, and events within the department.

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Futuristic Plans @ Gender Audit

Looking ahead, SSM College will continue its journey towards gender inclusivity:

- **Continuous evaluation:** Regularly assess the effectiveness of gender-related initiatives and policies to identify areas for improvement and refinement.
- **Expanding awareness programs:** Expand the scope of awareness programs to cover emerging gender issues and ensure that students and staff are informed about emerging social dynamics.
- **Inclusive Curriculum Development:** Further integrate gender-responsive content across academic curricula, ensuring a comprehensive understanding of gender issues in diverse fields of study.
- **Feedback Mechanisms:** Establish robust feedback mechanisms to allow students and staff to provide insights and suggestions for enhancing gender inclusivity on campus.
- **Collaboration:** Foster collaborations with external organizations, NGOs, and experts in the field of gender studies to bring diverse perspectives and expertise to campus initiatives.

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Conclusion

Overall, SSM College's dedication to gender equality is not only reflected in its policies but also in its day-to-day operations and the continuous efforts to create a safe, inclusive, and supportive academic environment. As the college moves forward, its proactive stance on gender equality serves as an inspiring example for other educational institutions, contributing to the broader goal of building a society that celebrates diversity and respects the rights and dignity of all individuals, regardless of their gender. The various counseling sessions, workshops, seminars, and social events organized by experts contribute to the holistic development of students and their awareness of gender and social sentiments. The objectives of the gender audit, as outlined, focus on evaluating disparities, enhancing representation, implementing training programs, fostering a respectful campus culture, and ensuring continuous monitoring and evaluation of gender-related initiatives. Across various programs and semesters, there is a consistent trend of higher percentages of female students, indicating a more significant representation of women in the undergraduate or postgraduate student body. SSM's commitment to gender inclusivity is evident through its facilities, committees, and community engagement. By continuously developing and expanding its efforts, SSM College will continue to be a leader in the field of gender inclusivity, contributing to the broader societal goal of creating educational environments that embrace diversity and empower individuals of all genders.

Last but not least, SSM stands as an icon of inclusive education and a catalyst of positive social change.

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Recommendations

- ✓ SSM College should continue to offer counseling sessions, workshops, seminars, and social events focused on gender equality. These initiatives should be expanded to reach a broader audience and address emerging issues.
- ✓ Provide vocational training and skill development programs specifically targeted at women and other marginalized gender groups in rural areas. These initiatives can include entrepreneurship workshops, and technology literacy programs to enhance economic opportunities and empower individuals to participate more actively in their communities.
- ✓ There is a positive trend of higher percentages of female students, efforts should be made to ensure diversity across all demographics, including gender identity, race, ethnicity, and socioeconomic background.
- ✓ Address barriers to education for girls and young women in rural areas by providing scholarships, tuition assistance, and support services such as transportation and childcare.
- ✓ Strengthen partnerships with local organizations and communities working on gender equality and social justice. Collaborate on events, projects, and initiatives to create a broader impact beyond the campus.
- ✓ Continuously evaluate the effectiveness of gender-related initiatives through surveys, focus groups, and feedback mechanisms. Use this data to refine programs and strategies for maximum impact.
- ✓ Empower student leaders and faculty champions to advocate for gender equality both within the college and in the broader community. Encourage active participation in relevant campaigns and movements.

By implementing these recommendations, SSM College can further solidify its position as a leader in inclusive education and continue to drive positive social change.

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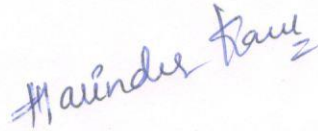
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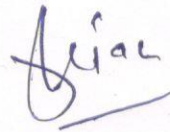
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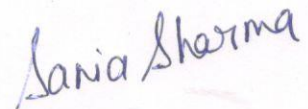
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