

Nahata Jogendranath Mondal Smriti Mahavidyalaya

Gender Audit Report

Academic Year: 2018-19 to 2022-23

Prepared by ICC in association with IQAC

Introduction

Established on the 1st of July 1985, Nahata Jogendranath Mondal Smriti Mahavidyalaya is built on the ideal of eminent Dalit leader, late Mahapran Jogendranath Mondal who stressed on the development of the oppressed and the downtrodden. Women in our society are doubly oppressed, as women and as women in a patriarchal society. One of the missions of our college is to eliminate the social and cultural bias against women and establish them as strong and empowered citizens of modern India. The National Education Policy 2020 has taken into account the concerns of the socio-economically disadvantaged groups which include female and transgender individuals. In addition, NEP 2020 proposes to approach gender as a crosscutting issue to achieve gender equality in education, one of the main objectives being reduction of gender gap at all levels of education. Our college has taken various measures to achieve this.

Gender Policy

1. Though our college is a coeducational institution of learning, the majority of the students are girls. For the last five years, from the academic session 2018- 2019, the institution has introduced Gender Audit to find out the exact position of girls students vis-à-vis various steps taken by the college to improve the situation and eliminate gender gap, if any.

2. Our college encourages girl students to participate in

- NCC
- NSS
- Cultural programmes
- Sports, both in the college and University level
- YPC with girl students playing important roles

- Educational excursions

3. Our college provides

- Adequate toilet facilities for girls
- Sanitary napkin vending machine and covered dustbins
- Regular biomedical waste disposal
- Well- furnished common room with indoor games and lockers
- CCTV surveillance at strategic points in the college
- Day care centre

4. The college has

- Internal Complaints Committee which addresses sexual harassment of girl students within the campus
- Women's Cell which looks into the various issues faced by girl students in the campus
- Grievance - Redressal Cell
- Anti- Ragging cell
- Sensitizing posters on ragging and sexual harassment displayed at prominent places in the campus
- Access to the contact number and email id of ICC members

5. The college organises

- Sensitization programmes on health and hygiene of young girls through ICC and Women's Cell
- Awareness of different kinds of abuses through ICC
- Workshop on Yoga through NCC and NSS
- Health check-up and Thalassemia detection camp through NSS
- Workshop on self-defence through NCC and Physical Education Department
- Psychological counselling on health, career, stress, domestic violence, relationship issues
- Career counselling for girl students

6. The college arranges

- Value added/Certificate course on gender issues

- Gender sensitization during college and departmental orientation programmes before the commencement of Semester 1 classes

7. Gender sensitisation through Cross-cutting issues

- The syllabus of UG and PG includes Cross cutting issues on gender, violence against women and women empowerment.
- Under NEP 2020, the College offers Women Studies as Multi-disciplinary Core (MDC).
- The English course has a full-length paper on Women's writing; Political Science has core papers on Women Movements in India and abroad and also includes chapters on Constitution of India which enshrines the rights of women. The Sociology syllabus has chapters on transgender, homosexuality and gender identity. The History syllabus has a core paper on empowerment of women in India and abroad. Also, the syllabi of Geography, Economics and Women Studies have chapters on various gender issues.

8. Financially, the college helps the girl students by active distribution of scholarships like Kanya Shree and other scholarships and stipends.

9. The college encourages the girl students in entrepreneurship through Handicrafts making workshops. There is an Incubation Centre where the girls work, exhibit and sell their products.

From the Academic Session 2023-24, the ICC Cell in association with IQAC has initiated Gender Audit seeking to examine gender equity within the organization. The objectives of gender audit are as follows:

- to find out the gender balance in the institution
- to identify the gender perception about the institution
- to suggest measures for bridging the gender gap

Data Analysis and Interpretation

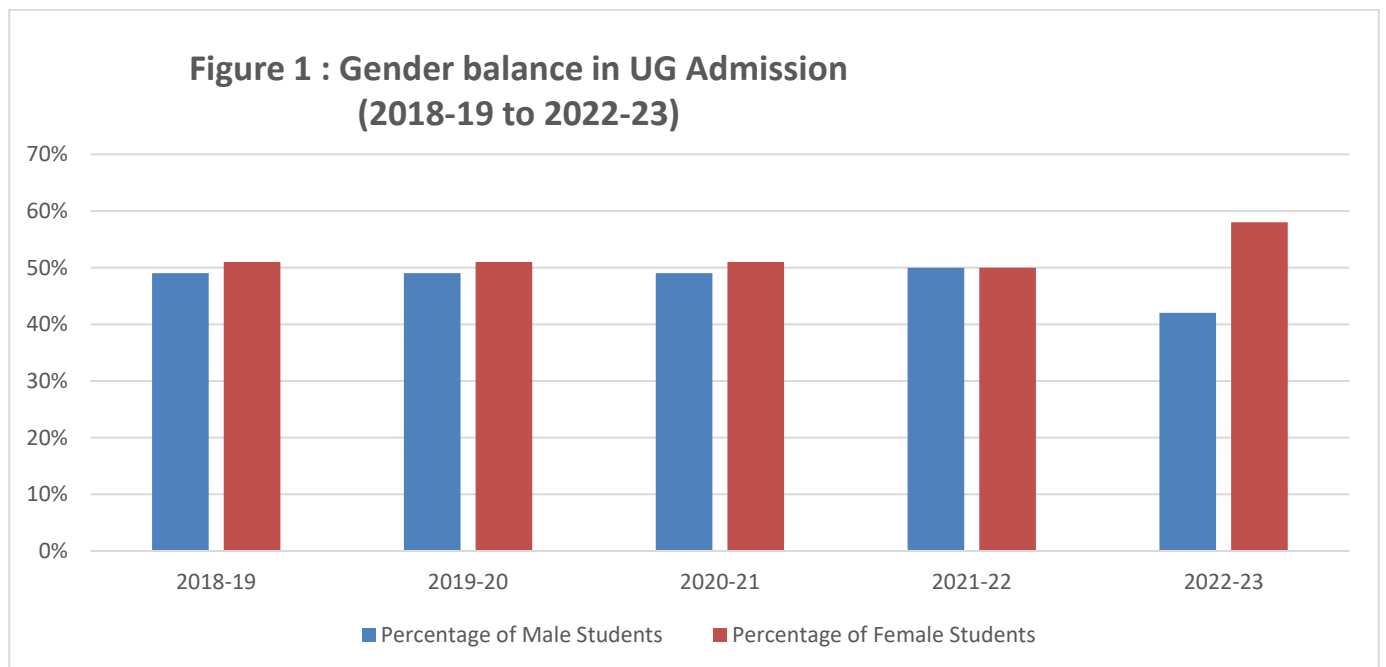
I. STUDENTS' DATA

1. GENDER BALANCE IN UG ADMISSION (2018-19 to 2022-23)

Table 1: Gender balance in UG Admission

Academic Year	Total Students	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2018-19	1112	548	564	49	51
2019-20	1017	499	518	49	51
2020-21	1095	542	553	49	51
2021-22	916	457	459	50	50
2022-23	539	224	315	42	58

Source: Secondary Data



From Table 1, the following observations have been found:

- The total number of students admitted is varying across the academic years from 2018-19 to 2022-23
- The percentage of female students admitted has been found to be more than that of male students over the study period except in the academic year 2021-22.

Table 2: Gender balance in Social Structure in Total Students enrolled (UG)

TOTAL STUDENTS ENROLLED (UG 2018-19)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	142	117	259	290	301	591	14	15	29	44	54	98	58	77	135	548	564	1112
2nd Year	34	76	110	134	199	333	5	5	10	18	23	41	39	65	104	230	368	598
SEM V	34	63	97	142	189	331	4	9	13	3	31	34	28	50	78	211	342	553
	210	256	466	566	689	1255	23	29	52	65	108	173	125	192	317	989	1274	2263
TOTAL STUDENTS ENROLLED (UG 2019-20)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	93	120	213	280	285	565	16	14	30	44	48	92	66	51	117	499	518	1017
SEM III	75	90	165	149	200	349	4	8	12	21	32	53	37	61	98	286	391	677
SEM V	33	63	96	80	133	213	5	5	10	11	20	31	27	47	74	156	268	424
	201	273	474	509	618	1127	25	27	52	76	100	176	130	159	289	941	1177	2118
TOTAL STUDENTS ENROLLED (UG 2020-21)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	152	148	300	292	284	576	13	20	33	27	31	58	58	70	128	542	553	1095
SEM III	90	122	212	231	234	465	11	9	20	34	39	73	60	44	104	426	448	874
SEM V	62	76	138	139	175	314	3	8	11	18	27	45	34	56	90	256	342	598
	304	346	650	662	693	1355	27	37	64	79	97	176	152	170	322	1224	1343	2567
TOTAL STUDENTS ENROLLED (UG 2021-22)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	118	103	221	245	255	500	16	21	37	26	34	60	52	46	98	457	459	916
SEM III	109	111	220	231	258	489	11	17	28	17	22	39	50	60	110	418	468	886

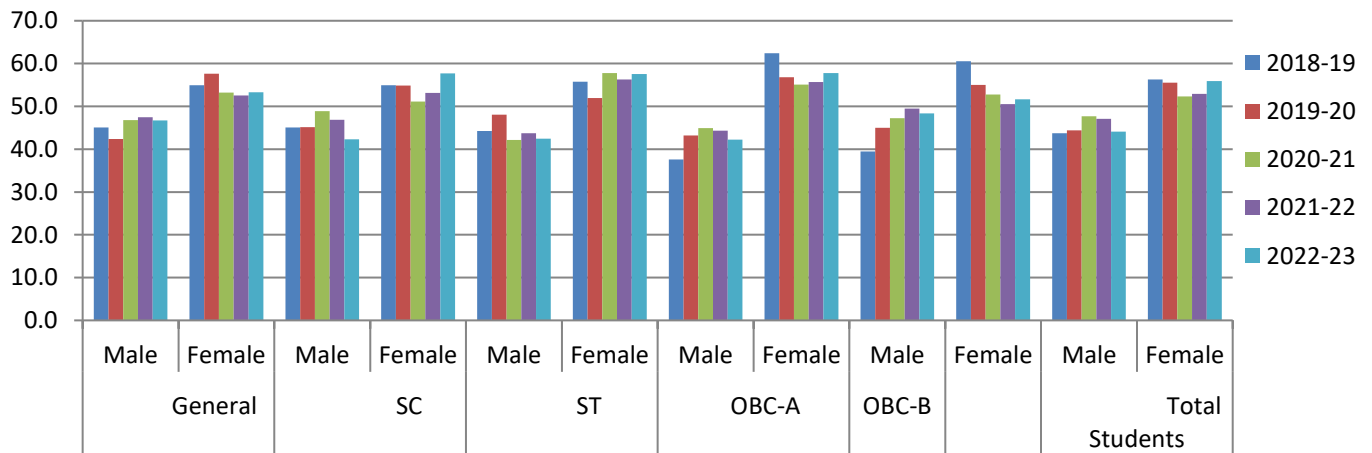
SEM VI	57	100	157	151	198	349	8	7	15	23	27	50	44	43	87	283	375	658
	284	314	598	627	711	1338	35	45	80	66	83	149	146	149	295	1158	1302	2460
TOTAL STUDENTS ENROLLED (UG 2022-23)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	58	85	143	119	180	299	9	6	15	12	13	25	26	31	57	224	315	539
SEM III	78	75	153	175	225	400	10	15	25	16	23	39	45	40	85	324	378	702
SEM V	92	100	192	174	234	408	9	17	26	10	16	26	48	56	104	333	423	756
	228	260	488	468	639	1107	28	38	66	38	52	90	119	127	246	881	1116	1997

Source: Secondary Data

From Table 2, the following observations have been found:

- Admission of SC caste students has been found to be higher followed by General category of students during the academic years from 2018-19 to 2022-23.
- Admission of SC caste female students is higher than the other categories of students over the period of study.

Figure 2 : Gender balance (in %) in Social Structure in Total Students enrolled (UG : 2018-19 to 2022-23)

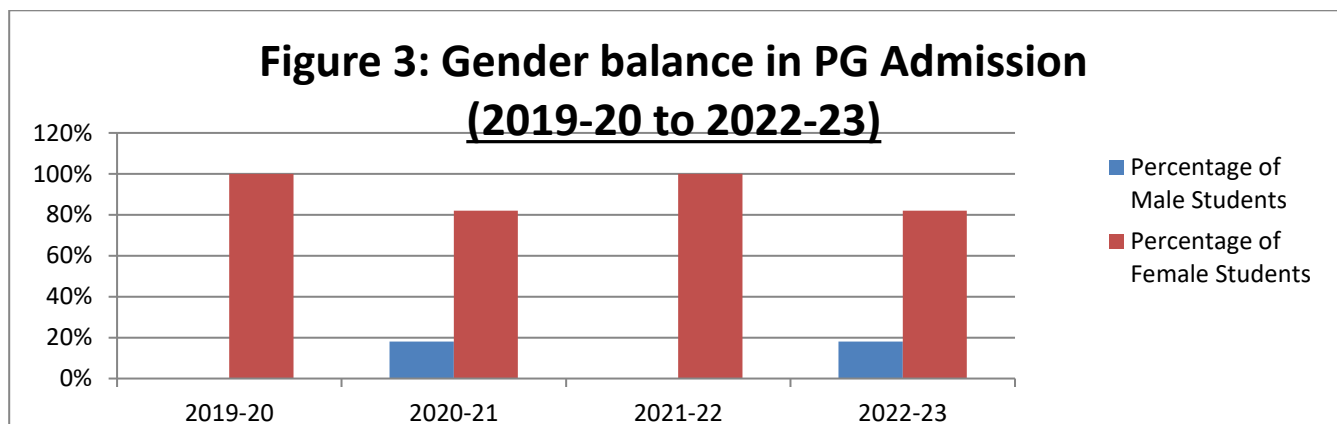


2. GENDER BALANCE IN PG ADMISSION (2019-20 to 2022-23)

Table 3: Gender imbalance in PG Admission

Academic Year	Total Students	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2019-20	9	0	9	0	100
2020-21	11	2	9	18	82
2021-22	13	-	13	0	100
2022-23	11	2	9	18	82

Source: Secondary Data



From Table 3, the following observations have been found:

- PG programme in Bengali (under CBCS) under WBSU was introduced from the academic session 2019-20.
- The total number of students admitted in PG programme has remained constant except in the academic year 2021-22 when there is a marginal increase.
- The percentage of female students admitted has been found to be more than that of male students over the study period.

Table 4: Gender balance in Social Structure in Total Students enrolled (PG)

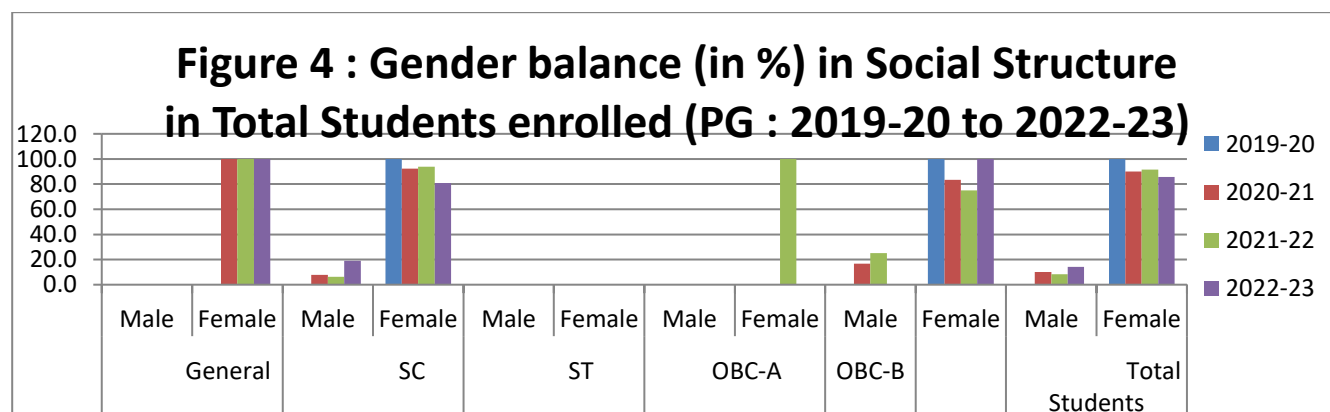
TOTAL STUDENTS ENROLLED (PG 2019-20)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	0	0	0	0	6	6	0	0	0	0	0	0	0	3	3	0	9	9
SEM III			0			0			0			0			0	0	0	0
	0	0	0	0	6	6	0	0	0	0	0	0	0	3	3	0	9	9

TOTAL STUDENTS ENROLLED (PG 2020-21)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	0	1	1	1	6	7	0	0	0	0	0	0	1	2	3	2	9	11
SEM III	0	0	0	0	6	6	0	0	0	0	0	0	0	3	3	0	9	9
	0	1	1	1	12	13	0	0	0	0	0	0	1	5	6	2	18	20
TOTAL STUDENTS ENROLLED (PG 2021-22)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	0	2	2	0	9	9	0	0	0	0	1	1	0	1	1	0	13	13
SEM III	0	1	1	1	6	7	0	0	0	0	0	0	1	2	3	2	9	11
	0	3	3	1	15	16	0	0	0	0	1	1	1	3	4	2	22	24
TOTAL STUDENTS ENROLLED (PG 2022-23)																		
Class	General			SC			ST			OBC-A			OBC-B			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SEM I	0	1	1	2	6	8	0	0	0	0	0	0	0	2	2	2	9	11
SEM III	0	3	3	2	11	13	0	0	0	0	0	0	0	1	1	2	15	17
	0	4	4	4	17	21	0	0	0	0	0	0	0	3	3	4	24	28

Source: Secondary Data

From Table 4, the following observations have been found:

- Admission of SC caste students has been found to be higher than that of other category of students.
- Admission of SC caste female students is higher than the other categories of students over the period of study.
- No student has been found in ST and OBC-A category across the period of study.



3. GENDER BALANCE IN NCC ENROLLMENT (2018-19 to 2022-23)

Table 5: Gender balance in NCC Enrollment

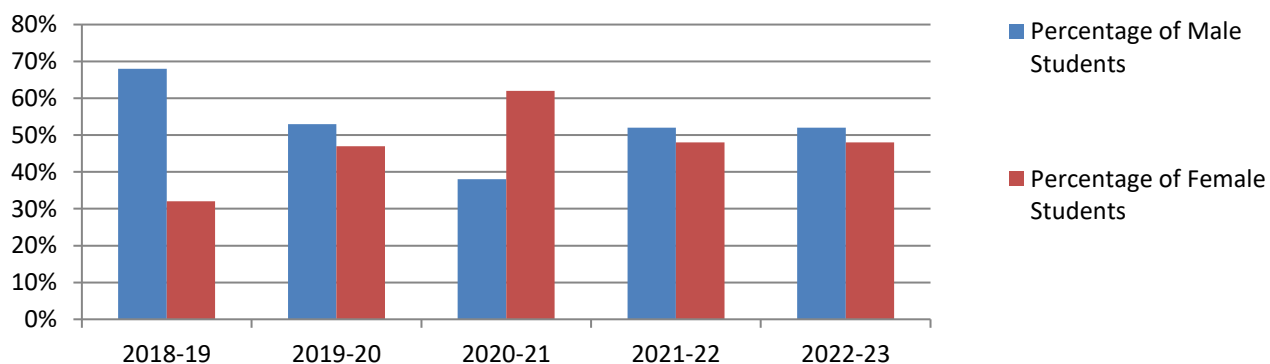
Academic Year	Total Students	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2018-19	78	53	25	68%	32%
2019-20	79	42	37	53%	47%
2020-21	68	26	42	38%	62%
2021-22	68	35	33	52%	48%
2022-23	69	36	33	52%	48%

Source: Secondary Data

From Table 5, the following observations have been found:.

- The percentage of female students enrolled in NCC programme has increased consistently since the academic year 2020-21. Thereafter, a downward trend has been found in the academic years 2021-22 and 2022-23.
- The percentage of male students enrolled in NCC programme has been found to be more than that of female students till the academic year 2019-20. Remarkable reverse trend in enrollment in NCC programme has been found in the academic year 2020-21. Thereafter, the gap in enrollment has reduced.

Figure 5: Gender balance in NCC Admission (2018-19 to 2022-23)



4. GENDER BALANCE IN NSS ADMISSION (2018-19 to 2022-23)

Table 6: Gender balance in NSS Enrollment

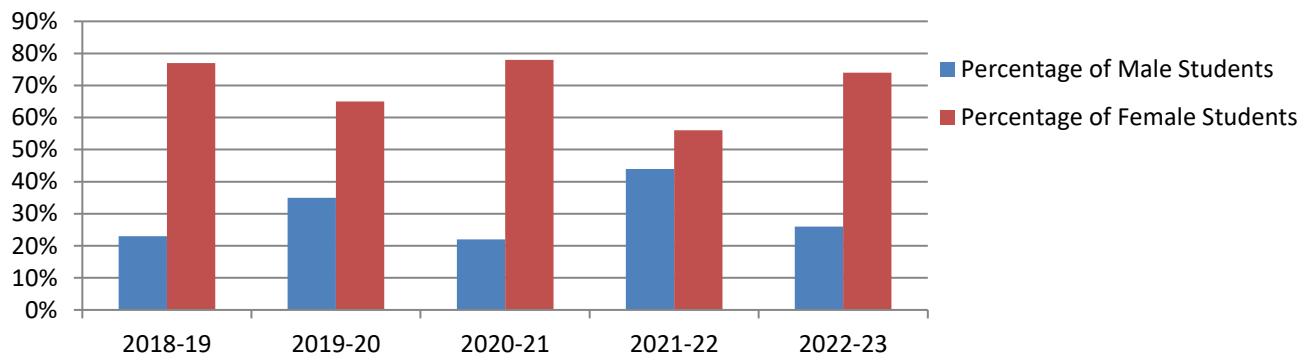
Academic Year	Total Students	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2018-19	39	9	30	23%	77%
2019-20	29	10	19	35%	65%
2020-21	36	8	28	22%	78%
2021-22	23	10	13	44%	56%
2022-23	39	10	29	26%	74%

Source: Secondary Data

From Table 6, the following observations have been found:

- The percentage of female students enrolled in NSS programme has increased consistently since the academic year 2020-21. A downward trend has been found in the academic year 2021-22. Thereafter, the trend has increased again in the academic year 2022-23.
- The percentage of female students admitted in NSS programme has been found to be more than that of male students during the period of study.

Figure 6: Gender balance in NSS Admission (2018-19 to 2022-23)



5. GENDER BALANCE IN STIPEND/ SCHOLARSHIP (2018-19 to 2022-23)

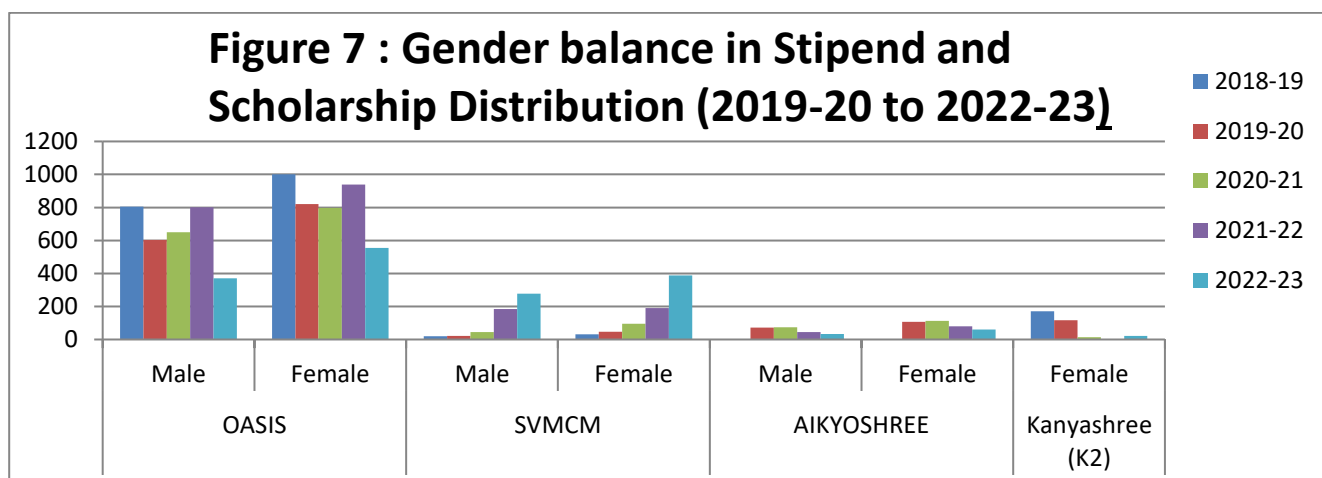
Table 7: Gender balance in Stipend/ Scholarship Distribution

Academic Year	OASIS		SVMCM		AIKYOSHREE		Kanyashree (K ₂)
	Male	Female	Male	Female	Male	Female	Female
2018-19	804	1001	19	31	NA	NA	170
2019-20	603	820	22	46	73	106	116
2020-21	649	797	45	96	74	112	14
2021-22	801	938	185	191	45	80	1
2022-23	370	555	277	388	33	61	22

Source: Secondary Data

From Table 7, the following observation has been found:

- Distribution of stipend and scholarship is much prominent for female students over the period of study.



6. GENDER BALANCE IN RESULTS OF FINAL YEAR (UG, CBCS)

Table 8: Gender balance in Students Results of Final Year (UG: 2020-21 to 2022-23)

Academic Year	Students Appeared			Students Passed			Percentage of Students Appeared		Percentage of Students Passed	
	Total	Male	Female	Total	Male	Female	Male	Female	Male	Female
2020-21	489	220	269	488	220	268	45.0	55.0	45.0	54.9
2021-22	604	258	346	604	258	346	42.7	57.3	42.7	57.3
2022-23	546	242	304	328	124	204	44.3	55.7	37.8	62.2

Source: Secondary Data

From Table 8, the following observations have been found:

- UG CBCS was started from the academic session 2018-19 and therefore, final results for three academic sessions viz., 2020-21, 2021-22 and 2022-23 have been analyzed in our study period.
- The percentage of female students appeared and passed in UG CBCS final year has been found to be more than that of male students during the period of study.

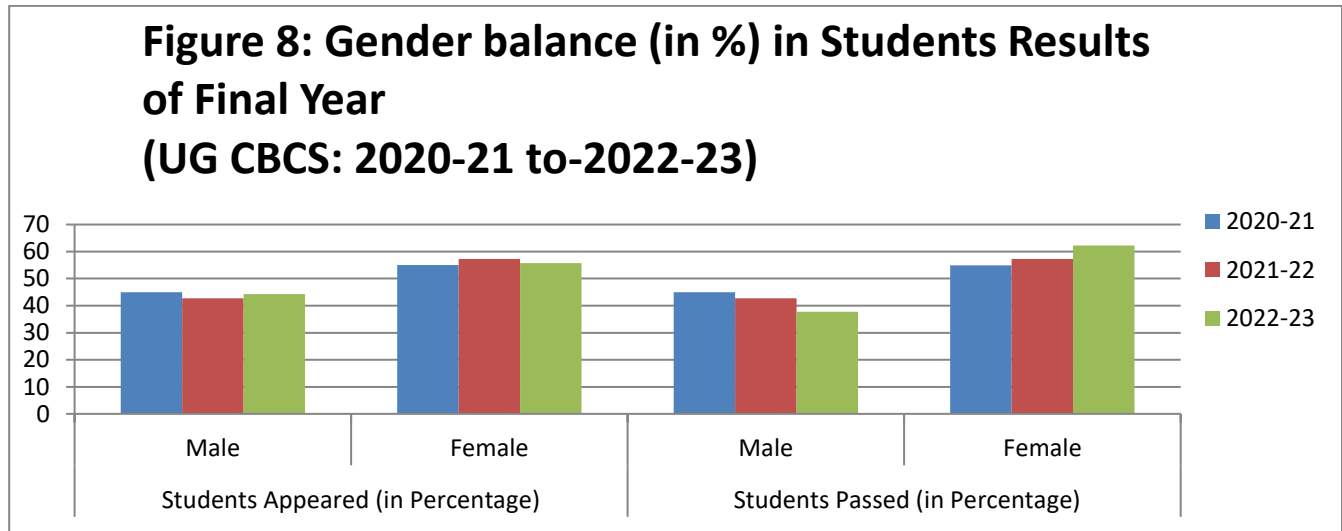


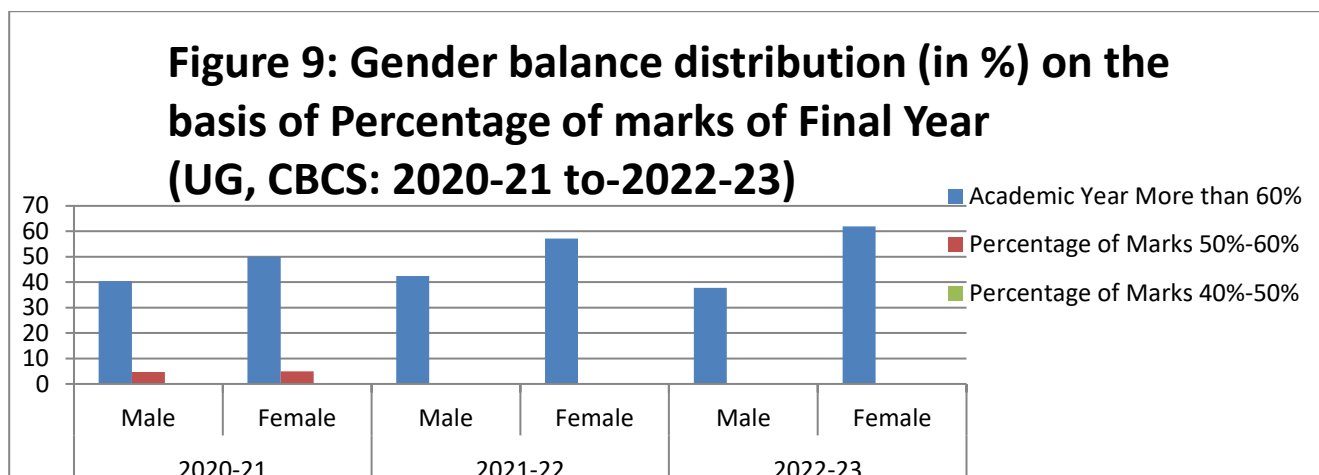
Table 9: Gender balance distribution on the basis of Percentage of marks of Final Year (UG, CBCS: 2020-21 to-2022-23)

Academic Year	Percentage of Marks	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2020-21	More than 60%	197	244	40.4	50.0
	50%-60%	23	24	4.7	4.9
	40%-50%	0	0	0	0
2021-22	More than 60%	256	345	42.4	57.1
	50%-60%	2	1	0.3	0.2
	40%-50%	0	0	0	0
2022-23	More than 60%	124	203	37.8	61.9
	50%-60%	0	1	0	0.3
	40%-50%	0	0	0	0

Source: Secondary Data

From Table 9, the following observations have been found:

- The overall quality of the students in UG CBCS system has been observed and female students are doing well compared to male students.



7. GENDER BALANCE IN RESULTS OF FINAL YEAR (PG, CBCS)

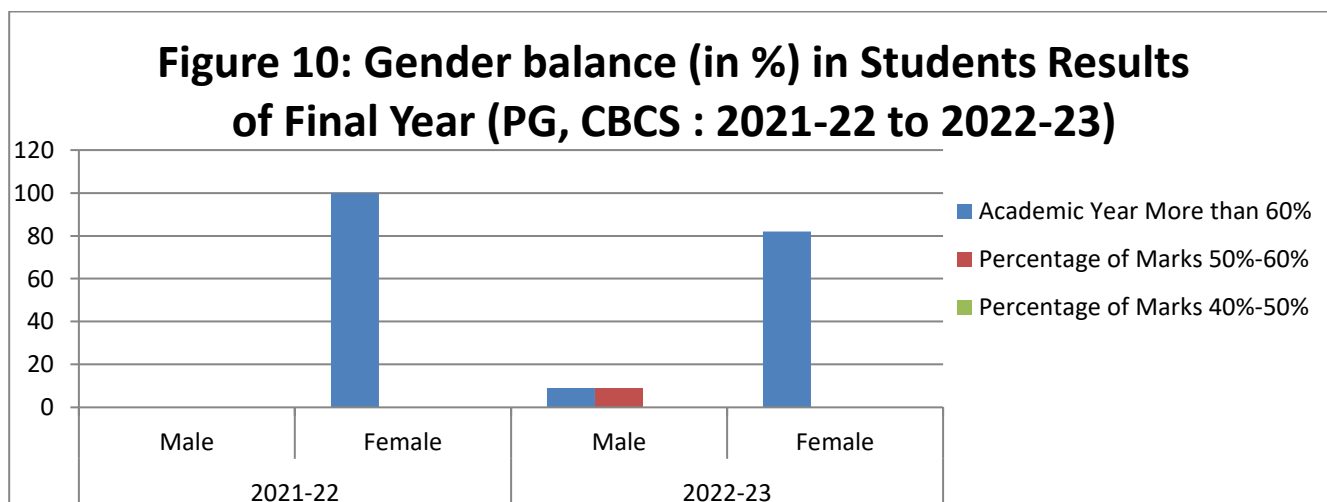
Table 10: Gender balance in Results of Final Year (PG: 2021-22 to 2022-23)

Academic Year	Total Students Appeared	Total Students Passed	Percentage of Marks	Male Students	Female Students	Percentage of Male Students	Percentage of Female Students
2021-22	09	09	More than 60%	-	09	-	100
			50%-60%	-	-	-	-
			40%-50%	-	-	-	-
2022-23	11	11	More than 60%	1	9	9	82
			50%-60%	1	-	9	-
			40%-50%	-	-	-	-

Source: Secondary Data

From Table 10, the following observations have been found:

- The overall quality of the PG CBCS students has been observed and female students are doing well compared to male students.



II. EMPLOYEES DATA

8. GENDER BALANCE IN FACULTY POSITION (2018-19 to 2022-23)

Table11: Gender wise Faculty distribution

Academic Year	Associate*		Assistant		SACT I		SACT II		Librarian	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2018-19	3	1	6	1	0	0	18	11	0	1
2019-20	3	1	6	1	1	1	17	10	0	1
2020-21	4	1	6	3	1	1	16	10	0	1
2021-22	4	1	5	4	3	1	14	10	0	1
2022-23	3	1	5	4	3	1	14	9	0	1

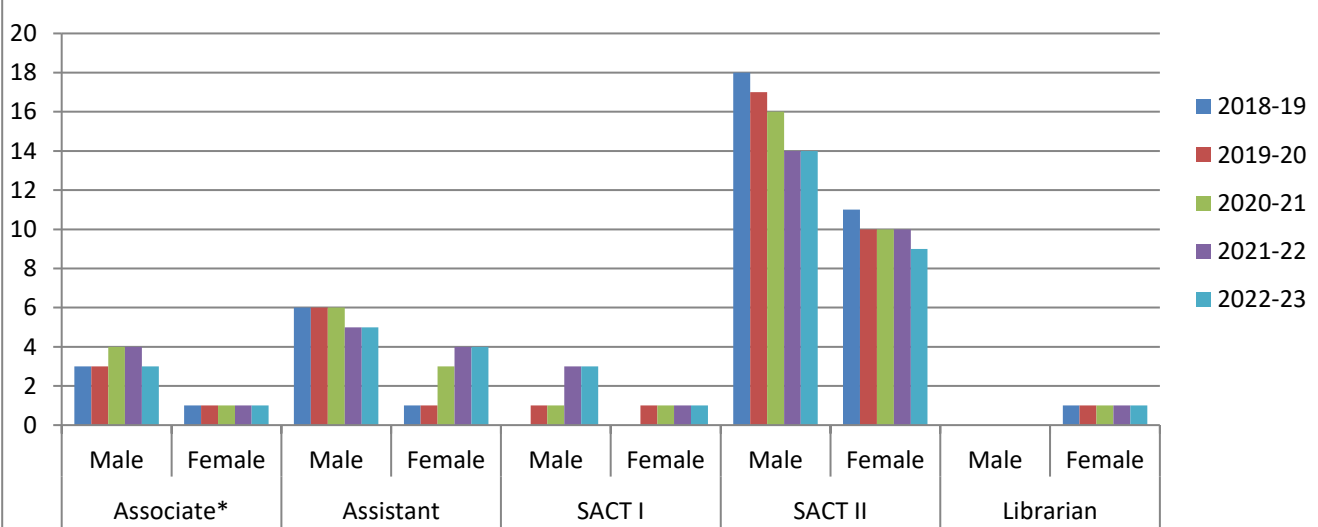
*Excluding Principal

Source: Secondary Data

From Table 11, the following observations have been found:

- The number of male faculty has been found to be more than that of female faculty in all faculty position except librarian during the period of study.

Figure 11 : GENDER BALANCE IN FACULTY POSITION (2018-19 to 2022-23)



9. GENDER BALANCE IN NON-TEACHING STAFFS (2018-19 to 2022-23)

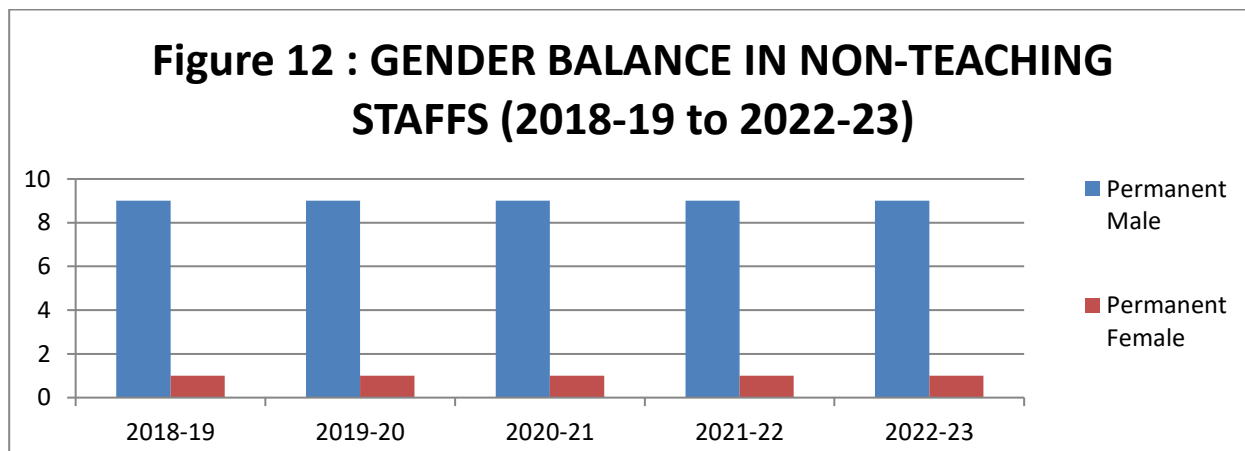
Table 12: Gender wise Non-teaching staffs distribution

Academic Year	Permanent		Casual	
	Male	Female	Male	Female
2018-19	9	1	17	0
2019-20	9	1	16	0
2020-21	9	1	16	0
2021-22	9	1	16	0
2022-23	9	1	17	0

Source: Secondary Data

From Table 12, the following observation has been found:

- The number of male non-teaching staffs has been found to be more than that of female staffs during the period of study.



III. GENDER BALANCE IN GOVERNANCE, LEADERSHIP AND MANAGEMENT

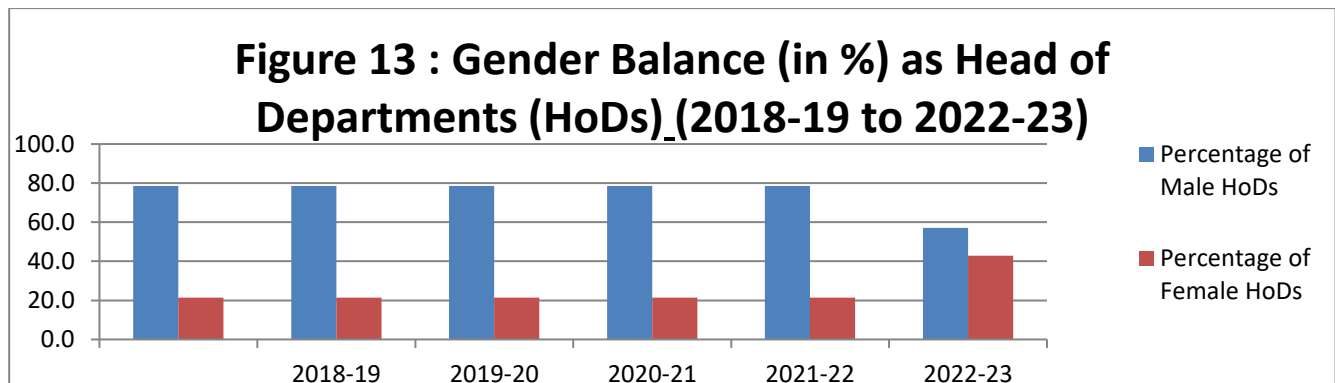
Table 13: Gender Balance as Head of Departments (HoDs)_(2018-19 to 2022-23)

Academic Year	Total	Male HoDs	Female HoDs	Percentage of Male HoDs	Percentage of Female HoDs
	14	11	3	78.6	21.4
2018-19	14	11	3	78.6	21.4
2019-20	14	11	3	78.6	21.4
2020-21	14	11	3	78.6	21.4
2021-22	14	11	3	78.6	21.4
2022-23	14	8	6	57.1	42.9

Source: Secondary Data

From Table 13, the following observations have been found:

- The percentage of male HoDs has been found to be more than that of female HoDs during the period of study.



IV. GENDER PERCEPTION WITHIN THE INSTITUTION (2022-23)

TEACHING-LEARNING PROCESS

Table 14: Teachers cover the syllabus

Gender	Syllabus covered			
	90% - 100%	70% - 90%	50% -70%	Below 50%
Male	9 (40.9%)	10 (45.5%)	3 (13.6%)	0
Female	34 (37.8%)	43 (47.8%)	13 (14.4%)	0
Total	43 (38.4%)	53 (47.3%)	16 (14.3%)	0

Source: Primary Data

From Table 14, the following observation has been found:

- The percentage of male students has been found to be more satisfied than that of female students on syllabus covered between 90%-100%, whereas the proportion of female students satisfied with syllabus covered between 70%-90% and 50%-70% has found to be more than male students during the period of study.

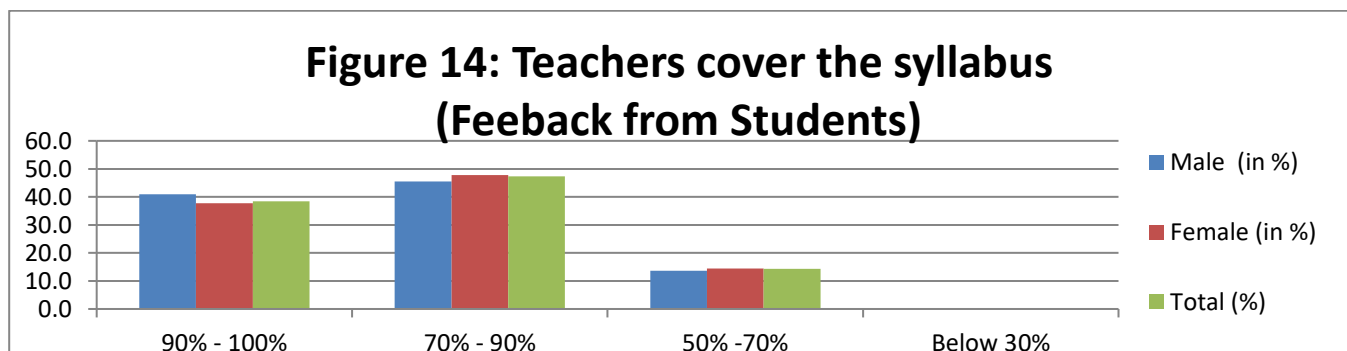


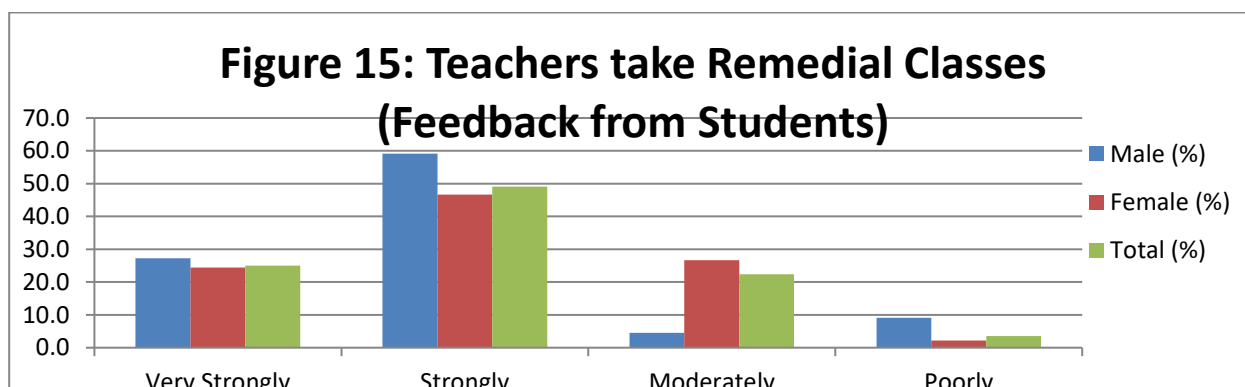
Table 15: Teachers take Remedial Classes

Gender	Feedback			
	Very Strongly	Strongly	Moderately	Poorly
Male	6 (27.3%)	13 (59.1%)	1 (4.5%)	2 (9.1%)
Female	22 (24.4%)	42 (46.7%)	24 (26.7%)	2 (2.2%)
Total	28 (25.0)	55 (49.1%)	25 (22.3%)	4 (3.6%)

Source: Primary Data

From Table 15, the following observations have been found:

- 24.4 percent of female students and 27.3 percent of male students are satisfied very strongly with remedial classes, whereas 46.7 percent of female students and 59.1 percent of male students are satisfied strongly with the remedial classes.



EVALUATION PROCESS

Table 16: Continuous assessment happens as per schedule

Gender	Very Highly agree	Highly agree	Moderately agree	Less agree
Male	7 (31.8%)	11 (50.0%)	2 (9.1%)	2 (9.1%)
Female	28 (31.1%)	52 (57.8%)	9 (10.0%)	1 (1.1%)
Total	35 (31.3%)	63 (56.2%)	11 (9.8%)	3 (2.7%)

Source: Primary Data

From Table 16, the following observations have been found:

- Almost an equal percentage of female and male students are very highly satisfied with the continuous assessment conducted as per schedule, whereas 57.8 percent female students and 50.0 percent male students are highly satisfied with the continuous assessment.

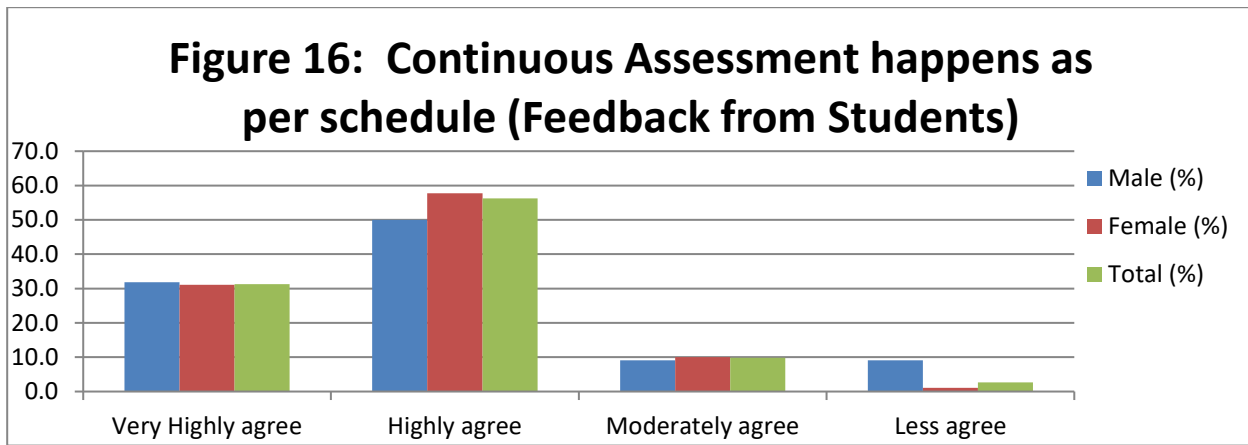


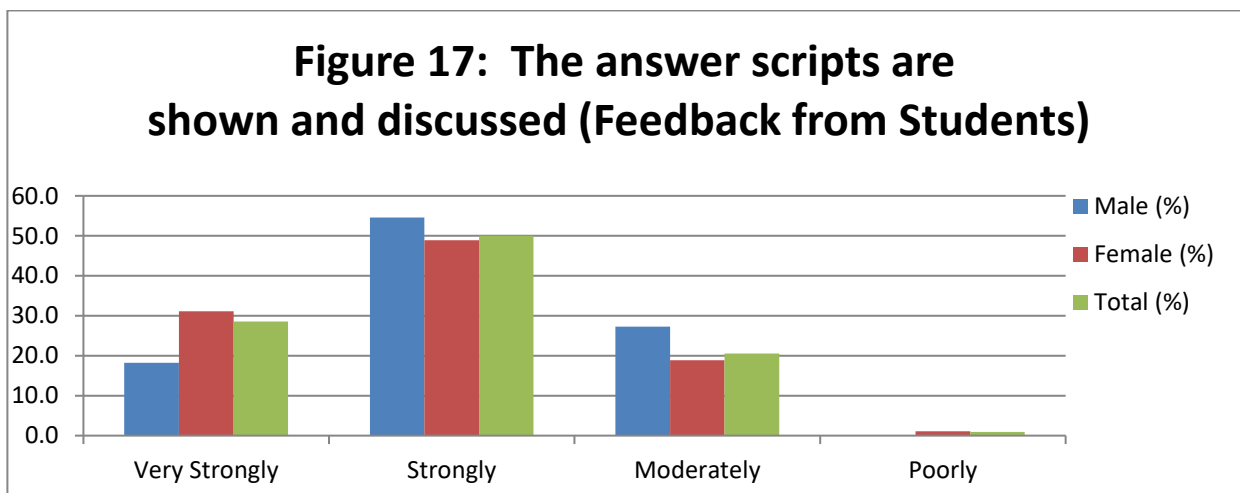
Table 17: The answer scripts shown and discussed

Gender	Very Strongly	Strongly	Moderately	Poorly
Male	4 (18.2%)	12 (54.5%)	6 (27.3%)	0 (0.0%)
Female	28 (31.1%)	44 (48.9%)	17 (18.9%)	1 (1.1%)
Total	32 (28.6%)	56 (50.0%)	23 (20.5%)	1 (0.9%)

Source: Primary Data

From Table 17, the following observations have been found:

- 31.1 percent of female students and 18.2 percent of male students are very strongly satisfied with discussion of answer scripts, followed by 48.9 percent of female students and 54.5 percent of male students are strongly satisfied.



INFRASTRUCTURAL FACILITY

Table 18: Library Services

Gender	Excellent	Good	Moderate	Poor
Male	3 (13.6%)	12 (54.5%)	6 (27.3%)	1 (4.5%)
Female	19 (21.1%)	49 (54.4%)	21 (23.3%)	1 (1.1%)
Total	22 (19.6%)	61 (54.5%)	27 (24.1%)	2 (1.8%)

Source: Primary Data

From Table 18, the following observations have been found:

- 21.1 percent of female students and 13.6 percent of male students reported their excellent experience on library services, whereas almost an equal percentage of female and male students reported their good experience with the library services.

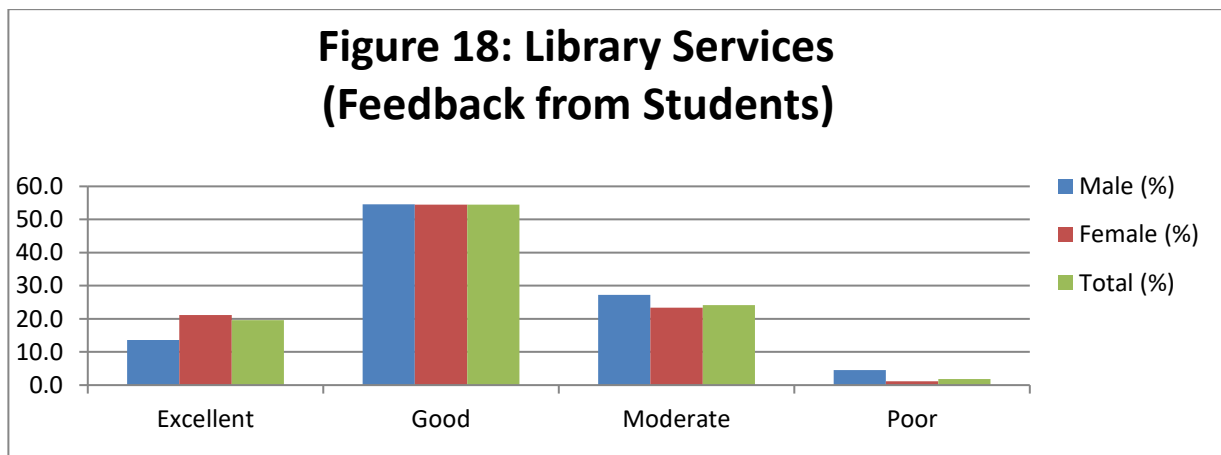


Table 19: Provision for Safe Drinking Water

Gender	Excellent	Good	Moderate	Poor
Male	12 (54.5%)	7 (31.8%)	2 (9.1%)	1 (4.5%)
Female	35 (40.2%)	40 (46.0)	12 (13.8%)	0 (0.0%)
Total	47 (43.1%)	47 (43.1%)	14 (12.8%)	1 (0.9%)

Source: Primary Data

From Table 19, the following observations have been found:

- 40.2 percent of female students and 54.4 percent of male students reported their excellent experience regarding provision for safe drinking water, followed by 46.0 percent female and 31.8 percent male students reported their good experience.

**Figure 19: Provision for Safe Drinking Water
(Feedback from Students)**

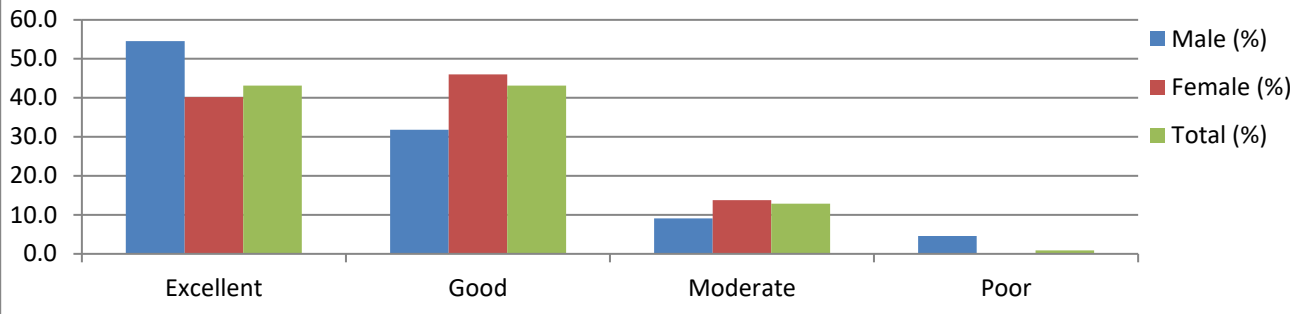


Table 20: Common Room

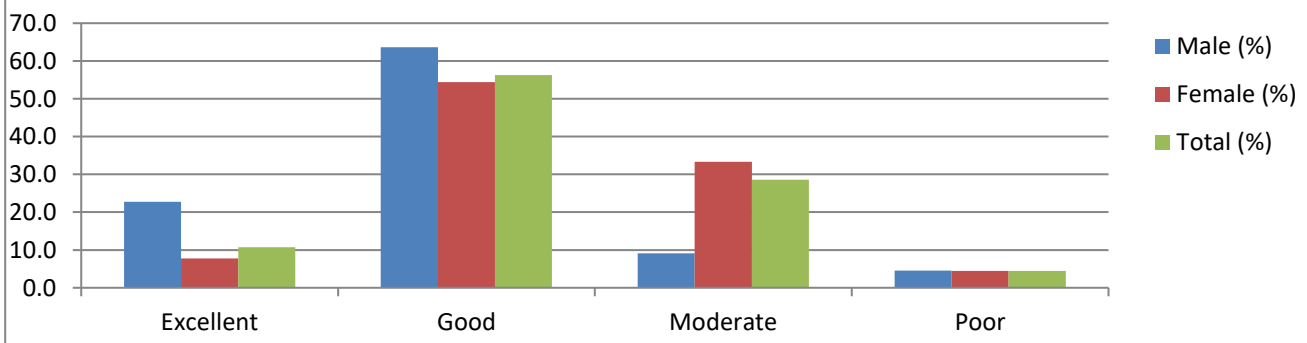
Gender	Excellent	Good	Moderate	Poor
Male	5 (22.7%)	14 (63.6%)	2 (9.1%)	1 (4.5%)
Female	7 (7.8%)	49 (54.4%)	30 (33.3%)	4 (4.4%)
Total	12 (10.7%)	63 (56.3%)	32 (28.6%)	5 (4.5%)

Source: Primary Data

From Table 20, the following observations have been found:

- The percentage of male students has been found to be more satisfied regarding common room experience than that of female students during the period of study.
-

Figure 20: Common Room (Feedback from Students)



Joint recommendations from IQAC and ICC

- Gender imbalance in governance, leadership and management needs to be addressed.
- Distribution of Kanyashree stipend needs to be improved.
- Gender imbalance regarding non-teaching staffs needs to be addressed.
- Teaching-learning process need to be improved.
- The process of discussing internal answer scripts with students needs to be improved
- Infrastructural facilities for provision of drinking water and ladies common room need to be addressed.
- Library services need to be improved.



Dr. Subrata Chatterjee, Principal,
Sree Chaitanya Mahavidyalaya,
P.O. Habra, Prafullanagar, 24 PGs (N),
Pin – 743268, West Bengal

Principal
Sree Chaitanya Mahavidyalaya
Habra, Prafullanagar
24 Parganas (N)



Dr. Anadi Mohan Roy, Principal,
Amdanga Jugal Kishore Mahavidyalaya,
Sadhanpur, P.S.-Amdanga, 24 PGs (N),
Pin-743221, West Bengal

Principal
Amdanga Jugal Kishore Mahavidyalaya
P.O.- Sadhanpur-Uludanga, P.S.-Amdanga
Dist.- 24 Pgs.(N)



Dr. Bidisha Ghosh Dastidar, Principal,
Banipur Mahila Mahavidyalaya,
Banipur, Habra, 24 PGs (N), Pin-743233,
West Bengal

Principal
Banipur Mahila Mahavidyalaya
P.O.- Banipur, Habra, North 24 Pgs

