



SHYAMLAL PANDVIYA GOVT. P. G. COLLEGE
MORAR, GWALIOR (M.P.)
(Accredited by NAAC with B+ Grade)



GENDER AUDIT REPORT

2018-22



PREPARED BY : GENDER AUDIT COMMITTEE

 C. P. Colony, Near 7 No. Chouraha Morar, Gwalior-474006 (M.P.)

 <https://www.slpcollege.org/>

 slpiqac@gmail.com



Shyam Lal Pandviya Govt. P.G. College Morar, Gwalior



Affiliated to Jiwaji University, Gwalior (M.P.)

Phone No. : 0751-2368320

Email : slpmorar@gmail.com

Website : <https://www.slpcollege.org>




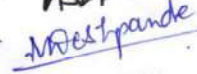

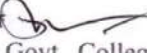
No: 784/Estt./2023

Date :10/10/2023

OFFICE ORDER

Subject: to prepare Gender Audit report for the Period 2018-19 to 2022-23

The following committee is hereby constituted to conduct a Gender Audit. All esteemed members listed below are requested to conduct a periodic audit covering the five academic sessions from 2018-19 to 2022-23 and submit the audit report within five months.

Dr. R. K. S. Sengar	Chairmen 
Dr. Rajeev Kumar Bhadkariya	Co-coordinator 
Dr. Asha Kumari	Internal Member 
Dr. Manisha Deshpande	Internal Member 
Dr. Rajesh Saxena	External member Professor, VRG Govt. College Morar Gwalior (M.P.) 
Dr. Shashi Dwivedi	External member  Professor, VJB ,Govt. College Gwalior (M.P.)

Your cooperation in this important endeavour is greatly appreciated.


Principal

(Dr, R. K. Sengar)

PRINCIPAL

**GOVT S.L.P. P.G. COLLEGE
MORAR, GWALIOR**

Copy to:

1. Dr. Rajesh Saxena , Professor, VRG Govt. College Morar Gwalior (M.P.)
2. Dr. Shashi Dwivedi, Professor, VJB, Govt. College Gwalior (M.P.)
3. IQAC Coordinator

Principal

(Dr, R. K. Sengar)

PRINCIPAL's OUTLOOK: ABOUT GENDER EQUITY AND EQUALITY

We, at Shyamlal Pandviya Govt P G, College, Morar, Gwalior (M P) believe that gender equity is the fair distribution of resources, opportunities and responsibilities between individual regardless of their gender It is my proud privilege to release the Gender Audit report (2018-2022) of the college, the purpose of this is to establish good gender balance in decision making processes and in all areas of college activities

We always ensure a safe and secure ambience for girl's students and female faculties and administrative staff

Our policies and administrative indicatives help to create an inclusive diverse environment where everyone has the enhance to reach their full potential regardless of their background, identity or circumstances, various sensitization programs for women empowerment, and harassment at workplace are regularly conducted in campus

We always try by all means to give equal opportunities and resources, to both boys and girls students without discriminate of cost creed and gender – neutral institution with equal opportunities and promoting social justice equality and guide out students to face global challenges

Dr. R. K. S. Sengar

Chairperson, Gender Audit committee

Principal

SLP Govt. P. G. College Morar, Gwalior (M.P.)

PRINCIPAL
GOVT S.L.P. P.G. COLLEGE
MORAR, GWALIOR

ABOUT THE COLLEGE

The Shyamal Pandviya Government Post Graduate College, Morar, Gwalior, has held a distinctive position in the academic landscape of Gwalior since its establishment in 1970. The institute was founded with a visionary mission to provide science education to students in rural and semi-urban areas. Initially conceived as a branch of Govt Science College, Gwalior, in 1967, it later evolved into an independent, multidisciplinary, and co-educational institution, offering streams in Arts, Science, and Commerce.

Recognized by the UGC under 2f-12B UGC Act 1956 and affiliated with Jiwaji University, Gwalior, the college has maintained academic excellence in Gwalior through a diverse range of UG, PG, and research programs. In the academic year 2022-23, the college offers seven undergraduate programs, including B A , B Sc (PCM), B Sc (Bio), B Sc (Electronics), B Sc (Computer Science), B Com , and B Com (Computer Application). Additionally, it provides nine postgraduate programs (M A in Economics, English, Hindi, Geography, Political Science & Sociology; M Sc in Chemistry & Mathematics; and M Com) along with a PG diploma in Yoga. The college hosts registered research centres for Chemistry, Commerce, Economics, English, and Geography, affiliated with Jiwaji University, Gwalior.

Covering an expansive area of 3.47 hectares (8.5 acres) with coordinates at 26°24'11" N latitude and 78°22'56" E longitude, the college accommodates a total of 4597 students in the academic year 2022-23, comprising 4320 boys and 277 girls. The institution takes pride in its highly educated and experienced faculty, with 43 out of 49 faculty members holding Ph.D. degrees. The faculty is complemented by a sports officer and a librarian, supported by an active team of staff members.

The college library, housed in a separate building, boasts an impressive collection of over 50,000 books, fully automated through the Soul 2.0 software. Introducing an e-library facility with 35,000 books accessible through N-list for open access, the college prioritizes cutting-edge resources for its students. The campus features two playgrounds for athletics and volleyball, a basketball court, an auditorium, a conference hall, and 24 classrooms, including four fully ICT-enabled smart classrooms.

Specialized laboratories for Physics, Chemistry, Botany, Zoology, and Geography, along with two computer labs equipped with 20 computers each, cater to the needs of students in science and computer-related disciplines. The college hosts two NCC units – one army wing with 150 cadets, one naval wing with 50 cadets, and a newly established Girls NCC unit with 16 members. The NSS unit enrolls 60 students annually, organizing various programs on gender sensitization, professional development, and environmental awareness.

In line with the college's commitment to skill development, over 20 certificate courses of 30 hours each are offered to students on a free ship basis. Adopting Padampur Kheria Village for development, the college actively participates in awareness programs through NSS as per the state government scheme. Annual ten-day camps organized by the NSS unit address social issues, environmental challenges, vaccination, girls' education, and the harmful effects of tobacco chewing.

The college ensures a transparent admission and examination process, conducting online admissions via the E-pravesh portal. External and internal examinations, along with remedial classes for weaker students, underscore the institution's dedication to academic progress. As the college progresses each day, it continues to achieve excellence in providing quality education and nurturing socially responsible students.



Shyamlal Pandviya Govt. P.G. College Morar, Gwalior



Affiliated to Jiwaji University, Gwalior (M.P.)

Phone No. : 0751-2368320

Email : slpmorar@gmail.com

Website : <https://www.slpcollege.org>

Date : 22/04/2024

CERTIFICATE OF DECLARATION

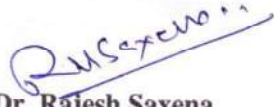
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Dr. Asha Kumari

Internal member, Gender Audit committee
Professor, Department of Hindi
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Manisha Deshpande

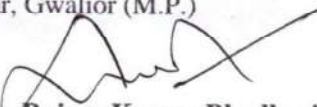
Internal member, Gender Audit committee
Associate Professor, Department of Zoology
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Rajesh Saxena

External member, Gender Audit committee
Professor, Department of Sociology
VRG Govt. Girls P. G. College
Morar, Gwalior (M.P.)


Dr. Shashi Dwivedi

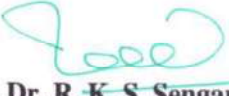
External member, Gender Audit committee
Professor, Department of Political Science
VJB Govt. Girls College, Gwalior (M.P.)


Dr. Rajeev Kumar Bhadkariya

Coordinator, Gender Audit committee
Asst. Professor, Department of Chemistry
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Sadhana Srivastava

Coordinator, IQAC
Professor and Head, Department of Chemistry
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. R. K. S. Sengar

Chairperson, Gender Audit committee
Principal
SLP Govt. P. G. College Morar, Gwalior (M.P.)

PRINCIPAL
GOVT S.L.P. P.G. COLLEGE
MORAR, GWALIOR

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I wish to express my sincere gratitude to Dr. R. K. S. Sengar, Principal, SLP Govt. P. G. College, Morar Gwalior, for offering unwavering support in accomplishing the challenging task of preparing the Gender Audit Report for the college spanning from 2018 to 2022. Under his able stewardship, the entire documentation process was successfully completed.


I also extend my gratitude to the IQAC Coordinator, Dr. Sadhana Srivastava, for providing the necessary data for the successful completion of this work.

Furthermore, I am grateful to the other members of the Gender Audit Committee for their consistent dedication, which played a crucial role in bringing this report to fruition.

I am also indebted to all stakeholders in the college for their invaluable cooperation during the data collection process, including their provision of resources, feedback, and encouragement. It is my hope that the findings presented in this report will prove exceedingly beneficial to those involved in the advancement of women's empowerment.

Together, we have taken a significant step towards creating a more inclusive and equitable environment at SLP Govt. P. G. College, Morar Gwalior.

Date: 22/04/2024


Dr. Rajeev Kumar Bhadkariya
Coordinator, Gender Audit committee
Asst. Professor, Department of Chemistry
SLP, Govt. P. G. College Morar, Gwalior (M.P.)

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LIST OF ABBREVIATIONS

AISHE	All India Survey on Higher Education
AQAR	Annual Quality Assurance Report
ARC	Anti ragging committee
CCTV	Closed Circuit Television
CM	Chief Minister
GEN	General
IQAC	Internal quality assurance cell
IT	Information technology
MoRD	Ministry of rural development
NAAC	National Assessment and Accreditation Council
NCC	National Cadet Corps
NSS	National Service Scheme
OBC	Other Backward Classes
PG	Post-Graduate
QLC	Quality Learning Centre
RTI	Right to Information
SC	Scheduled Caste
SDG	Sustainable Development Goals
SLP	Shyamlal Pandviya
ST	Scheduled Tribe
SVCG	Swami Vivekanand Carrer Guidance
UG	Under Graduate
UGC	University Grants Commission

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GENDER AUDIT : AN INTRODUCTION

A gender audit is an assessment process by which the gender equality at an institution is analysed and main gender biases are identified. Recently the concept of gender audit has gained significant importance particularly in domain of higher education, with a specific focus on addressing the need and challenges faced by females. The Ministry of Rural Development (MoRD) acknowledges the necessity of addressing gender disparities in governmental programs and schemes through a systematic analysis. This involves evaluating how these initiatives affect individuals from different social groups, recognizing the diverse experiences and needs of women and men. Gender audits, a key tool in this process, assess the extent to which organizations integrate gender perspectives into their operations, aiming to make them more responsive and measure their impact on gender equality and women's empowerment.

In the context of higher education in India, institutions are at a critical juncture regarding constitutional ideals of equality. The democratization of universities has led to increased diversity among social groups, with women constituting 42% of all students. However, persistent inequalities remain, necessitating an intersectional analysis considering factors such as region, class, caste, ability, and sexuality.

We ensure equitable treatment and dignity preservation for all individuals in the workplace through the implementation of the 'Vishaka Guidelines' and the Sexual Harassment at Workplace Act, 2013, aimed at safeguarding the rights of employees within the college. Recognizing the principles of equality and justice enshrined in the Indian Constitution, the University Grants Commission (UGC) introduced the Saksham guidelines in 2014, which mandate gender sensitization measures and the inclusion of gender audit reports in higher educational institutions. These initiatives to ensure fair treatment and protection against any form of discrimination or harassment in the workplace.

Gender audits are pivotal in achieving Sustainable Development Goal 5 (SDG 5) of ensuring quality education for all. They provide a systematic examination of an institution's policies and practices from a gender perspective, addressing issues like unequal representation, safety concerns, hidden biases, and the need for data-driven action. By addressing gender disparities in higher education, gender audits contribute directly to SDG 5's targets, paving the way for a more equitable and inclusive higher education system in India.

These audits aim to create conducive environments for the progression of all genders and address disparities effectively.

Gender initiative in SLP College

The Gender Audit Report on SLP Govt. College provides a thorough examination of the institution's gender dynamics across various dimensions. The report encompasses a multi-faceted analysis, addressing critical areas such as academic departments, extracurricular activities, staff composition, facilities and security measures. It not only identifies existing imbalances but also delves into the subtleties of gender inclusivity, providing practical recommendations for transformative change.

The college always focuses on qualitative performance along with holistic personality development of the students. Observing gender equality, girls are provided with various facilities and special attention. Focuses on developing qualities like discipline, leadership, secular outlook and adventurous spirit for boys and girls.

The faculty of arts, science, and commerce is also assessed to determine the gender balance among faculty members. The report looks at how this balance impacts gender equity in terms of academic opportunities, course content, and classroom dynamics. It also examines the availability of mentorship and leadership opportunities for female faculty members. The report also assesses the representation of non-teaching staff positions.

Extracurricular activities, including NCC, NSS, and sports, are scrutinized to assess participation rates and leadership opportunities for both genders. Training such self-defence, Yoga, health and hygiene and lectures related to women's issues are an essential aspect of the report. It assesses the availability and effectiveness of such training, analysing whether they create awareness and promote positive change.

The library facility ensures equal access to resources for all students, irrespective of gender, and assesses the availability of materials addressing gender-related topics. The report also scrutinizes security measures, including CCTV camera coverage and the provision of safe spaces, such as girls' common rooms, ensuring a secure environment for all students.

Student feedback is incorporated, providing qualitative insights into their experiences and perspectives on the gender climate. Collaborative initiatives and partnerships with external organizations are assessed for their impact on enhancing gender-related programs.

Policy assessment examines existing gender-related policies and their implementation, including anti-discrimination measures and gender-sensitive curricular frameworks. The report aims to create a more inclusive, supportive and equitable environment for all genders within the college community.

Scope of the Gender Audit

The ongoing gender audit, conducted as part of the NAAC assessment for the college, employs a gender mainstreaming approach in alignment with the latest Framework of Gender Sensitive Indicators recommended by NAAC. The primary objective is to identify and comprehend gender patterns within the organization, with a focus on advancing gender equality and eradicating discrimination against women. The audit delves into various dimensions, including organizational culture, human resource management, policy design and delivery, decision-making structures, staff perceptions and behaviours, human resource issues, budgeting, and management. Furthermore, it extends its purview to scrutinize mainstream public policies, encompassing legislation, regulations, allocations, taxation, and social projects, to evaluate their impact on the status of women in society. The audit not only concentrates on internal operations but also involves reporting gender equality initiatives and status for all stakeholders. This comprehensive approach incorporates an internal audit to compile a detailed status report and includes a survey for perception analysis among the college's stakeholders. Such a multifaceted strategy aligns with the overarching goal of fostering gender equality within the organization and within the broader societal context.

The vision behind a Gender Audit in SLP college

The vision behind a Gender Audit in the college is to foster inclusivity, identify and rectify gender disparities, and create a campus environment that ensures equal opportunities and rights for all genders.

GENDER AUDIT PROCESS

The major objectives of the Gender Audit

The objective of conducting a gender audit at SLP college is to assess and analyse the current state of gender inclusivity and equality within the institution. The gender audit aims to identify areas where there may be disparities, discrimination, or barriers based on gender, and to recommend strategies for improvement. Here are some specific objectives for a gender audit:

- **Evaluating Representation:** Assess the distribution of genders across various roles within the college, including faculty, staff, and leadership positions, to identify and rectify any existing imbalances.
- **Ensuring Equal Opportunities:** Review admission processes, scholarship allocation, and career advancement mechanisms to guarantee that individuals of all genders have equitable access to educational and professional opportunities.
- **Analyse Academic and Professional Opportunities:** Evaluate the opportunities available to students, faculty, and staff in terms of academic programs, research projects, leadership roles, and career advancement. Identify any gender-based disparities in access to resources and opportunities.
- **Creating a Safe Environment:** Examine campus policies and practices to ensure the college is a secure and supportive space for everyone, addressing issues such as sexual harassment and discrimination, and implementing measures to enhance safety.
- **Gender-Inclusive Education:** Develop initiatives to integrate gender perspectives into the curriculum, promoting an understanding of diverse gender issues and encouraging a more inclusive and responsive educational experience for all students.

By conducting a gender audit with these objectives, our SLP college can work towards creating an environment that values and promotes gender equality, diversity, and inclusion.

Methodology

By employing the audit survey method, we gathered primary data pertaining to gender-related aspects through a specialized questionnaire using Google Forms, specifically crafted for female students at our college. Additionally, we sourced secondary data from the college administrative database, AQAR reports, AISHE reports, encompassing

details on the curriculum, gender distribution among students, teaching and non-teaching staff, the management committee, and various cells within our institution. This data collection also included a compilation of programs, workshops, and seminars conducted on gender-related topics, contributing to our comprehensive analysis of the gender balance within the college. Examining patterns and trends in this comprehensive dataset, we interpreted our findings within the distinct academic and technological context of our college. By tailoring the gender audit methodology to the unique characteristics of SLP College, our approach strives to foster a more equitable and inclusive environment for all members of our academic community.



*"Achieving gender equality requires the
engagement of women and men, girls and boys.
It is everyone's responsibility"*

-Ban Ki Moon

former secretary-general of the UN

GENDER REPRESENTATION IN SLP COLLEGE

Gender Balance in Students Access to Higher Education

Examining various facets of gender imbalance within the educational system, encompassing students, teachers, employees, and administrators, provides valuable insights. When focusing on students, disparities become evident in areas such as a) access to higher education, b) college campus life experiences, and c) educational outcomes. Notably, these imbalances may vary in intensity across these dimensions. The issue of access in higher education is taken up in this section specifically analysing admission data from the past five academic years from session 2018-19 to 2022-23. The examination distinguishes between the admission of female students in the Faculty of Arts, Commerce and Science. Additionally, enrolment data is scrutinized to gain a comprehensive understanding. The presence of female students within different communities is also calculated, shedding light on variations within diverse communities.

Figure 1 illustrates the gender ratio in admissions over the five years (2018-19 to 2022-23) of SLP College Morar Gwalior. This analysis suggests a positive trend of increasing female representation at the entry level over the years. There was a remarkable increase in the Gender Ratio to 130.94 in the 2022-23 academic session, indicating a substantial rise in the number of females entering the college compared to previous years. A ratio greater than 100 suggests a higher representation of females. The observed gender ratio aligns with the findings of the All-India Survey on Higher Education (AISHE).

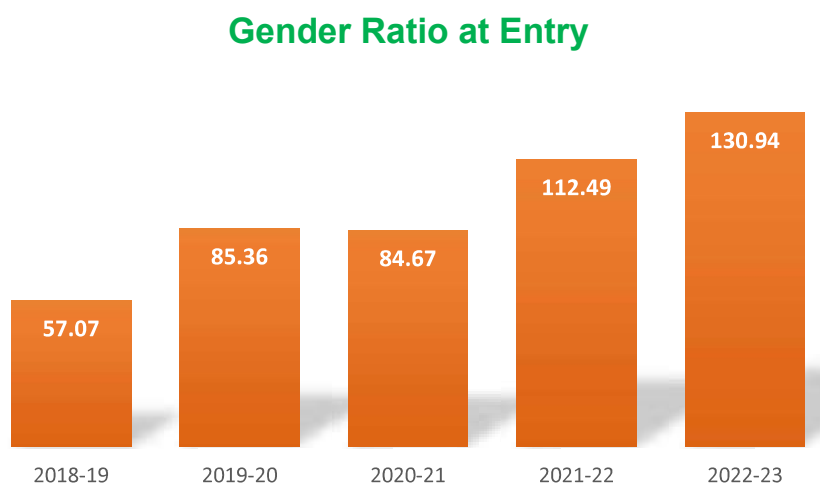


Figure 1: Gender ratio at entry

Proportion of female student admitted according to faculty at PG Level

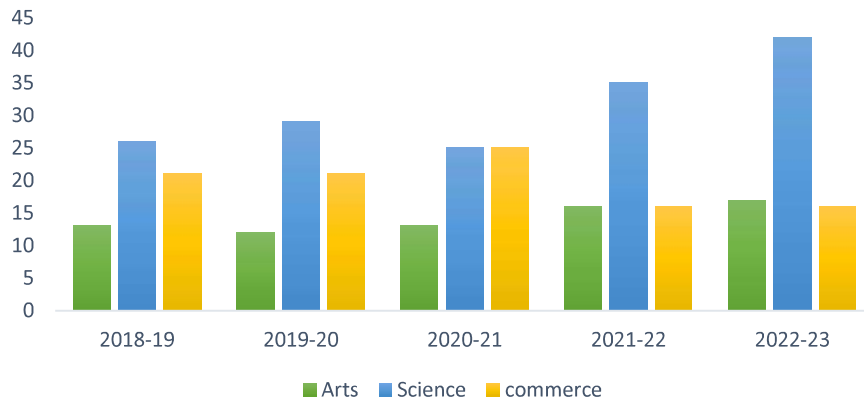


Figure 2: Proportion of female student admitted according to faculty at PG Level

Proportion of Female student admitted according to Faculty at UG Level

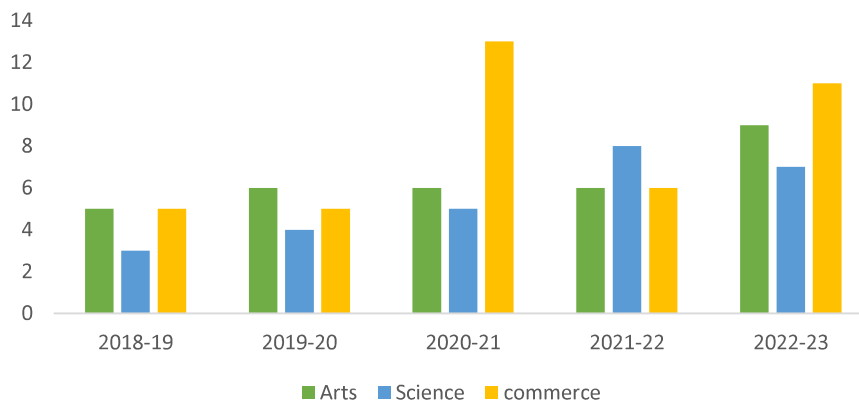


Figure 3: Proportion of female student admitted according to faculty at UG Level

According to figure 2, at the PG level, The Science faculty shows a consistent increase in female representation over the years, suggesting a growing interest or acceptance of females in science-related fields. The Arts faculty also saw an increase, while the Commerce faculty experienced fluctuations.

According to figure 3, at UG level, The Arts faculty shows a consistent representation of female students at 6% over the years while in 2022-23, it is increased 9%. The Science stream exhibits some fluctuation, with a peak in 2021-22. while Commerce faculty shows an increase from 5% to 13% in 2020-21 and then a decrease to 6% in 2021-22.

These trends provide insights into the changing dynamics of female representation across different faculty the Postgraduate and undergraduate level. Further analysis could explore factors contributing to these variations, such as changes in educational policies, societal attitudes, or career preferences.

Table 1 : List of the number of admitted students at different level

Sessions	Students Admitted											
	Programme		Male					Female				
	Level	Faculty	GEN	SC	ST	OBC	Total	GEN	SC	ST	OBC	Total
2018-2019	PG	Arts	27	49	1	33	110	7	3	0	6	16
		Science	30	25	0	10	65	15	6	0	2	23
		commerce	34	10	2	18	64	9	2	0	6	17
	UG	Arts	252	430	6	473	1161	14	24	0	17	55
		Science	359	280	3	294	936	18	12	1	2	33
		commerce	368	136	0	275	779	28	5	0	9	42
		Others	-	-	-	-	-	-	-	-	-	-
PhD	-	-	-	-	-	-	-	-	-	-	-	
2019-2020	PG	Arts	45	101	0	53	199	7	14	7	0	28
		Science	30	30	0	13	73	15	10	0	5	30
		commerce	21	15	1	15	52	8	1	0	5	14
	UG	Arts	273	596	5	636	1510	18	41	0	30	89
		Science	312	247	4	270	833	19	11	0	9	39
		Commerce	361	134	1	280	776	28	5	0	8	41
		Others	-	-	-	-	199	-	-	-	-	-
PhD	-	10	2	0	4	16	5	0	0	0	5	

Sessions	Student Admitted											
	Programme		Male					Female				
	Level	Faculty	GEN	SC	ST	OBC	Total	GEN	SC	ST	OBC	Total
2020-2021	PG	Arts	72	132	2	82	288	20	14	0	10	44
		Science	29	50	0	28	107	7	9	0	19	35
		Commerce	22	14	1	22	59	14	2	0	4	20
	UG	Arts	345	711	5	773	1834	27	57	0	37	121
		Science	313	276	9	325	923	17	18	3	9	47
		Commerce	72	132	2	82	288	20	14	0	10	44
		Others	0	0	0	0	0	0	0	0	0	0
	PhD	-	6	3	0	1	10	2	1	0	2	5
2021-2022	PG	Arts	71	159	12	113	355	28	25	0	16	69
		Science	25	28	2	23	78	15	12	0	15	42
		Commerce	33	18	1	21	73	9	3	0	2	14
	UG	Arts	550	845	7	1012	2414	42	64	0	50	156
		Science	374	307	6	382	1069	27	10	44	16	97
		Commerce	310	119	0	295	724	27	10	0	9	46
		Others	1	3	0	2	6	1	3	0	0	4
	PhD	-	3	1	0	1	5	4	3	0	2	9

Session	Programme		Student Admitted									
			Male					Female				
	Level	Faculty	GEN	SC	ST	OBC	Total	GEN	SC	ST	OBC	Total
2022-2023	PG	Arts	84	182	2	111	379	28	38	0	13	79
		Science	13	15	2	11	41	13	8	0	9	30
		Commerce	26	18	1	12	57	5	2	0	4	11
	UG	Arts	475	705	10	809	1999	58	68	0	61	187
		Science	281	228	2	330	841	26	24	0	13	63
		Commerce	243	85	2	227	557	23	17	0	28	68
		Others	0	0	0	1	1	0	0	0	0	1
	PhD	-	3	2	0	4	9	10	2	0	4	16

Proportional of male and female students enrolled

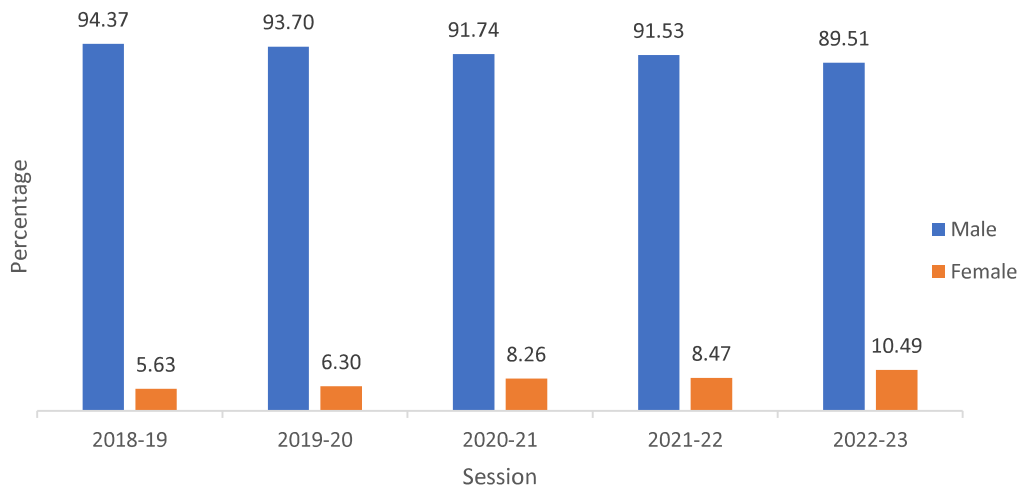


Figure 4: Proportional of male and female students enrolled

Table 1 shows the number of male and female students enrolled in different courses in different years. From these the proportion of female and male students in total

students enrolled in the I, II and II-year UG, I and II year PG are calculated. Figure 4 shown that the proportion of male students has remained relatively stable over the years, with slight fluctuations ranging from 89.53.51% to 94.37%. while the proportion of female students has shown some variation, ranging from 5.63% to 10.49%. The highest proportion was observed in 2022-23.

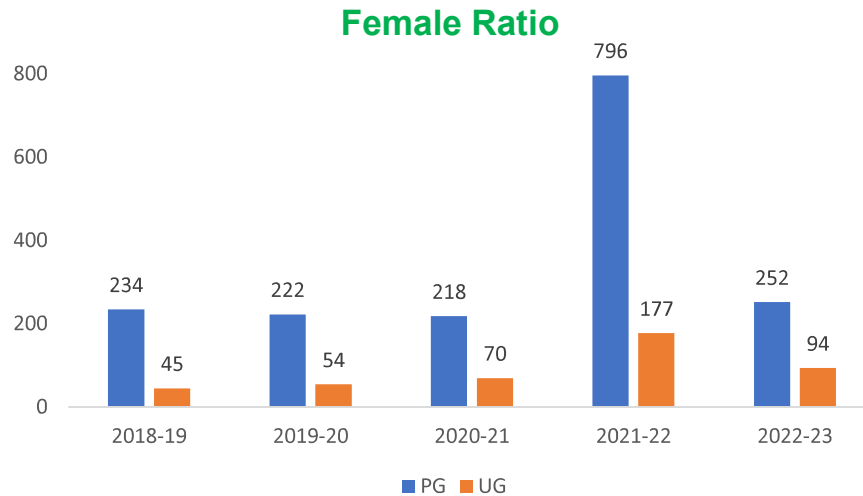


Figure 5: Female ratio at different session.

The female ratio in PG classes has fluctuated, with the highest value in 2021-22 (796) and the lowest in 2019-20 (222). This suggests a substantial increase in female enrolment in PG classes in the academic year 2021-22. The female ratio in UG classes has also shown variability, reaching its peak in 2021-22 (177) and its lowest in 2018-19 (45).

SLP college is becoming more gender-balanced over time. The proportion of female students is increasing, both in overall enrolment and in PG classes. This suggests that the college is taking steps to attract and retain female students. However, there is still a gap between the proportion of male and female students, and the proportion of female students in UG classes is still relatively low. The college may want to consider taking additional steps to attract more female students to UG programs.

Access to Higher Education: Women belonging to different social categories

The data illustrates the percentage distribution of female students across social categories (General, SC, ST, OBC) for five academic sessions. Notable fluctuations in enrolment percentages reflect dynamic access to higher education for women from diverse

social backgrounds. Positive trends include a substantial increase in ST category enrolment in 2021-22, indicating potential improvements in access. However, anomalies, such as zero ST category enrolment in 2022-23, require thorough investigation. Continuous monitoring and targeted interventions are essential for fostering equitable access and addressing evolving enrolment patterns. This data serves as a crucial tool for informed policymaking, highlighting the need for initiatives aimed at enhancing educational opportunities for women across varied social categories.

SOCIAL CATEGORY OF FEMALE STUDENT ENROLLED (IN PERCENTAGE)

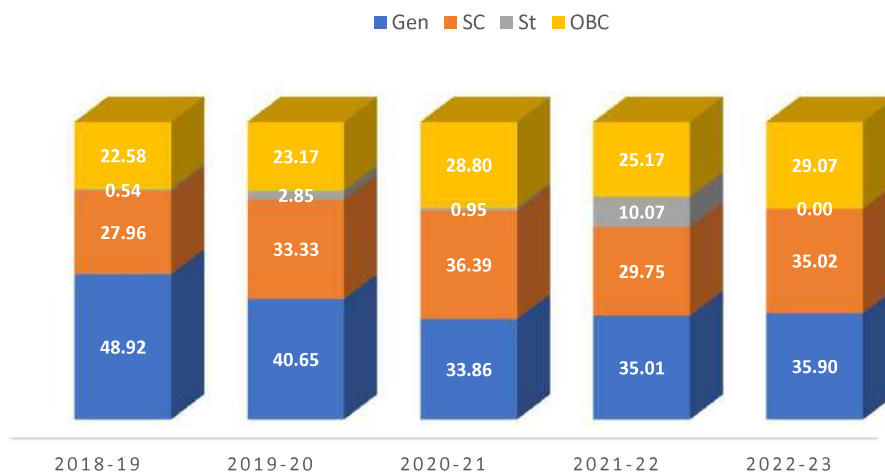


Figure 6: Social category of female student enrolled

Gender balance in social category

From the figure 6, the gender balance among females varies across social categories in the college. The General and Other Backward Classes (OBC) categories predominantly consist of males, with 11% and 6% female representation, respectively. In the Scheduled Caste (SC) category, females constitute 8%, while the Scheduled Tribe (ST) category demonstrates a relatively more balanced distribution, with approximately 18.31% females. These findings underscore distinct gender imbalances, highlighting a need for targeted efforts to enhance female representation, particularly in the General and OBC categories, fostering greater gender equity within the college community.

Success Rate in PG and UG Courses

Exploring the gender dimensions of outcome variables is crucial for understanding the institutional perspective on the academic accomplishments of female students. We analyse the success rates of female students in the Master's Degree Programs across Three faculties. Additionally, this discussion delves into the progression and access of female students to future job and research opportunities.

The data on students appearing in the final years of UG and Forth semester of PG examination in Science and Arts & Commerce, and number of students passed are used to calculate the success rate among male and female students as given in Table 2 and 3.

In the success rate, table reflects the academic performance across different sessions, with notable trends and circumstances influencing the outcomes.

In the sessions 2019-20 and 2020-21, the 100% success rates observed across all categories for both male and female students during these years can be attributed to the unprecedented circumstances of the COVID-19 pandemic. The implementation of open-book exams conducted at home provided students with a unique testing environment, potentially contributing to the remarkable success rates. This adjustment likely contributed to the higher success rates, as students had the flexibility to access resources during examinations, showcasing adaptability in response to challenging circumstances.

The analysis predominantly focuses on gender audit, emphasizing the academic achievements of female students. Despite some fluctuations, female students consistently demonstrated commendable success rates across all sessions. In 2021-22, although there were variations among faculties, female students displayed resilience and noteworthy achievements, underscoring the importance of gender-focused assessments and interventions.

The success rate data for undergraduate (UG) students reveals distinct trends and factors influencing academic outcomes. Notably, the years 2019-20 and 2020-21 stand out with higher success rates, attributed to the implementation of open-book exams at home during the global pandemic. This adaptive measure provided a flexible testing examination, contributing to elevated success percentages. Female students demonstrated resilience and academic prowess, underscoring the importance of ongoing efforts to foster an inclusive and supportive academic environment.

Overall, the data reflects variations in success rates across disciplines and sessions. While female students achieved a remarkable 100% success rate in Arts in 2020-21, gender disparities in Commerce and Science disciplines were evident in other sessions. Male success rates, particularly in science, remained consistently high. These fluctuations underscore the dynamic nature of academic performance.

Table 2: Success rate in PG courses

Session	Male			Female		
	Arts	Commerce	Science	Arts	Commerce	Science
2018-19	96	92	80	100	83	80
2019-20	100	100	100	100	100	100
2020-21	100	100	100	100	100	100
2021-22	98	100	85	87	100	76
2022-23	95	96	85	80	100	92

Table 3: Success rate in UG courses

Session	Male			Female		
	Arts	Commerce	Science	Arts	Commerce	Science
2018-19	82	85	83	82	67	85
2019-20	92	84	93	75	75	71
2020-21	89	90	93	100	75	88
2021-22	82	80	82	93	100	100
2022-23	93	92	87	85	81	94

Access of Female Students to Research (Ph.D. Scholar)

The table 4 and figure 7 showing the student strength i.e. the male-female and female percentage who were awarded Ph.D from the session 2018-19 to 2022-23 clearly

show that Over the academic sessions from 2018-19 to 2022-23, a notable positive trend emerges in favour of female scholars in Ph.D. awards at our college. The data reflects a consistent increase in the number of female recipients, reaching a commendable 40% representation in the 2019-20 and 2022-23 sessions. This underscores the institution's commitment to fostering gender balance and inclusivity in academic achievements. Recognizing and celebrating these advancements is crucial, and continued support for female scholars through targeted initiatives and mentorship programs can further contribute to sustained growth in female representation in Ph.D. pursuits, enriching the academic landscape with diverse perspectives and talents.

Table 4: No. of scholar awarded Ph.D. degrees in the last five years

Session	Male	Female	Total
2018-19	0	0	0
2019-20	3	1	4
2020-21	6	3	10
2021-22	8	3	11
2022-23	6	4	10

PERCENTAGE OF OF FEMALE IN RESEARCH

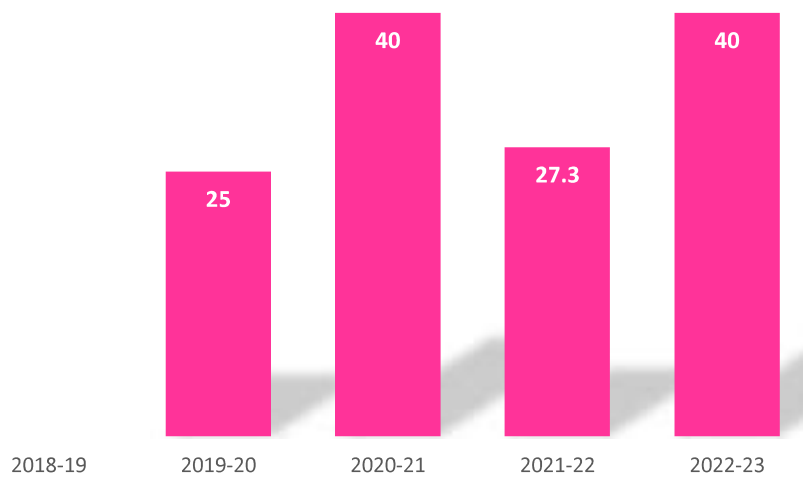


Figure 7: Percentage of female research scholar Awarded Ph.D.

Gender Balance among Employees

Gender balance in our college is pivotal for holistic development. Recognizing the significance of a balanced workforce, we strive to ensure an equitable representation of both genders among our teaching and non-teaching staff. The presence of a diverse and inclusive team not only aligns with global principles of gender equality but also enhances the overall quality of education and organizational culture. By valuing the contributions of men and women alike, we create an environment that nurtures innovation and collaborative learning. This commitment to gender balance is an integral part of our mission to provide a progressive and equal opportunity educational experience.

Gender balance among teaching staff

The dedication of teachers to their profession is a subject that has garnered significant attention both nationally and internationally. Gender emerges as a noteworthy factor influencing this commitment, though existing studies lack conclusive findings. Ongoing discussions and debates surrounding job satisfaction, job retention, workplace harassment, and cultural constraints have consistently captured our interest. Gender stands out as a pivotal element in shaping various aspects within these debates. In light of these considerations, we have undertaken an initiative to delve into the gender composition and the underlying factors that influence gender relations among the teaching staff at SLP College.

Table 5: Gender balance among faculty

Session	Professor		Associate Professor		Assistant Professor		Total		Total
	Male	Female	Male	Female	Male	Female	Male	female	
2018-19	10	6	5	4	10	2	25	12	37
2019-20	11	7	5	4	10	2	26	13	39
2020-21	11	7	4	4	10	4	25	15	40
2021-22	11	7	5	3	12	5	28	15	43
2022-23	11	7	5	3	15	3	31	13	44

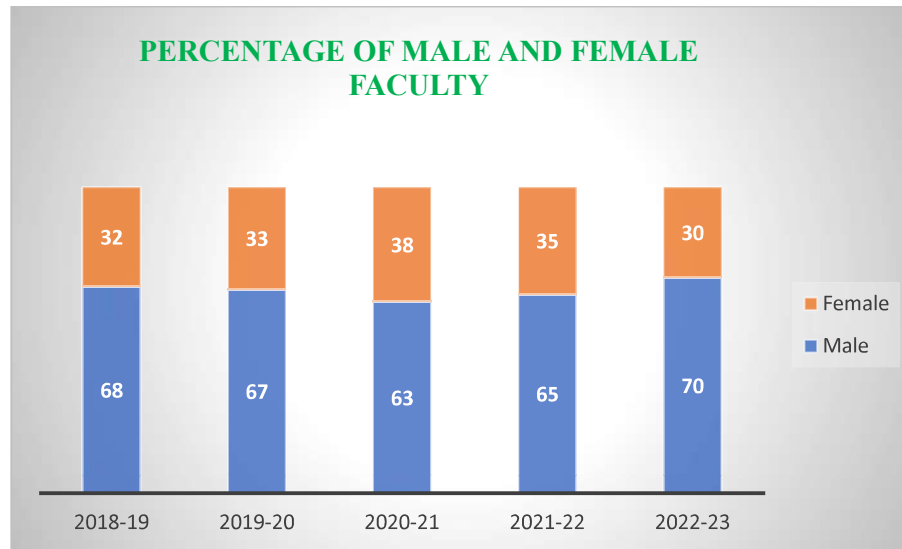


Figure 8: Percentage of male and female faculty

The gender distribution among teachers in the institute, as represented by the percentage of male and female teachers, shows a consistent imbalance over the years. In 2018-19, the male percentage was 68%, while the female percentage was 32%. This trend continued with minor fluctuations, reaching a low of 63% female teachers in 2020-21 and a peak of 70% male teachers in 2022-23 (Figure 8).

It's essential to note that teacher recruitment is conducted by the state government rather than the institute itself, adding a layer of complexity to addressing gender imbalances.

The institute could engage in discussions with relevant authorities to encourage inclusive hiring practices, emphasizing the benefits of a diverse teaching faculty. Additionally, the institute can focus on internal initiatives, such as mentorship programs and professional development opportunities, to support and retain existing female faculty members.

Gender Balance among non-teaching staff

The analysis of non-teaching staff gender distribution in the college from 2018-19 to 2022-23 indicates a consistent but modest representation of female staff, averaging at 19.0% (Table 6 and figure 9). The data validates accurately, with the sum of male and female percentages equating to 100% in each academic session. While the overall gender balance averages at 81.0% male and 19.0% female, a yearly analysis reveals fluctuations, with the

lowest female representation observed in 2018-19 (16%) and the highest in 2019-20 and 2020-21 (21%).

Table 6: Gender balance among non-teaching staff

Session	Regular		Contractual		Total		Total
	Male	Female	Male	Female	Male	female	
2018-19	8	3	19	2	27	5	32
2019-20	7	3	20	4	27	7	34
2020-21	6	3	20	4	26	7	33
2021-22	6	3	21	3	27	6	33
2022-23	5	3	20	3	25	6	31

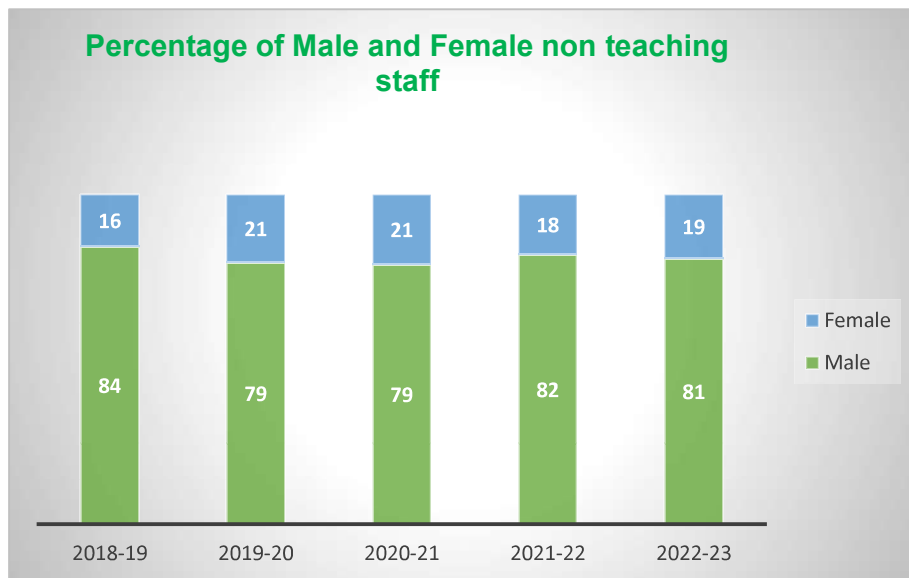


Figure 9: Percentage of Male and Female non-teaching staff

Trend analysis suggests stability over the years, emphasizing the need for ongoing efforts to enhance gender diversity. The gender ratio slightly favours male staff, indicating a prevailing pattern. The findings underscore the importance of proactive measures to improve female representation, such as targeted recruitment, policy reviews, and a supportive work environment.

The college should consider continuous efforts to promote gender balance, learning from successful periods and addressing challenges to ensure an inclusive and diverse

non-teaching staff. Benchmarking against industry standards and regular assessments of diversity initiatives can guide future strategies for sustained improvement.

Gender Statistics of Scholarship Awarded

The major contribution of the scholarship comes from the Postmatric Scholarship for SC, ST, OBC, Minority and EWS students. Two schemes of Government, viz. Gaon ki Beti for rural background students and Pratibhakaran Yojna are specially dedicated to female students, Mukhymatri Megavi Yojana, Mukmantri Jankalyan Jojana and the college implements the scheme accordance to government rules.

Table7 : Scholarship awarded male and female

Session	Male	Female	Total	Percentage of Male	Percentage of Female
2018-19	1327	198	1525	87	13
2019-20	1838	205	2043	90	10
2020-21	2359	216	2575	92	8
2021-22	2398	334	2732	88	12
2022-23	1761	301	2062	86	14

MALE AND FEMALE SCHOLARSHIP AWARDED RATIO

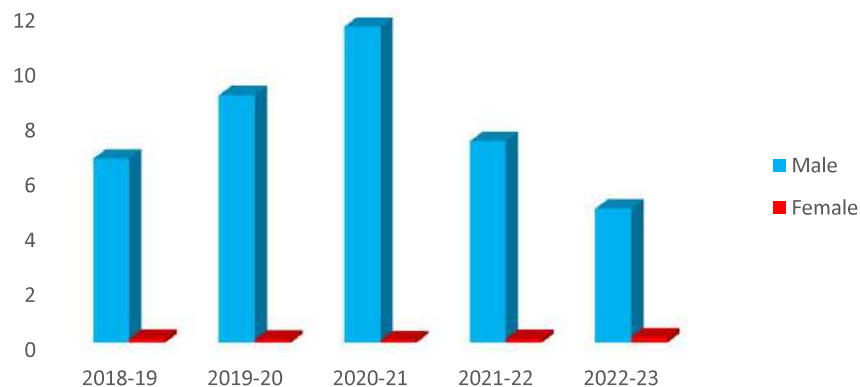


Figure10.: Male and Female Scholarship awarded ratio

The above table 7 and figure 10 shows strength of students both male and female students who were awarded various scholarships. Regarding female/male student ratio the percentage of male students receiving scholarships remained higher than their female counterparts in all these years.

The percentages for males in each session were 87% (2018-19), 90% (2019-20), 92% (2020-21), 88% (2021-22), and 83% (2022-23), respectively. Conversely, the female percentages exhibit an inverse trend, with values of 13%, 10%, 8%, 12%, and 17% for the corresponding sessions.

Calculating the male-female ratio of scholarship recipients reveals the changing dynamics over the years. The ratios for each session are 6.69, 9, 11.5, 7.33, and 4.88, respectively. This indicates a varying gender distribution in scholarship awards, with the ratio reaching its peak in 2020-21.

Gender wise Cadets in NCC

Over five sessions, the NCC's enrolment underwent a transformative shift from 100% male cadets to increased gender inclusivity. The introduction of a female unit in 2022-23 marked a pivotal moment, with females constituting 4% of total enrolment. The male-to-female ratio, undefined before the female unit, became approximately 5.67:1 in 2022-23 as female. This indicates progress towards a more balanced NCC representation. Our institute continued support for the female unit and strategies for further enhancing gender balance. This evolution underscores the NCC's commitment to fostering an inclusive environment reflective of broader societal diversity.

It's important to note that the above statement focuses on the Army Wing and the introduction of a female unit. However, it mentions that the Naval Wing is only for boys. Notably, discussions about potential future permissions from Group commander, NCC group head quarter to include girls in the Naval Wing are underway, indicating a potential extension of gender inclusivity efforts across all wings of the NCC.

Table 8: Gender balance of cadets in NCC

Session	Male	Female	Total	Percentage of Male	Percentage of Female
2018-19	160	0	160	100	0
2019-20	160	0	160	100	0
2020-21	160	0	160	100	0
2021-22	160	0	160	100	0
2022-23	144	06	150	96	4

Gender wise Volunteers in NSS

Our institution incorporates NSS to cultivate students' awareness of societal challenges and community needs, entrusting students with the execution of various activities. The NSS unit for female students fosters an environment conducive to pursuing careers in social services. Girls undergo comprehensive training and motivation to engage in diverse social work initiatives. They are encouraged to actively contribute to societal well-being and are instilled with a sense of duty towards community service.

Table 9: Gender balance of volunteers in NSS

Session	Male	Female	Total	Percentage of Male	Percentage of Female
2018-19	70	30	100	70	30
2019-20	75	25	100	75	25
2020-21	80	20	100	80	20
2021-22	72	29	101	71	29
2022-23	71	25	96	74	26

The NSS volunteer data highlights fluctuations in gender distribution, with male participation ranging from 70% to 80%, and females from 20% to 30%. In 2018-19, males constituted 70%, rising to 75% in 2019-20. The following year saw an 80% male participation, decreasing to 71% in 2021-22. The latest data (2022-23) shows 74% males and 26% females. Efforts to promote gender equity are warranted despite the predominantly male representation. Female volunteers contribute significantly to community service, bringing diverse skills and perspectives. Encouraging more girls to join NSS could enhance its impact, fostering a balanced and inclusive approach to social service.

Gender wise Participants in Sports Activities

In college, sports activities play a pivotal role, fostering teamwork and fitness among students. From varsity competitions, colleges offer diverse options such as basketball, volleyball, table tennis, and more. These activities not only promote physical health but also contribute to personal development and campus community engagement.

Table 10: Gender wise participant in sport activities

Session	Male	Female	Total	Percentage of Male	Percentage of Female
2018-19	115	02	117	100	0
2019-20	125	03	128	100	0
2020-21	109	05	114	100	0
2021-22	117	02	119	91	9
2022-23	122	01	123	85	15

The sport data validation analysis for gender audit indicates a consistent and overwhelming male dominance in sports participation over the years. The percentage distribution across sessions is notably skewed, with minimal representation of females.

In the sessions from 2018-19 to 2022-23, the data consistently shows a high percentage of male participants, ranging from 96% to 99%. Conversely, the female representation remains consistently low, ranging from 1% to 4%. This significant disparity suggests a clear gender imbalance in sports involvement, warranting attention and proactive measures to promote inclusivity.

Our institution is dedicated to promoting female participation in sports. Through targeted outreach, female-friendly programs, and the removal of barriers, we aim to create an inclusive and equitable sports environment. This comprehensive approach is crucial to encouraging and empowering females, fostering diversity and opportunities in sports.

Female representation in core committee of SLP College

SLP College commitment to women's empowerment is deeply ingrained. From its establishment, we have prioritized gender inclusivity, offering equal opportunities for academic and professional growth to all students and staff, irrespective of gender. This dedication has led to women occupying key decision-making roles across administration and academia, marking a significant stride towards cultivating a secure and gender-neutral campus environment.

Women in the Management and Governance

SLP college have various management committees to take care of smooth functioning of the college administrative activities. There are 37 such committees. Out of these 32 committees have women members shown in table 11.

Table 11: Gender balance in college committees

Sr. No.	Name of the committee	Male	Female	Total	% of male	% of female
1.	Discipline committee	6	0	6	100	0
2.	Student welfare cell	5	0	5	100	0
3.	Student union	5	0	5	100	0
4.	Anti ranging committee	7	2	9	78	22
5	Amalgam fund committee	3	2	5	60	40
6	Purchase committee	3	1	4	75	25
7.	Purchase verification committee	2	3	5	40	60
8	Write off Committee	3	1	4	75	25
9	Scholarship committee	4	2	6	67	33
10	Free ship scheme committee	3	2	5	60	40
11	Sport committee	5	2	7	71	29
12	Library committee	3	2	5	60	40
13	Magazine Publication committee	4	2	6	67	33
14	IQAC/NAAC	7	5	12	58	42
15	CM helpline	3	1	4	75	25
16	RTI Committee	3	1	4	75	25
17.	Women Harassment Redressal Committee	0	4	4	0	100
18	Campus Cleanness committee	3	2	5	60	40
19	NSS/ Personality development /No Smoking committee	4	1	5	80	20
20	Court cases committee	3	0	3	100	0
21	Construction/Renovation committee	4	0	4	100	0
22	Cultural Activities committee	0	6	6	0	100
23	Alumnae Committee	4	0	4	100	0
24	Time-table committee	3	1	4	75	25
25	Bursar committee	3	2	5	60	20
26	Vivekanand Career council cell	2	3	5	40	60

27	Semester Cell	1	3	4	25	75
28	Self-defence for girls Committee	0	5	5	0	100
29	Online Admission committee	4	2	6	67	33
30	Smart Class/IT Implementation Committee	3	2	5	60	40
31	Girls common room arrangement Committee	1	4	5	20	80
32	Anti-tuition Committee	2	2	4	50	50
33	Examination Committee	6	4	10	60	40
34	Store committee	4	0	4	100	0
35	NCC committee	5	1	6	83	17
36	Academic Cell	2	3	5	40	60
37	College Development cell	4	1	5	80	20

Table 11 exhibits that Highlighting the positive aspects of SLP College's management committees, there is a commendable diversity in gender representation. Committees like "Cultural Activities" and "Women Harassment Redressal" exhibit a strong female presence, emphasizing the college's commitment to inclusivity. While certain committees like "Discipline" and "Student Union" currently lack female representation, there is an opportunity to foster increased diversity.

Across the board, women actively contribute to administrative roles in committees such as "Purchase Verification," "Library," and "Online Admission," showcasing their integral role in decision-making processes. This inclusive approach contributes to a rich and varied administrative landscape.

Examining the male-female ratio within management committees, it becomes evident that the college has an opportunity to narrow the gender gap. Additionally, rather than having a few women employees shouldering a disproportionate burden of management responsibilities, there is a call for equitable distribution, ensuring that every woman has a meaningful role in management and governance, thereby collectively contributing to the University's growth.

SLP College demonstrates a positive commitment to gender diversity, with women actively engaged in crucial administrative functions. The existing representation

provides a strong foundation, and by encouraging more female involvement in traditionally male-dominated committees, the college can further enhance its inclusive and collaborative environment.

Women in Key positions (Academics)

SLP College proudly exemplifies its dedication to gender diversity and the empowerment of women within academic leadership roles. There is very good representation of women in teaching, head of the department, examination cell and cultural activities.

The college is privileged to have highly accomplished women as head of the department of Chemistry, Political Science Zoology and Hindi. By their expertise and leadership to their respective roles, they contribute significantly to the academic excellence of the college.

Additionally, the college has a woman as Co-Ordinator of the Internal Quality Assurance Cell (IQAC). In her pivotal position, she plays a crucial role in ensuring and enhancing the quality of education and overall institutional functioning.

Furthermore, college also have women representation as Examination Controller and in committee of Internal examination of science and humanities. These women contribute significantly to the integrity and smooth conduction of examination. They also maintain the record of examination.

In this college the several important committees are represented by women such as cultural committee, Eco Club, and youth festival in charge.

In the past, the college in turn has been represented by Dr Deep Ajad as principal of the college for more than three years.

Thus, the women in this college not only embody academic excellence but also serve as inspirational figures for aspiring students, showcasing that gender should never be a barrier to achieving success in leadership roles within the academic realm. SLP College takes pride in fostering an environment where talent and capabilities are recognized and celebrated, regardless of gender.

Gender sensitization activities

The gender sensitization initiative fosters awareness through various programmes including lectures, seminars, talks, workshops, and debates. Girls are motivated to participate and enrol in NCC and NSS wings of the college as it develops strength,

confidence and leadership qualities in them. Some of the activities during 2018-2023 periods are given in table 12:

Table 12 : List of Gender sensitization activities

Title of programme	Date	Male	Female	Department by
Judo karrate camp for girls	06/02/2019	0	33	Women redressal cell
Awareness program for health and hygiene	19/01/2019	23	27	Red cross
Personality development program.	20/08/2018	36	49	NCC
Awareness program related health and hygiene	25/10/2019	17	8	Red cross
Really and lecture on National unity	02/11/2021	72	18	NCC
Yuva utsav	20/12/2021	39	11	Cultural
New traffic management system	03/07/2021	55	19	NCC
Judo Karate Training	21/11/2022 to 07/12/2022	55	19	QLC
Awareness programmes on women Empowerment	08/12/2022	47	13	SVCG



महिलाओं के नेतृत्व में विकास से ही महिला सशक्तिकरण संभव : करुणा सक्सेना

रसा भूषण ■ ग्वालियर

महिला स्वयं में संपूर्ण मनुष्य होती है। सृजन से लेकर पोषण तक वह पूरा व्यक्ति है। एक महिला समाज में अपनी प्रभावशाली उपस्थिति से परिवर्तन को टोका देती है। आर्थिक स्वतंत्रता महिला को सशक्त बनाती है और उसकी सफलता के पीछे एक पुरुष की सहभागिता होती है। यह बात डॉ. करुणा सक्सेना ने शारदाजीय स्वामनाथ पांडेय महिला महाविद्यालय में आयोजित महिला सशक्तिकरण में आयोजित महिला सशक्तिकरण में समान की भूमिका- विषय पर बोले।

महिला स्वयं में संपूर्ण मनुष्य होती है। सृजन से लेकर पोषण तक वह पूरा व्यक्ति है। एक महिला समाज में अपनी प्रभावशाली उपस्थिति से परिवर्तन को टोका देती है। आर्थिक स्वतंत्रता महिला को सशक्त बनाती है और उसकी सफलता के पीछे एक पुरुष की सहभागिता होती है। यह बात डॉ. करुणा सक्सेना ने शारदाजीय स्वामनाथ पांडेय महिला महाविद्यालय में आयोजित महिला सशक्तिकरण में समान की भूमिका- विषय पर बोले।

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महिलाओं के नेतृत्व में विकास से ही महिला सशक्तिकरण संभव : डॉ. करुणा सक्सेना

नगर शिक्षा (301) ग्वालियर

महिला स्वयं में संपूर्ण मनुष्य होती है। सृजन से लेकर पोषण तक वह पूरा व्यक्ति है। एक महिला समाज में अपनी प्रभावशाली उपस्थिति से परिवर्तन को टोका देती है। आर्थिक स्वतंत्रता महिला को सशक्त बनाती है और उसकी सफलता के पीछे एक पुरुष की सहभागिता होती है। यह बात डॉ. करुणा सक्सेना ने शारदाजीय स्वामनाथ पांडेय महिला महाविद्यालय में आयोजित महिला सशक्तिकरण में समान की भूमिका- विषय पर बोले।



एवं डॉ. करुणा सक्सेना ने शारदाजीय स्वामनाथ पांडेय महिला महाविद्यालय में आयोजित महिला सशक्तिकरण में समान की भूमिका- विषय पर बोले।

महिला का आत्ममान ही उसकी शक्ति होता है और उसे आत्ममान से वह आत्मशक्ति को संभव बना देती है।- पद्म प्रदीप उपाध्यक्ष शिक्षा गुणवत्ता सुधार परिषद के सचिव- डॉ. अजय कुमार बिहारी ने कहा।

Photo 1: Lecture on women empowerment

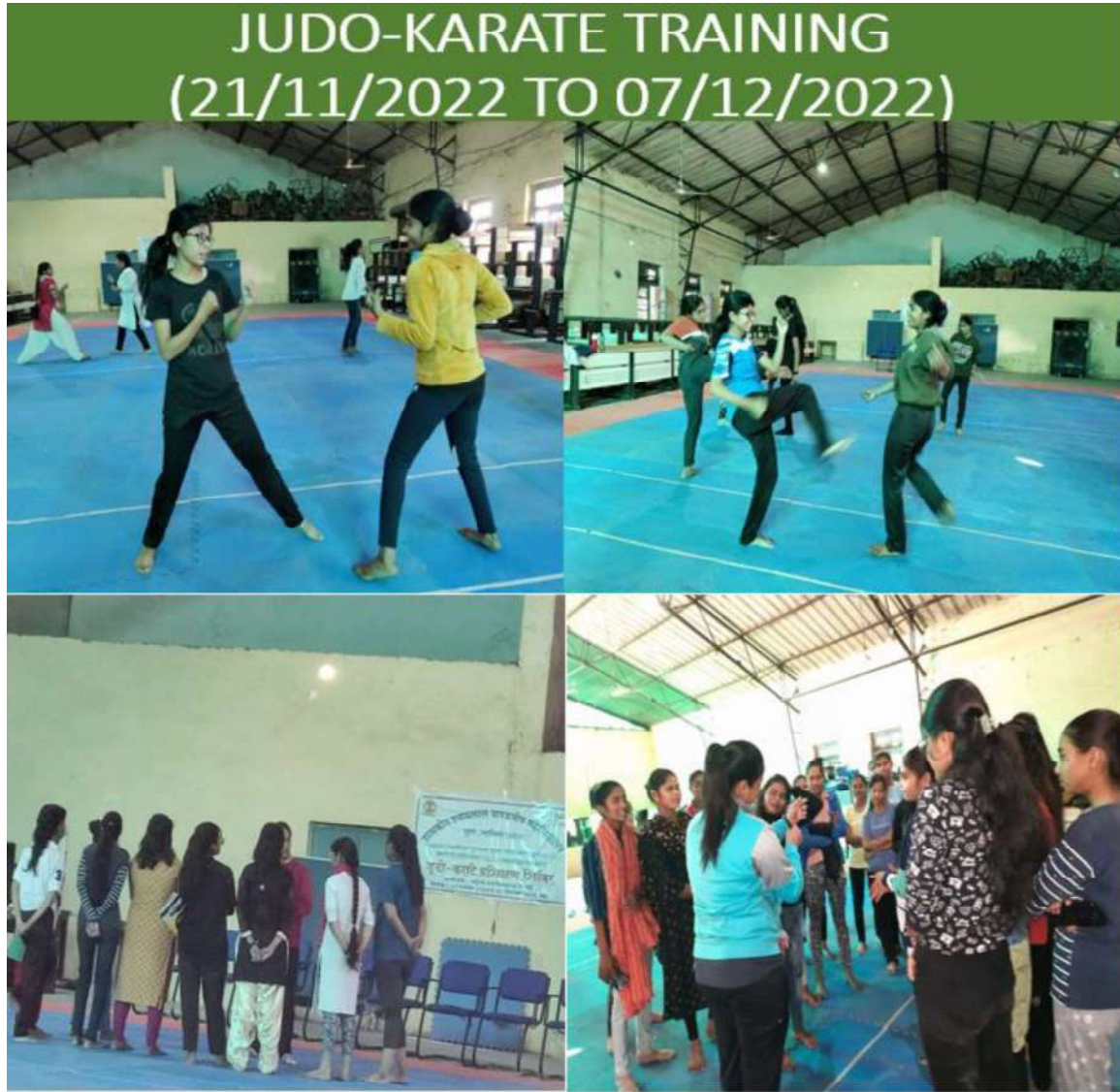


Photo 2: Training on Judo-Karate

DATE – 03 MARCH 2022

LECTURE BY- COL. ARINDAM MAJUMDAR



Photo3: Lecture on Personality development organised by NCC



Photo4: Lectures on Motivational to Cadets

SUPPORT SERVICES

The SLP College's entire staff member with students, and to ensure a seamless and secure experience, specific provisions have been introduced for the benefit of female students.

- **Separate Entry Point:** The establishment of a separate entrance is a deliberate measure to prevent awkward situations and reinforce the safety protocols for female students.
- **Isolated Study Area:** Within the library, a dedicated independent study room has been set up, offering female students an environment conducive to focused and undisturbed academic pursuits.
- **Reserved Space for Girls :** The Girls Common Room, characterized by ample space and a conducive silence, provides an ideal setting for female students to engage in focused study.
- **Facilities for Girls' Hygiene:** Girls' washrooms, strategically placed in the college, are well-equipped with ample water supply and undergo regular maintenance.
- **Hydration Amenities:** Across the College campus, water coolers and purifiers have been thoughtfully installed, catering to the hydration needs of both male and female students.
- **Safety and Security:** The college prioritizes the safety and security of its students, with special attention given to ensuring a safe environment for female students. Extensive measures are in place to achieve this goal. CCTV cameras are strategically placed throughout the campus to monitor activities effectively. The central monitoring system for these cameras is situated in the Principal's office, facilitating close and continuous surveillance.

SAFETY AND SECURITY

Whole campus is covered with 15 IP CCTV camera in outdoor area. Indoor area such as main office and library are also covered with 4 CCTV camera.



Photo 5: CCTV cameras on campus

ANTI-RAGGING GUIDELINES AND COMMITTEE



Photo 6: Antiragging guidelines and committee of campus.

The college has also constituted several committees to support female students and staff. These committees encompass:

- **Anti-Ragging Committee:** Aligned with Department of higher education, Madhya Pradesh, the college addresses joint responsibilities and outlines its rules in the prospectus. To combat ragging, a criminal offense per UGC regulations, the college has formed an Anti-Ragging Committee. Students facing ragging-related issues can approach the committee, which comprises 4 females, 6 males, and a Vice Chairperson. The Principal serves as the Chairperson.

SLP college has formed anti ragging committee and publishes detailed anti-ragging regulations in our prospectus. We strictly follow Department of higher education, Madhya Pradesh and University Grants Commission (UGC) guidelines to create a ragging-free environment. The Anti-Ragging Committee (ARC) plays a crucial role in safeguarding students. The College prospectus clearly states about the anti-ragging policy of the college. The students in distress owing to ragging related incidents can access the committee.

Permanent notice boards mentioning the names of the members of the Committee along with contact numbers are displayed on the notice board. During five years of assessment, zero ragging cases in the college were observed.

- **Discipline Committee:** the college has formed a Discipline Committee and publishes its regulations and. Students facing any discipline-related concerns can approach the committee and resolve the problem immediately.
- **Women Grievance Redressal Cell:** The Grievance Redressal Cell at the college actively addresses and resolves concerns raised by both students and faculty members. One of its crucial functions is creating awareness among female students about gender rights, especially in cases of complaints related to abusive behaviour. This initiative aims to empower and reassure female students about their safety on campus. Annually, the committee ensures that all students are informed about its role, objectives, and relevant laws through notifications. The Grievance Redressal Cell is responsible for receiving complaints from female students, and it diligently follows up to achieve proper resolutions. Many grievances are successfully resolved at the cell
- **NCC for Girls:** The NCC unit for girls provides an environment for pursuing a career in the armed forces, offering training and motivation for leadership roles.
- **NSS for Girls:** The NSS unit for girls sensitizes students to societal issues and community services, motivating them to pursue careers in social services and engage in social work.

- **Swami Vivekanand Career Guidance, Training, and Placement Cell:** Our college provides career guidance, training, and placement opportunities, benefitting both male and female students. The students undergo comprehensive training to acquire the necessary skills for global market competitiveness. The college actively organize diverse career guidance activities. Regular visits from various companies are a routine, and students receive prior notification of these events. Subsequently, both male and female students achieve successful placements with different firms.

Table 13: List of activities of SVCG cell during last 5 years

SESSION	MONTH	ACTIVITY	SCHEME	MALE	FEMALE	TOTAL
2022-23	Sept 2022	02 Industrial Visits to J.B. Mangharam and Gwalior Dugdh Sangh	SVCGS	68	12	80
	Nov-Dec 2022, 25 Days	Office Automation (Computers)	QLC	42	05	47
	Jan-Feb 2023, 25 Days	Competitive Exam Preparation	QLC	88	17	105
	Feb 2023, 07 Days	Personality Development, GD/PI	SVCGS	45	12	57
	Various Months	Govt Appointments	NIL	11	00	11
			TOTAL	254	46	300
2021-22	Sept. .2021	Special Placement Drive , Pvt. Sector	SVCGS	78	05	83
	Mar 2022	Office Automation (Computers)	QLC	40	12	52
	Various Months	govt jobs	NIL	07	00	07
			TOTAL	125	17	142

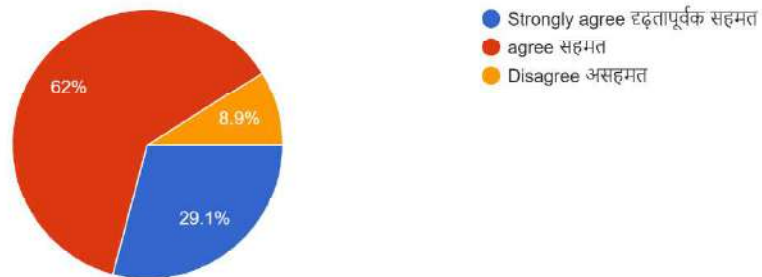
SESSION	MONTH	ACTIVITY	SCHEME	MALE	FEMALE	TOTAL
2020-21	NIL	NIL	NIL	NIL	NIL	NIL
2019-20	July 2019	SWOT Analysis	SVCGS	06	01	07
	Aug 2019	CV/Interview	SVCGS	55	02	57
	Sep 2019	Commu.Skills	SVCGS	35	05	40
	Octo 2019	Group Dis./Interview	SVCGS	51	05	56
	Nov 2019	Banking IBPS	SVCGS	24	03	27
	Nov 2019	Govt Job Army	NIL	02	00	02
	Dec 2019	CV/Interview	SVCGS	27	02	29
	Dec 2019	Govt Job Army	NIL	02	00	02
	Jan 2020	Interview	SVCGS	22	00	22
	Jan 2020	Govt Job Army	NIL	01	00	01
	Feb 2020	UPSC Exams	SVCGS	22	05	27
	Feb-Mar 2020 25 Days	Competitive Exams	SVCGS	153	09	162
			TOTAL	400	32	432

SESSION	MONTH	ACTIVITY	SCHEME	MALE	FEMALE	TOTAL
2018-19	July 2018	Govt Jobs	NIL	01	01	02
	Aug 2018	CV/Resume	SVCGS	56	00	56
	Sept 2018	Communication Skills	SVCGS	45	05	50
	Octo 2018	UPSC CSE	SVCGS	28	00	28
	Nov 2018	Financial Sr	SVCGS	31	05	36
	Dec 2018	Reasoning	SVCGS	24	04	28
	Jan 2019	SSC Exams	SVCGS	28	02	30
			TOTAL	213	17	230

FEEDBACK: QUESTIONNAIRES AND ANALYSIS

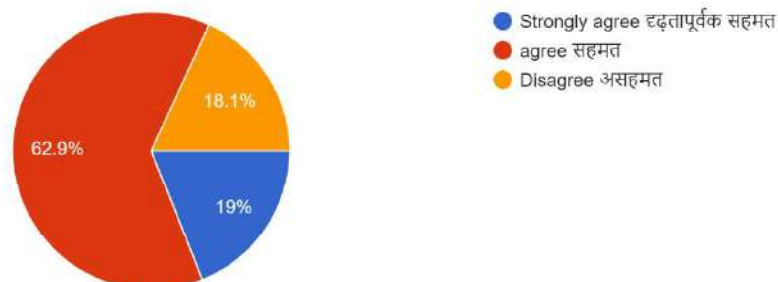
Feedback was obtained from all female students studying in the college using a Google Form questionnaire link that was generated and shared with students through their Class Teachers. The audit team has compiled and analysed the data in relation to the survey results, with the intention of incorporating it into this report. A total of 237 college students participated in the survey, and the details of the survey are outlined and analyse below.

1. The college conduct gender awarness program like Girl Child Day, Prohibition of early marriage, sexual harassment, Child trafficking, sexual Harres...
 237 responses



The survey reveals a positive response to the college's gender awareness program, with 29.1% strongly agreeing and 62% agreeing. However, 8.9% disagree, prompting further exploration of concerns. The findings emphasize the program's overall impact and advocate for targeted enhancements to ensure comprehensive and effective gender awareness among female students.

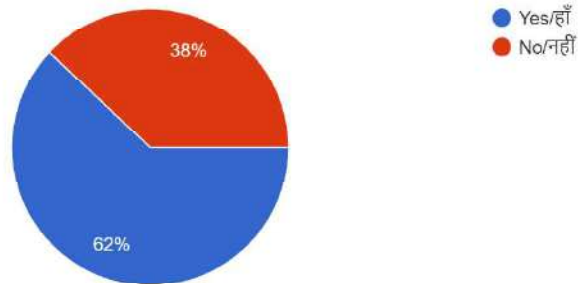
2. Adequate number of toilets are available in the college campus. महाविद्यालय परिसर में पर्याप्त संख्या में शौचालय उपलब्ध हैं।
 237 responses



The survey shows 82% agreement that toilet facilities are sufficient but 18.9% disagree. Addressing dissenting opinions will enhance overall satisfaction, ensuring adequate facilities and a positive campus experience for students.

3.Are adequate facilities available inside the toilet like disposal bins, water etc. क्या शौचालय के अंदर डिस्पोजल डिब्बे, पानी आदि जैसी पर्याप्त सुविधाएं उपलब्ध हैं?

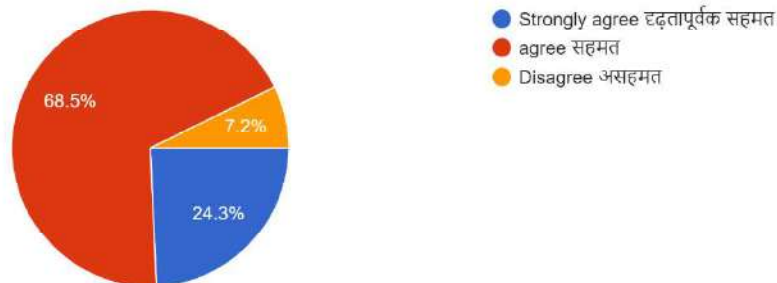
237 responses



According to the college gender audit survey, 38% of respondents reported inadequate facilities inside the toilet, lacking items like disposal bins and water. However, a majority of 62% affirmed the presence of these amenities, indicating a positive aspect in gender-inclusive restroom infrastructure.

4.Do you feel boys and girls are treated equally in your college? क्या आपको लगता है कि कॉलेज में लड़कों और लड़कियों के साथ समान व्यवहार किया जाता है?

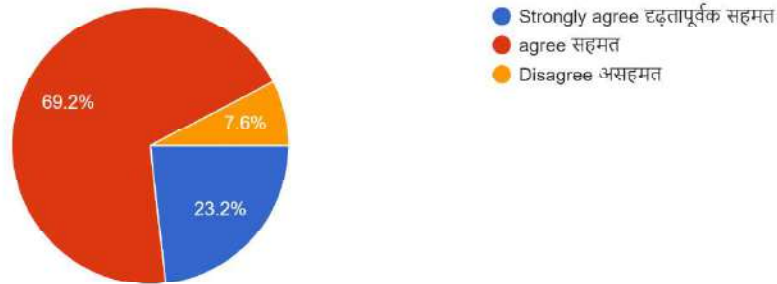
235 responses



A significant 92.8% of respondents expressed positive sentiments towards gender equality, with 24.3% strongly agreeing and 68.5% agreeing that boys and girls are treated equally. Only a minority, 7.2%, disagreed with this notion. These results suggest an overall favorable perception of equal treatment, but highlight areas where improvements in gender inclusivity may be needed.

5. Do you feel that the campus is safe for the girls/women? क्या आपको लगता है कि परिसर लड़कियों/महिलाओं के लिए सुरक्षित है?

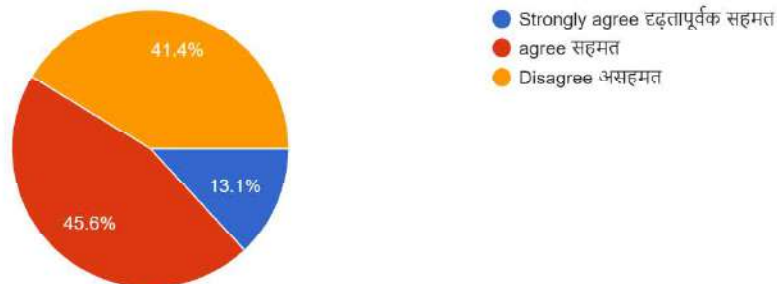
237 responses



A substantial 92.4% of respondents expressed confidence in the campus's safety for girls/women, with 23.2% strongly agreeing and 69.2% agreeing. However, 7.6% disagreed, indicating a minority concern. While the majority perceives the campus as safe, addressing the concerns of the dissenting group could further enhance overall safety perceptions.

6. Have you encountered yourself/or heard from your friends about girls incidents of insecurity? क्या आपने खुद लड़कियों की असुरक्षा की घटनाओं का सामना किया है/या अपने दोस्तों से सुना है?

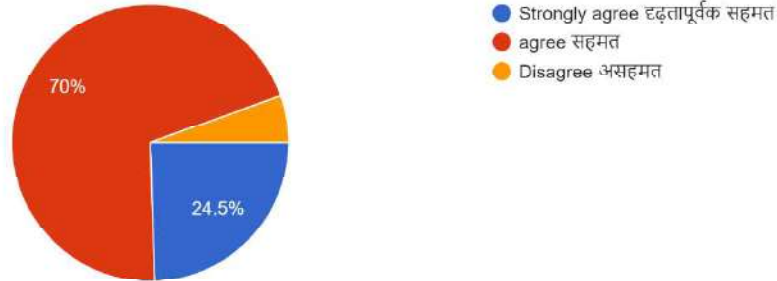
237 responses



According to survey, 58.7% of respondents indicated awareness of incidents of insecurity among girls, with 13.1% strongly agreeing and 45.6% agreeing. However, a significant 41.4% disagreed, suggesting a varied perception. Addressing these concerns and fostering open dialogue may contribute to a safer and more supportive environment for all.

7. The college provides equal oppourtunities for all students (Boths Male and female) in the classroom. कॉलेज, कक्षा में सभी छात्रों (पुरुष और महिला दोनों) को समान अवसर प्रदान करता है।

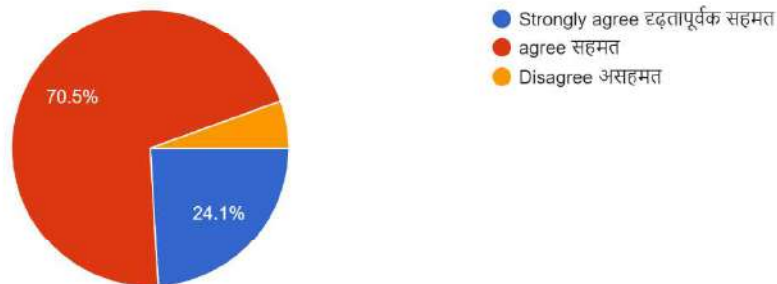
237 responses



A majority of 94.5% of respondents believe that the institution provides equal opportunities for all students in the classroom, with 24.5% strongly agreeing and 70% agreeing. Nevertheless, 5.5% disagreed, suggesting areas for improvement in ensuring equitable educational experiences for both male and female students.

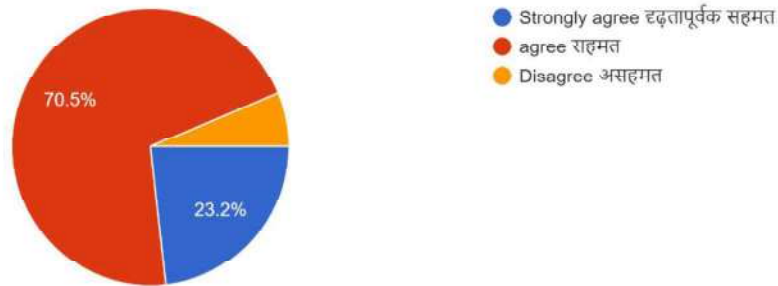
8.The College follows gender equality in every sphere. कॉलेज हर क्षेत्र में लैंगिक समानता का पालन करता है।

237 responses



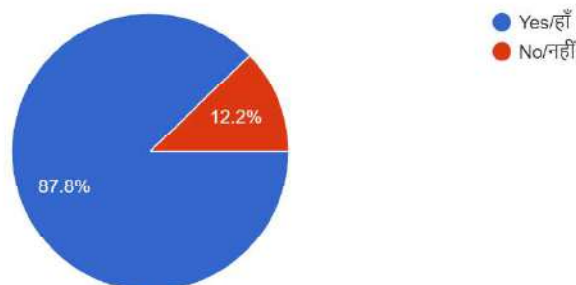
According to survey, a significant 94.6% of respondents believe the institution upholds gender equality in every sphere, with 24.1% strongly agreeing and 70.5% agreeing. However, 5.5% disagreed, indicating potential areas for enhancement in ensuring comprehensive and equitable practices across all aspects of college life.

9. The College is free from sexual harassment. कॉलेज यौन उत्पीड़न से मुक्त है।
237 responses



The college gender audit indicates a positive perception regarding freedom from sexual harassment, with 93.7% of respondents expressing confidence. Among them, 23.2% strongly agree and 70.5% agree and 6.3% expressed disagreement, indicating the importance of ongoing efforts to enhance prevention measures, awareness, and support systems to maintain a safe and harassment-free environment for all members of the college community.

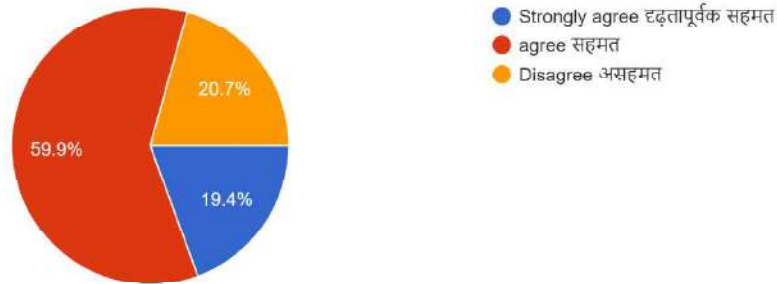
10. The College has taken proper and timely action on complaints of case of harassment कॉलेज ने उत्पीड़न के मामले की शिकायतों पर उचित और समय पर कार्रवाई की है।
237 responses



According to the college gender audit, 87.8% of respondents affirmed that the institution has taken proper and timely action on complaints of harassment. However, 12.2% expressed disagreement with this statement, suggesting a need for continued efforts to address concerns and ensure an effective and responsive approach to handling harassment cases within the college.

11. The College ensures safety for students inside & outside of the class. कॉलेज कक्षा के अंदर और बाहर छात्रों के लिए सुरक्षा सुनिश्चित करता है।

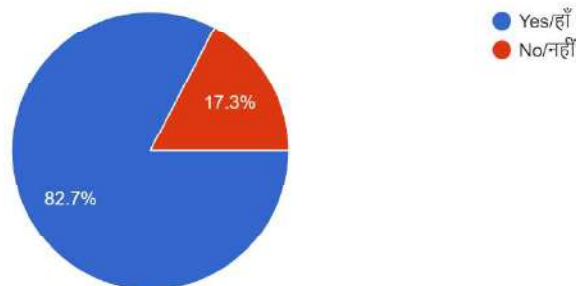
237 responses



A majority of 79.3% of respondents perceive the institution as ensuring safety for students both inside and outside the class, with 19.4% strongly agreeing and 59.9% agreeing. However, 20.7% disagreed, indicating areas for improvement. Addressing concerns raised by the dissenting group could contribute to creating a safer overall environment for students in various aspects of college life.

12. The College has adequate electrification facilities in the classroom, corridors and girls common room. कॉलेज में कक्षा, गलियारों और लड़कियों के कॉमन रूम में पर्याप्त विद्युतीकरण सुविधाएं हैं।

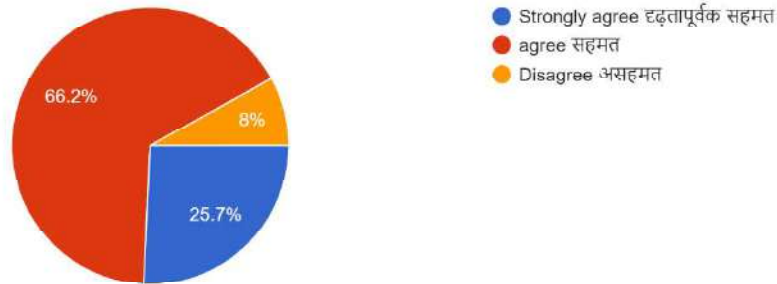
237 responses



82.7% students confirmed adequate electrification facilities in classrooms, corridors, and girls' common rooms. However, 17.3% disagreed, suggesting a need for improvement in ensuring uniform access to electrical amenities across different areas.

13.The College provides equal library facilities for all genders (boys and girls). कॉलेज सभी लिंगों (लड़के और लड़कियों) के लिए समान पुस्तकालय सुविधाएं प्रदान करता है

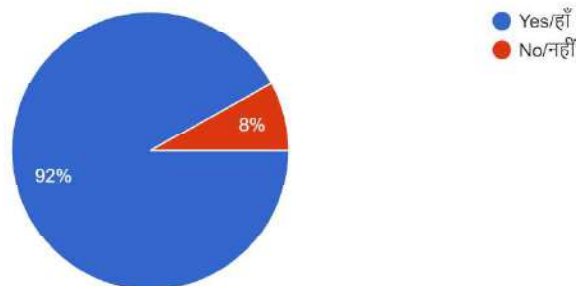
237 responses



According to data, a positive perception regarding equal library facilities for all genders, with 91.9% either strongly agreeing or agreeing and 8% express disagreement. While the overall sentiment is favourable, addressing concerns raised by the dissenting group may contribute to further enhancing the inclusivity and equality of library facilities for both boys and girls in the college.

14. Women Faculty members accompanies the girl students while going for NCC,NSS camps, sports and cultural competitions. एनएसएस, एनसीसी शि...ते समय महिला संकाय सदस्य छात्राओं के साथ रहती हैं

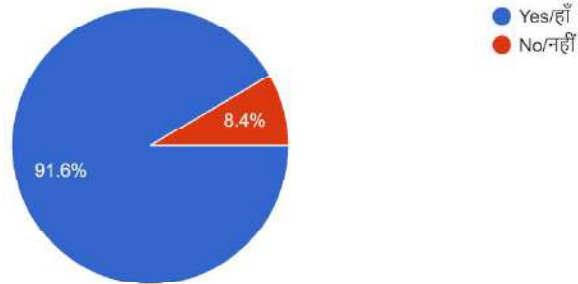
237 responses



In the college gender audit, 92% of respondents affirm that women faculty members accompany girl students during NCC, NSS camps, sports, and cultural competitions with only 8% disagreement. This indicates a strong commitment to ensuring the safety and support of female students in various extracurricular activities.

15.The College provides Sports facilities for all genders. कॉलेज सभी लिंगों के लिए खेल सुविधाएं प्रदान करता है।

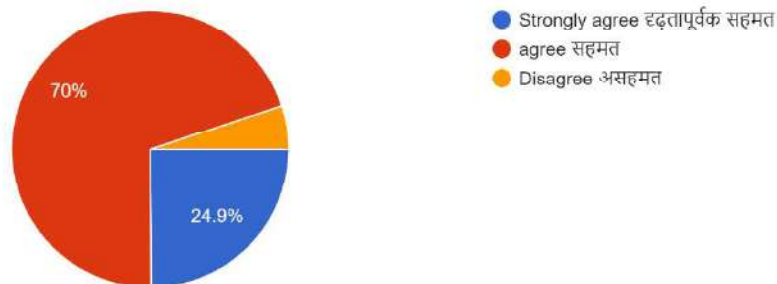
237 responses



91.6% of respondents confirm that the institution provides sports facilities for all genders. With only 8.4% expressing disagreement, this indicates a positive perception of gender-inclusive sports facilities.

16. All genders can express their views and ideas equally. सभी लिंग समान रूप से अपने विचार और मत व्यक्त कर सकते हैं।

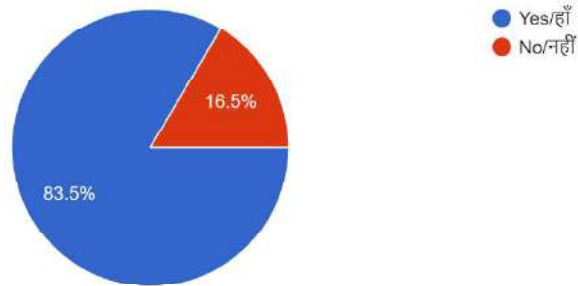
237 responses



A large majority (94.9%) of respondents agreed or strongly agreed that all genders can express their views and ideas equally. However, a small percentage (5.1%) disagreed. These results highlight a positive overall perception of inclusivity in communication. However, addressing concerns raised by the dissenting group may further promote an environment where diverse voices feel equally heard and valued in the college community.

17.A Woman Cell is set up in the college and students are aware of it. कॉलेज में वुमन सेल स्थापित है और छात्राएं इसके प्रति जागरूक हैं

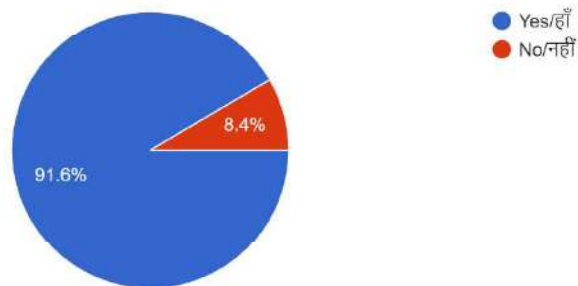
237 responses



83.5% of respondents are aware that a Women's Cell is established in the college. However, 16.5% expressed unawareness. Ensuring broader awareness and communication about the Women's Cell could enhance its effectiveness in providing support and addressing gender-related concerns among the college community.

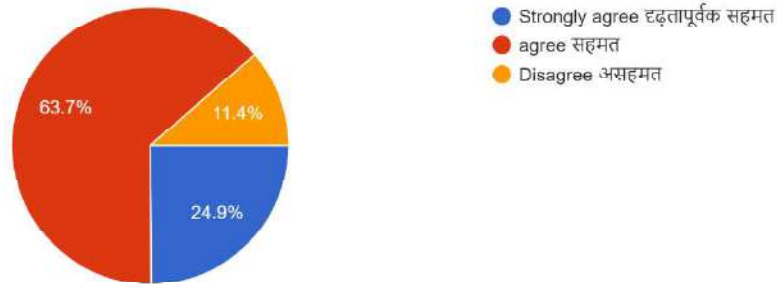
18.Both girls and boys students are equal right of representation in student union and other committees. छात्र संघ और अन्य समितियों में लड़कियों और लड़कों दोनों को प्रतिनिधित्व का समान अधिकार है।

237 responses



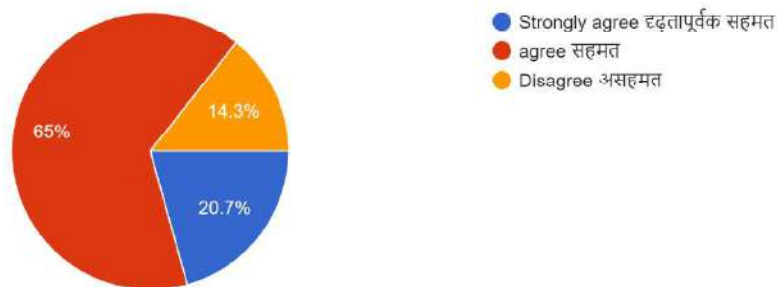
A significant 91.6% of respondents affirm equal representation rights for both girls and boys in the student union and other committees. Conversely, 8.4% express disagreement with this statement. Ensuring gender-inclusive representation fosters equitable participation and diverse perspectives within the student governance and committee structures.

19.The member of Women Cell comes forward to tackle any awkward situation in the college campus. कॉलेज परिसर में किसी भी विषम परिस्थिति से निपटने के लिए महिला सेल की सदस्य सहयोग करती हैं।
237 responses



In the college gender audit, 88.6% of respondents acknowledge the proactive role of the Women's Cell in addressing awkward situations on campus, with 24.9% strongly agreeing and 63.7% agreeing. However, 11.4% expressed disagreement. While the majority values the Women's Cell's intervention, addressing concerns from the dissenting group may enhance the effectiveness of such initiatives, ensuring a safer and more supportive environment for all members of the college community.

20.The internal complaint committee of this has redressed all complaints . आंतरिक शिकायत समिति, सभी शिकायतों का निवारण करती है।
237 responses



85.7% students believe the internal complaint committee effectively redresses complaints, with 20.7% strongly agreeing and 65% agreeing. However, 14.3% disagree. This suggests a generally positive perception, but addressing concerns from the dissenting group may enhance the committee's efficacy.

FINDINGS

An evaluation of gender equity and identification of potential areas for enhancement were the primary objectives behind conducting a gender audit at our esteemed institution, SLP Govt. College Morar Gwalior. The comprehensive audit encompassed a thorough examination of policies and procedures, meticulous data analysis, and sought input from various stakeholders, including students, faculty, and staff. Although commendable progress has been made in advancing gender equity within the college, the findings of the audit underscore the existence of areas requiring further improvement.

- The analysis indicates a positive trend in increasing female representation at SLP College Morar Gwalior over the past five years (2018-19 to 2022-23).
- At the postgraduate (PG) programme, the Science faculty shows consistent growth in female representation, indicating a rising interest or acceptance of females in science-related fields. Similar trends are observed in the Arts faculty, while the Commerce faculty experiences fluctuations.
- The undergraduate (UG) programme demonstrates consistent female representation in the Arts faculty, with a notable increase to 9% in 2022-23. The Science stream exhibits fluctuation, with a peak in 2021-22, while the Commerce faculty shows an increase from 5% to 13% in 2020-21 followed by a decrease to 6% in 2021-22.
- Analysis shows a consistent imbalance in the gender distribution among teaching staff over the years, with fluctuations but an overall trend of higher male representation. While non-teaching staff also exhibit a modest representation of females, averaging at 19.0%, with fluctuations observed across academic sessions.
- The data reveals a consistent trend of higher percentages of male students receiving scholarships compared to female students over the years.
- The NCC has evolved towards increased gender inclusivity, with the introduction of a female unit marking a significant shift. While The NSS, sports and cultural activities exhibits fluctuations in gender distribution, with predominantly male participation, indicating a need for greater female involvement.
- Male students tend to benefit more from career guidance programs, training initiatives, and placement services compared to their female counterparts.

Women hold key academic leadership roles within the college, contributing significantly to its academic excellence and administrative functions.

RECOMMENDATIONS

Performing a gender audit in an SLP college is crucial for identifying and addressing any gender disparities or areas for improvement. Here's a recommended approach along with proposed actions to address the findings:

- SLP College should continue its efforts to attract and retain female students, particularly at the UG level, where female representation is relatively low.
- The college should engage in discussions with relevant authorities to promote inclusive hiring practices and encourage a diverse teaching faculty. Internal initiatives like mentorship programs and professional development opportunities should be enhanced to support and retain existing female faculty members.
- Efforts should be made to further enhance gender inclusivity in NCC and NSS, encouraging more female participation through targeted outreach and initiatives.
- Ensure equal opportunities for participation and leadership roles in extracurricular activities, sports teams, and student organizations regardless of gender.
- Collaborate with external organizations and advocacy groups working on gender equality to access resources, expertise, and support for campus initiatives.
- The college should strive for equitable representation of women in all management committees, ensuring that every woman has a meaningful role in decision-making processes.
- Continuous gender sensitization activities should be organized to create awareness and promote gender equality among students and staff.
- Support services for female students should be regularly reviewed and improved to cater to their evolving needs and ensure a safe and inclusive campus environment. Establish support services such as counselling and mentorship programs for students facing gender-based challenges.
- Ensure broader awareness and communication about support services like the Women's Cell to enhance their effectiveness.

By following these steps and implementing the proposed actions, the SLP college can work towards creating a more inclusive and equitable learning environment for all students and faculty, regardless of gender.

CONCLUSION

The data from SLP College indicates a positive trend towards gender balance, with increasing female representation across academic levels and faculties. Despite progress, there's still a gap between male and female representation at the undergraduate and postgraduate programme. Continued efforts are crucial to address these imbalances and promote inclusivity. The college's commitment to gender diversity is evident through various initiatives focusing on equal opportunities and student/staff well-being. However, challenges persist, particularly in achieving gender balance among employees and leadership roles. Implementing recommended strategies and ongoing monitoring can further advance the college's mission of providing a progressive, equitable educational experience. The gender audit survey identifies areas for improvement, emphasizing the importance of fostering inclusivity and support for female students. Sustained efforts are vital to uphold the college's commitment to gender equality and create a safe, inclusive campus environment.

ANNUAL GENDER SENSITIZATION ACTION PLAN

SLP Govt. P. G. College, Morar Gwalior is committed to ensuring equal opportunities and treatment for all students, regardless of gender, in all aspects of academic, co-curricular, and extracurricular activities. The institution recognizes the importance of fostering a supportive and inclusive environment for both girls and boys. College through its proactive faculty, staff and student programs, will look into the matter and monitor the whole issues concerned in accordance with following schedule:

Sr. No.	Action	Responsibility /Action By	Frequency
1	Counselling for students and faculty members Continuous process	Staff Advisors/ HODs/Principal	Continuous process
2	Regular meetings of anti- ragging/ women and student grievances redressal, discipline committees for monitoring and evaluation of gender equality in the institution.	Conveners of the committees concerned	Minimum one Meeting every month
3	Organize seminars and workshops for students on gender	Coordinator Woman grievances Redressal cell	Minimum two every year
4	Organizing self-defence training camp for all girls students and women faculty	NCC and NSS units	Proposed
5	Organizing training about gender equality, preventing all forms of violence (against children, women, domestic violence, incest, and so on) for the stakeholders in the institution.	Expert and Coordinator Women grievances Redressal cell	Minimum two every year
6	Celebrate the International Women's Day – the 8th of March	Cultural Department, NSS and NCC	Proposed
7	Entrepreneurship opportunities	Vivekanand carrier guidance cell	Minimum two every year
8	Health and hygiene related camp and events	NSS, Red Cross	Minimum two every year

GLIMPSES AND MOMENTS OF OUR COLLEGE

College Girls Athletics: Moments of Glory



Photo 7: College Girls athletics: momments of glory

GIRLS PARTICIPANT IN SPORT ACTIVITIES



Photo 8: Girls participant in sport activities

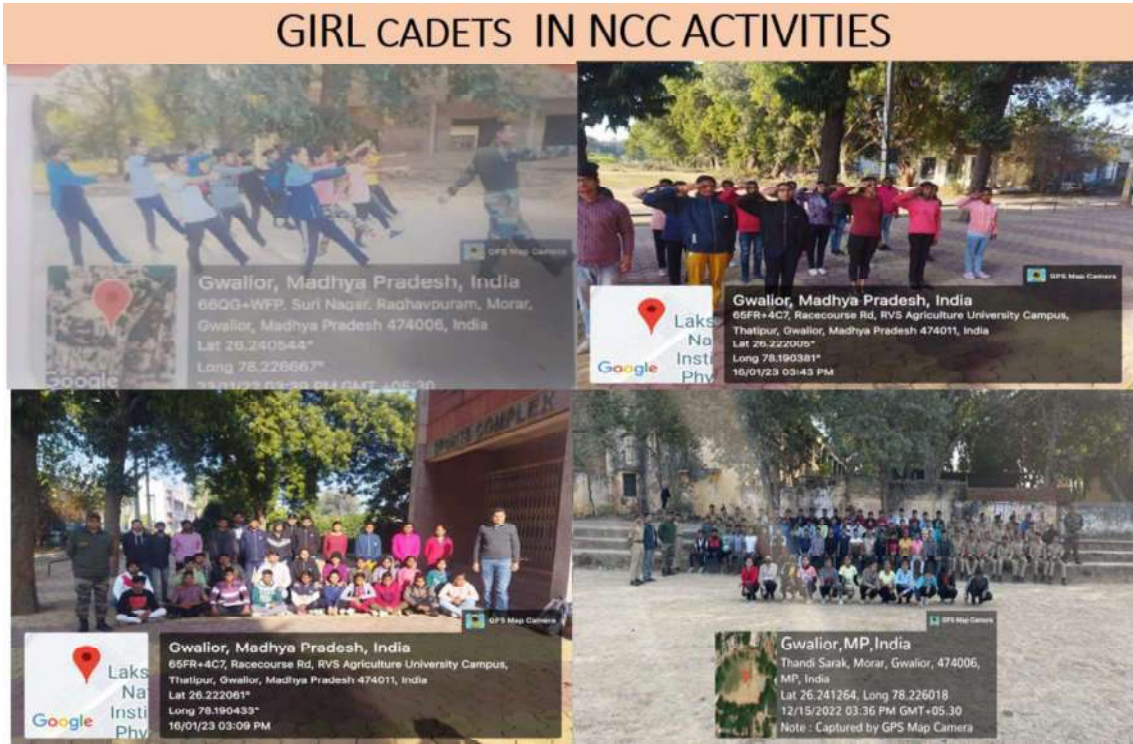


Photo 9: Girls Cadets in NCC activities



Photo 10: Girls Cadets in NCC activities



Photo 11: Girls Cadets in NSS activities

मद्य निषेध सप्ताह (Alcohol Prohibition week)



Photo 12: Awareness programme on Alcohol prohibition week

WORLD AIDS DAYS



Photo 13: Awareness programme on World AIDS DAY

VERMI-COMPOSTING TRAINING



Photo 14: Training programme on vermicomposting



Photo 15: Awareness programme on Physical fitness and wellness through physical education



COLLEGE WOMEN TEACHERS WHO ARE SHAPING THE FUTURES

Photo 16: College women teachers

WOMEN EMPOWERMENT COMMITTEE

कार्यालय प्राचार्य श्यामलाल पांडवीय शासकीय स्नातकोत्तर महाविद्यालय, मुरार, ग्वालियर

☎ 0751.2368320 ई-मेल slpmorar@gmail.com

(राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद (NAAC) बेंगलोर द्वारा प्रत्यायित 'B+' ग्रेड वर्ष 2017)

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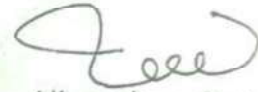
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आदेश

महाविद्यालय में छात्राओं को शशक्त बनाने हेतु महिला शशक्तिकरण समिति का गठन किया जाता है जो सत्र 2022-23 से प्रभावी होगी।

1. डॉ. आशा कुमारी - (संयोजक)
2. डॉ. मनीषा देशपांडे - सदस्य
3. डॉ. निशा सिंह तोमर - सदस्य



(डॉ. आर.के.एस. सेंगर)

प्राचार्य

प्राचार्य

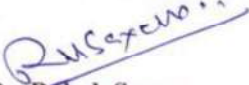
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मुरार ग्वालियर (म.प्र.)


Dr. Asha Kumari

Internal member, Gender Audit committee
Professor, Department of Hindi
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Manisha Deshpande

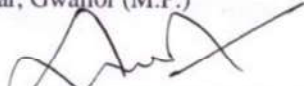
Internal member, Gender Audit committee
Associate Professor, Department of Zoology
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Rajesh Saxena

External member, Gender Audit committee
Professor, Department of Sociology
VRG Govt. Girls P. G. College
Morar, Gwalior (M.P.)


Dr. Shashi Dwivedi

External member, Gender Audit committee
Professor, Department of Political Science
VJB Govt. Girls College, Gwalior (M.P.)


Dr. Rajeev Kumar Bhadkariya

Coordinator, Gender Audit committee
Asst. Professor, Department of Chemistry
SLP Govt. P. G. College Morar, Gwalior (M.P.)


Dr. Sadhana Srivastava

Coordinator, IQAC
Professor and Head, Department of Chemistry
SLP Govt. P. G. College Morar, Gwalior (M.P.)



Dr. R. K. S. Sengar
Chairperson, Gender Audit committee
Principal
SLP Govt. P. G. College Morar, Gwalior (M.P.)

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PRINCIPAL
GOVT S.L.P. P.G. COLLEGE
MORAR, GWALIOR

*******END OF THE REPORT*******



SHYAMLAL PANDVIYA GOVT. P. G. COLLEGE
MORAR, GWALIOR (M.P.)
(Accredited by NAAC with B+ Grade)



GENDER AUDIT REPORT

2018-22



PREPARED BY : GENDER AUDIT COMMITTEE

📍 C. P. Colony, Near 7 No. Chouraha Morar, Gwalior-474006 (M.P.)

🌐 <https://www.slpcollege.org/>

@ slpiqac@gmail.com