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## Yoga Philosophy: A Pathway of Global Value for Peace and Harmony#

Sushim Dubey\*

Yoga is an age-old science that evolved in India. Teachings of Yoga were the part of the curriculum and practice in the *Gurukula* in the ancient Indian Teaching System. *Prāṇāyāma* and other specific postures were included in the performance of *Yajña*, *Swādhāyaya* and other purificatory practices in traditional Hindu culture. The oldest traces of Yoga related practice may be traced back to Indus valley civilization, where posture-related seals are found. Yogic terminologies are also found in Vedas. The word 'yoga' derives from Sanskrit "Yuj" ("to yoke") which means "union" or "integration". Another meaning is "samādhi"- A higher state of consciousness beyond the mind reflecting the ultimate reality.

Yoga is an ancient physical, mental, and spiritual practice. Swami Vivekananda has defined Yoga as, "A means of compressing one's evolution into a single life or a few months or even a few hours of one's bodily existence". In the authoritative ancient *Sanatan* tradition scripture Gita, Yoga has been defined as 'Yoga is a skill in action' and 'equanimity of mind'. According to Patañjali in *Yogasūtra*, "Yoga is the restraint of modifications of the mind"<sup>2</sup>. In another important text, *Mahopanisad* Yoga is a "skillful method to calm down the mind."<sup>3</sup>

Yoga, was introduced by Swami Vivekānanda to the western world for the first time in the systematic spiritual path as *Raja-Yoga*. It has been made household practice at a mass scale by Swami Ramdev Ji. Hon'ble Prime Minister Shri Narendra Modi fetched International recognition for this ancient discipline of India through United Nations in 2014.

Shri Narendra Modiji, Honourable Prime Minister of India in his address during the opening of the 69<sup>th</sup> session of the General Assembly of United Nations while presenting the proposal for International acceptance of Yoga said, "Yoga is an invaluable gift from our ancient tradition. Yoga embodies unity of mind and body, thought and action ... a holistic approach that is valuable to our health and our well-being. Yoga is not just about exercise; it is a way to discover the sense of oneness with yourself, the world, and nature."<sup>4</sup>

Recognizing its universal appeal, on 11 December 2014, the United Nations proclaimed 21 June as the International Day of Yoga by resolution 69/131. Since 2015, 21<sup>st</sup> June is celebrated as International

# The Article is being published to commemorate the UN International Yoga Day, 21<sup>st</sup> June 2022 on the theme Yoga for Humanity.

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Yoga Day. Globally popular, it is practiced in various forms around the world and continues to grow in popularity. International Yoga Day (IYD) is observed with zeal and enthusiasm with varieties of Yogic Activities and with Common Yoga Protocol<sup>5</sup> by a set of Yoga Practices around the world. This year's IYD-2022 theme declared for International Yoga Day is 'Yoga for Humanity'.

Yogic practices, meditation, and *samādhi* are esoteric practices and for the ages attracted the attention of foreign travelers, who vividly wrote in their biographies and traveler diaries about various mendicants and *tapasvis* in India. Among various other rulers and dynasties who came to conquer the Indian subcontinent, some returned to their mainland and some got assimilated with indigenous culture establishing their identities here, but the stream of spirituality and Yogic practice on the mainland got unaffected by these upheavals and changes.

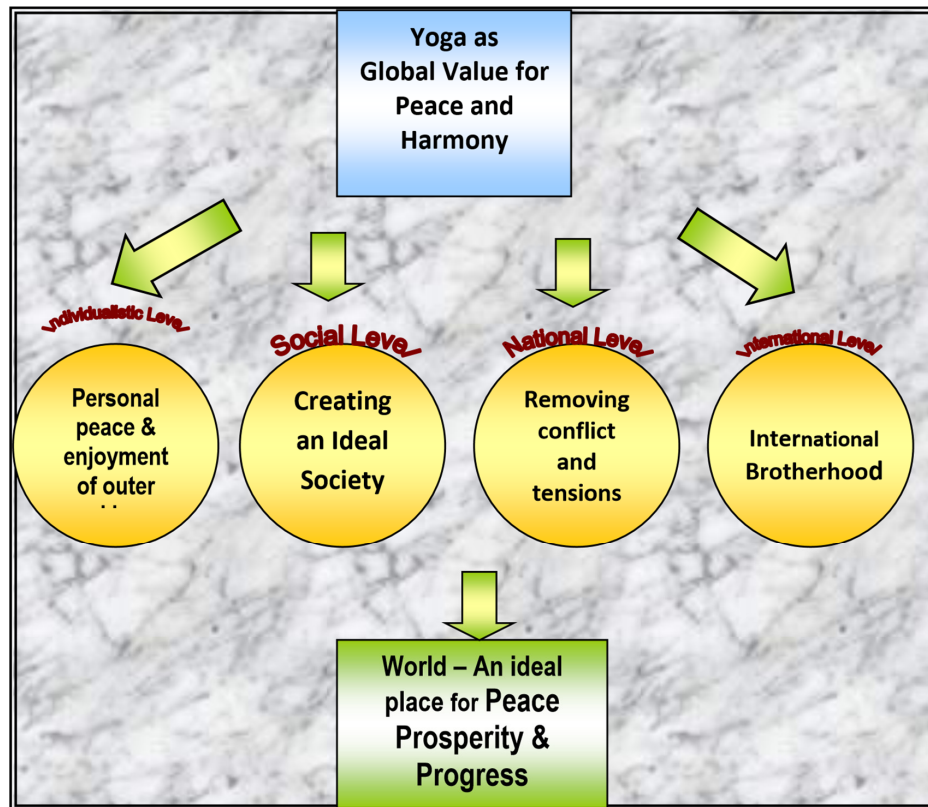
With the observance of the efficacy of Yogic practices for keeping the body healthy, tuned, and mind motivated which were essential requirements of the spiritual path, the Indian Spiritual Yoga Guru advocated widely happiness and harmony. Apart from spirituality, other reasons for the revival of Yoga as a health practice were: a light exercise that rejuvenates the mind and body by inculcating superior values and emotional support. These were found to be effective in comparison to other modes of exercise like aerobics, weight lifting, etc. which were found to be harmful to the heart and joints, etc., particularly in later ages. Fitness and performance, psycho-physical balance, and well-being are easily attainable through the regular practice of yoga. Figure-1 depicts the Values of Yoga.

It is now established that full-fledged system

of Yoga is found in the Yogasūtra of sage Patañjali. However, prior to this various other scriptures had mention about Hiraṇyagarbha Yoga Śāstra etc. which may be of interest to the history and development of Yoga in India. Here in this article an effort has been made to interpret the eight limb Yoga or *Aṣṭāṅga-Yoga* of Patañjali as per ancient Sanskrit philosophical text, the Yogasūtra. Patañjali has defined eight limbs of Yoga or *Aṣṭāṅga-Yoga* as, *Yama*, *Niyama*, *Āsana*, *Prāṇāyāma*, *Pratyāhāra*, *Dhāraṇā*, *Dhyāna* and *Samādhi*:

- *Yama*: motivating, social behavior<sup>6</sup>,
- *Niyama*: Restraining, Checking, Self-discipline<sup>7</sup>,
- *Āsana*<sup>8</sup>: Psycho-physical practices,
- *Prāṇāyāma*: : Control of vital Air/energy,
- *Pratyāhāra*: bringing together (withdrawal of senses),
- *Dhāraṇā*: perseverance, steady continuance, Concentration,
- *Dhyāna*: Meditation,
- *Samādhi*: Self-realization (Table-1).

**Figure-1: The Role and Dimensions of Yoga as a Global Value**



**Table -1: Yoga for Humanity Depicting Eight Limbs of Pātañjala Yoga as Values Contributing to Global Peace and Harmony as per Ancient Yogic Text the *Yogasūtra of Rishi Patanjali*<sup>9</sup>  
यमनियमासनप्राणायामप्रत्याहारधारणाध्यानसमाधयोऽष्टावङ्गानि<sup>10</sup>**

क्र.	The Limbs of Yoga	Interpretation of the Eight limbs of Yoga in as Universal Value contributing for Global Peace & harmony	Level of Value			
			Personal	Social	National	Internation
1.	<i>Yoga</i> <sup>11</sup> - <i>Satya</i>	Universal value <sup>12</sup>	Yes	Yes	Yes	Yes
	<i>Ahimsā</i>	Universal value	Yes	Yes	Yes	Yes
	<i>Asteya</i>	Social value	Yes	Yes		
	<i>Aparigraha</i>	The value of reducing social discrimination, equality, socialism	Yes	Yes		
	<i>Brahmacarya</i>	Personal value	Yes			
2.	<i>Niyama</i> <sup>13</sup> - <i>Śauca</i>	Internal and external purity - personal value Mental and physical purity - social values	Yes	Yes		
	<i>Santoṣa</i>	Psychic value, essential for social, national-international harmony, compulsory for the suppression of consumerism, pre-determined value of peace	Yes	Yes	Yes	Yes
	<i>Tapa</i>	Universal value in terms of personal, but firmness and capacity building	Yes			
	<i>Svādhyāya</i>	Compulsory for reflection, retraction, indispensable for tolerance and mutual understanding.	Yes	Yes	Yes	
	<i>Īśvarapraṇidhāna</i>	Spiritual value, devotion and assertor of faith	Yes			
3.	<i>Āsana</i>	The value of physical and mental health & onward	Yes		Yes	Yes
4.	<i>Prāṇāyāma</i>	Vital energy, enhancing the power of life force	Yes	Yes	Yes	
5.	<i>Pratyāhāra</i>	Value of sacrifice and restraint, Withdrawal	Yes	Yes	Yes	Yes
6.	<i>Dhāraṇā</i>	The Value of concentration	Yes			
7.	<i>Dhyāna</i>	The value of peace, harmony	Yes	Yes	Yes	Yes
8.	<i>Samādhi</i>	The supreme value in terms of spiritual fulfillment, peaceful blissful consciousness	Yes			

8.	<i>Tapa</i>	Universal value in terms of personal, but firmness and capacity building	Yes			
9.	<i>Svādhyāya</i>	Compulsory for reflection, retraction, indispensable for tolerance and mutual understanding.	Yes	Yes	Yes	
10.	<i>Īśvarapraṇidhāna</i>	Spiritual value, devotion and assert or of faith	Yes			
11.	<i>Āsana</i>	The value of physical and mental health	Yes		Yes	Yes
12.	<i>Prāṇāyāma</i>	Vital energy, enhancing the power of life force	Yes	Yes	Yes	
13.	<i>Pratyāhāra</i>	Value of sacrifice and restraint, Withdrawal	Yes	Yes	Yes	Yes
14.	<i>Dhāraṇā</i>	Concentration	Yes			
15.	<i>Dhyāna</i>	The value of peace, harmony	Yes	Yes	Yes	Yes
16.	<i>Samādhi</i>	The supreme value in terms of spiritual fulfillment, peaceful blissful consciousness	Yes			

## Conclusion

Software technology and Spirituality are two areas in which India has made a niche globally. And within the spirituality, Yoga has evolved as a non-fundamentalist way of the spiritual path. With reference to health too, it provides a path to physical and mental well-being by effective management of various ailments and disorders generated from modern, busy, and sedentary lifestyles. Thus, from the field of spirituality to health, Yoga is found promising, motivating.

**Note:** The article is based upon the paper presented by the Author in the 2nd International dialogue on 'Peace and Justice in Hinduism and Islam' organized by ICRO-Islamic Culture and Communication Organization affiliated to the Ministry of Culture, Tehran IRAN and ICPR-Indian Council of Philosophical Research, under Ministry of Education, Govt. of India, New Delhi in Tehran, Iran on 24-27 August, 2019.

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3. Manaḥ praśamanopāyo yoga ityabhidhīyate. Mahopaniṣad, V.42
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5. <https://www.yoga.ayush.gov.in/common-yoga-protocol>  
<https://www.mea.gov.in/images/pdf/common-yoga-protocol-english.pdf>
6. As per general root meaning in Sanskrit – 'यमयन्ति प्रेरयन्ति यमाः'
7. As per root meaning in Sanskrit – 'नियमयन्ति निवर्तयन्ति नियमाः'
8. Sthirsukhamasanam
9. "Yamaniyamāsanapraṇāyāmapratyāhāradhāraṇādhyānasa mādhayo'ṣṭāvaṅgāni" <sup>7</sup> Ibid.10.
10. *Pātañjali-Yoga-Sūtra*, II.29
11. Ahimsāsatyāsteyabrahmacaryāparigrahā yamāḥ. Ibid. II.30
12. They have described as Universal as - *Jātidēśakālasama yānavachinnāḥsārvabhaumā mahāvratam*. Ibid. II.31
13. *Śaucasamtoṣatapaḥsvādhyāyeśvarapraṇidhānāni niyamāḥ*.-Ibid, 32



# Transforming Education through Happiness Schooling: An Exploration

Alaka Das\* and Ansumwi Basumatary\*\*

Lord Buddha said, “managing both happiness and sadness is our responsibility.” Happiness is a combination of satisfaction with one’s life as well as feelings on day to day basis. Our happiness is controlled by our own thoughts, actions, behaviors, hereditary determinants, and also the circumstances of the individual. One of the issues of school education these days is the lack of satisfaction or happiness in schools. We found many low excited students who are not interested in school activities and take part in classes with indifferent feelings or by force resulting in their slow progress. Though individual satisfaction or well-being is influenced by different familial or hereditary factors, different school environments and functions have an impact on students’ happiness and enthusiasm. Happiness has been shown to foster moral behaviour, altruism, and sociability, promote activity, initiative, and longevity leading to healthy people, and a happy society (Veenahoven, 1988, 2003). A variety of psychological, social, economic, physical, and organizational factors are found to be associated with school children’s happiness. As students spend a considerable amount of time at school, it becomes important for the schools to inculcate among the students those skills that may enable them to live their life happily. Therefore, serious concerns need to be made in this respect.

## Happiness

Happiness is characterized by positive affective states such as optimism, positive thinking, and the perception of personal wellbeing. According to Mayers and Dinner (1996), over the centuries some sages have suggested that happiness comes from living a virtuous life, others say from indulging pleasures, some say that it comes from knowing the truth; others say it comes from restraint, and others from purging oneself of pent up rage and misery. Happiness can be defined in terms of the average level of satisfaction

over a specific period, the frequency and degree of positive effect manifestation, and the relative absence of negative effect (Argyle, Martin, and Arassland, 1989). Research in happiness in a relationship with the effect, moods, and emotions constantly explores that the most central aspect of relating an individual’s emotional understanding is the hedonic tone or pleasantness, or unpleasantness (Watson, Weise, Vaidya and Tellegen, 1999). According to Diener and Ryan (2009), factors that influence one’s happiness are emotional intelligence, religiosity, social relations, and work and income level. At the secondary level, most of the students who are in their adolescence period face identity crises (Santock, 2003). Ale Yasin (2000) observed that in attractive and happy schools, freshness and happiness of students are possible. In schools, students coming from different family backgrounds bring with them familial stress also. Still, they attempt to feel happy in the school with their peers and teachers. Delhi’s happiness curriculum is said to be designed to strengthen the foundations of happiness and well-being of students focusing on the good relationship between students and teachers. Happiness curriculum is attempted in Delhi since 2018 with over 800,000 school students.

Happiness motivates individual activities, raises awareness, strengthens creativity, and facilitates social relationships therefore, Education and Happiness go hand in hand. Ancient Indian Wisdom that once cherished ‘*Sat*’, ‘*Chit*’ ‘*Anand*’ in human life is clubbed in the happiness index with the countries like Afganistan, Zimbabwe, and Botswana. Still, no particular program exists in our education system for creating happiness among the students. To have an enjoyable and happy environment, we must know the level of happiness of the students and also the factors or elements that need to be incorporated into our educational programs and schooling. The purpose of the study is to know the level of happiness of the high school level students of the Nalbari Town area, as per their sex and school management variations. The study also attempts to suggest measures for creating happiness in Secondary Schools, based on the factual information from the schools and a review of related

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literature. It is expected that if we can incorporate this skill into our curriculum, it can be a change catalyst in the overall well-being of the students in particular and the society at large. The problem of the study is therefore stated as “Transforming Education through Happiness Schooling: An Exploration”. The objectives of the study are:

- i. To examine the level of happiness among the Secondary level school Students.
- ii. To find out the difference in the level of happiness of the boy and girl students.
- iii. To find out the difference in the level of happiness of Government and Private Secondary School Students.

The Research Questions are:

- How far do the students of High School feel happy in life?
- How do the happiness levels differ on average across the factors of sex and management of schools?
- What transformative measures may be suggested for inculcating Happiness in schools?

### Significance of the Study

In 2011, the UN General Assembly resolution recognized ‘Happiness’ as a fundamental Human Right’. In 2012, it declared the 20<sup>th</sup> of March of every year as the International Day of Happiness. In 2014, UNESCO promoted happiness in schools in the Asia Pacific by documenting perspectives from school stakeholders and establishing a happy school framework. In 2015, Sustainable Development Goals also mentioned Well-being as its focus. United Nations Sustainable Development Solutions Network Report ranks national happiness of the countries based primarily on a personal sense of wellbeing, GDP, social support, personal freedom to make choices, life expectancy, generosity, levels of corruption, etc. Out of 146 countries, India, the country of spirituality and a fast-growing economy ranked 136<sup>th</sup> in 2022, the world’s 11<sup>th</sup> most unhappy country in terms of happiness. We ranked 139<sup>th</sup> in 2021, 144<sup>th</sup> in 2020, 140<sup>th</sup> in 2019, 133<sup>rd</sup> in 2018 and 122<sup>nd</sup> in 2017, 117<sup>th</sup> in 2015, and 111<sup>th</sup> in 2013 and 2012.

In India, though we cherish the idea of ‘*Sarvey Bhavantu Sukhinah*,’ ‘*Bahujana Sukhaya, Bahujan Hitaya cha*’, the world ranking reflects a sorry picture

of it. According to NCERB, India recorded a new high of 12,526 suicides by students between the ages of 15-29 years of age in 2020. The study revealed that 26 suicides were reported every 24 hours due to the challenges of learning, failure in examination, parental expectation, substance abuse, poverty, ill-health, stresses arising from family disturbances, peer conflicts and breakups, and other socio-cultural components. Prolonged stressors have an adverse impact on students’ physical and mental well-being. The COVID -19 situation has worsened the scenario by compelling students to stay in isolation. According to World Happiness Report 2013, there is enough need to improve the Well-beings of the individual and happiness is a need of every nation and citizen. Education is one of the crucial components of teaching the skill of being happy. In a competitive, stressful, and competition-driven world, students are facing lots of challenges. And the growing interest in researches in this area has proved that there is relationship between happiness and educational quality. UNESCO has launched the Happy School Project in 2014 for learners’ well-being and holistic development, through ‘Happy Schools: A Framework for Learners Wellbeing in the Asia-Pacific’. If we can inculcate and develop those skills in our classrooms, students will learn to be happy in different spheres of their life.

The secondary level students are at a transitional developmental period between childhood and adulthood; this stage is characterized by biological, psychological, and social role changes more than any other stage of life like infancy (Fiedman and Eliot 1990). Secondary-level students are at the adolescence stage, which is the primary prevention and intervention period. The predominant causes of unhappiness and health risk behavior are quite different from adults, indicating that early identification and treatment of adolescence problems must be directed towards a unique set of targets in this age group (Williamsons et al, 2002). With regard to gender, most studies show that female students have significantly higher scores (Dursun and Cesur 2016, Salavera et al.2017). Natvig et. al (2003) observed that older students (14-15) reported higher levels of unhappiness than younger students (13 years). Keeping in view the observed unhappiness and low feeling among secondary level students, the present study was designed to study psycho-social aspects of happiness among the secondary students. It is expected that the findings of



the study will be helpful in approaching the issues of happiness among secondary-level students and also contribute to transforming education into an enjoyable experience as well.

### Review of Related Studies

Literature also revealed that happiness turns people to be more compassionate, more creative, more energetic, and more successful in life (Dhammandra, 2011). Nasoohi (2009) opined that a happy environment in school brings more success in academic affairs along with developing values and sincere relations in the school and society. A happy school environment enhances learning effectiveness and students' capabilities. Similarly, lack of happiness makes them feel bored and uninterested in learning. Edenski and Nisbet (2014) conducted a study that measured people's feelings of connectedness with nature. The result shows that nature-relatedness has a distinct level of happiness which has a generalized benefit of feeling connected to family, friends, and home. The experience of happiness shows a considerable degree of individual and group variations. Some people have the capacity to be remarkably happy even in hard circumstances, whereas someone may be chronically unhappy even in their best times. Gurmit Jaggi (2016) studied psycho-social aspects of happiness among adolescents. Results showed a definite role of perceived social support and a cohesive family environment. Satisfaction with life, optimistic outlook, and being extraverted enhanced happiness. On the other hand, stress, depressive thought, neuroticism, and ineffective coping styles reduced feelings of happiness. Agustina S (2018) found that students' source of happiness comes from the activity of social relations and establishing the utilization of free time. These findings were true for both male and female adolescents. Fatima V. (2019) studied about value profile of adolescent girls with respect to their school climate, socio-economic status, and happiness quotient. Esther Care et al (2020) reported that the happiness curriculum in Delhi has shown positive improvement in relationships both inside and outside of the classroom in Delhi. It has been observed that no particular study on this area has been reported and an urgent need is there to address this crucial issue.

### Method of Study

A descriptive survey method has been used in the study adopting both qualitative and quantitative

approaches. The population of the study is secondary school students of class x of Nalbari town area, Nalbari. 160 students of Class X from four Secondary schools – (two Government and two private) in the town area were selected as the sample of the study.

### Tools Used

'Oxford Happiness Questionnaire' developed by Michael Argyle and Peter Hills (2002) comprises 29 items of six points ordinal scale having both positive and negative statements that were transformed into an interval scale by Oleg. N, Medvedey et al (2016) with 25 statements used with bit adaptation. The Cronbach Alpha Reliability of the scale is above .90 and has a construct validity of  $r=.79$ . Descriptive Statistics - Mean, Median, and Standard Deviation along with  $t'$  were calculated for analyzing the collected data.

### Limitations of the Study

The usual limitation of self-reported response will be there in the study. Besides, as the sample of the study is limited in number, the generalization of the findings will be limited only to the sample studied.

### Findings

From the analysis of the data collected observations have been made.

Objective 1: Number of Secondary Level students in Different Levels of Happiness;  $N=160$

**Table 1: Level of Happiness in Secondary School Students**

Level of Happiness	Range (Happiness Score)	Number of Students
High	4.22-5.12	79
Average	3.4-4.2	62
Low	2.4-3.3	19

**Table 2: Significance of difference in Happiness Score in Boys and Girls and Government and Private Secondary School Level Students**

Category	N	Mean	S D	t	Level of Significance
Boys	85	4.05	.59	1.00	Not significant
Girls	75	4.15	.68		
Govt.	66	3.92	.64	**	Significant .01level
Private	94	4.22	.62	3.00	
Total	160	4.09	.63		

From Tables 1 & 2, it has been observed that the score achieved on the happiness scale range from (2.4-to 5.1). In the high level of happiness which ranges from (4.22-5.12) there are 79 students, in the average range (3.4-4.2) there are 62, and in the low range (2.4-3.3) there are 19 students. The mean happiness score of the students is 4.09 with a standard deviation of .63. It is also observed that the mean happiness score of the girl students (4.15) is higher than the mean happiness score of the boys, though the mean difference ( $t=1.00$ ) is not a statistically significant one. Similarly, the mean happiness score of the students from private schools is found to be higher (4.22) than the mean happiness score (3.92) of students from government schools, the mean difference ( $t=3.00$ ) is found to be statistically significant at a .01 level of significance.

From the discussion with the students and teachers, it has been observed that when the students participate actively in school activities, have the responsibility of interesting activities, honoured and recognized by teachers, have the opportunity to work in groups, opportunity to involve in the instructional process, the scope for participating in co-curricular activities, peer acceptance, loved and cared by family members and teachers, participation in morning prayer and meditation sessions, friendly teacher-student relationship, they enjoy the learning activities. UNESCO Report (2017) states three P's for happiness in schooling-People, Process, and Place. On the basis of the observation from the study and literature reviewed in this respect, the following suggestions are made:

- Reorienting students with ancient Indian values and ethos.
- Integrating school curriculum with basics of Indian thoughts and ideals.
- Incorporating Yoga and Meditation in morning assemblies.
- In the teaching-learning process, opportunities for engaging students collaboratively need to be prioritized which may lead to a comfortable healthy student-teacher relationship.
- School timing and workload are crucial for the happiness of the students. A balanced, sensible, and reasonable school work and time schedule will have a specific effect on the happiness of the children.
- Teacher's friendly gestures, caring attitude, love, compassion, and encouragement to students create a positive outlook towards schools. Therefore, training on socio-emotional competencies of teachers; teachers' working conditions and professional development require attention.
- Opportunity and freedom for expression, useful, relevant and creative, engaging learning content influence student's happiness. Curricular aspects, therefore, need rethinking in their design.
- Students' differences and diversity need to be accepted and recognized.
- Students' physio- mental well-being can be addressed through yoga and meditation. Regular health check-ups and nutrition supply, and hygienic sanitation practices were also important.
- Provision for eco-friendly physical infrastructure, positive classroom environment, use of audio-visual aids, music, role-playing, and adoption of different teaching techniques leads to an enjoyable classroom environment. Students feel free where there is no peer pressure or any kind of bullying.
- Training on emotional intelligence competencies, mindfulness, emphasis on developing critical thinking among students, and training on socio-emotional skills, leads to an insightful understanding of emotions of self as well as that of others.
- Revitalizing school administration by encouraging school society relationships needs to be enhanced. So, leadership that prioritizes the happiness of the students, as well as teachers, is also equally crucial in this regard.
- Parental care and involvement in school activities motivate students to actively participate in school activities. Different school practices, therefore, need to incorporate practices for increasing the opportunity to involve the parents and community people as well.
- Self-esteem of the students needs to be cared for, which is a factor of personal happiness.
- Inclusion of value components based on ancient Indian wisdom in the curriculum and practicing these, also have an impact on achieving a deeper sense of happiness.

## Educational Implication of the Study

As a fundamental human right, 'Happiness' nowadays is prime global policy agenda and it has also become a measure of social progress. In transforming school experiences into happy schooling, lots of challenges are required. We have to break the barriers and adopt a paradigm shift from teacher-centeredness to learner-centeredness, memorizing to experiencing competition to collaboration, and teacher domination to learner participation for making learning experiences happier. Instead of too much examination orientation, creative engagement in learning needs more focus and teachers require effective training for that instead of simply delivering the content. Opportunities for Community participation, bullying free safe environment encourage collaborative effort that too requires attention in schools. Above all, schools must have visionary goals for prioritizing happiness as well as learners' well-being, and missionary zeal for transforming our traditional schools into happy schools. This awareness among all the stakeholders about happiness schooling, effective teacher training, curricular redesigning on happiness, and autonomy to school authorities and teachers for innovative practices, require urgent attention.

## Conclusion

Though happiness remains the ultimate search of mankind, less focus has been made on this respect. Human happiness is multifaceted and multidimensional. Consideration of the mental health of students and an attempt to bring a happy environment in schools may make students attend school with more interest. However, preparing students to lead a happy and purposeful life needs continuous effort on a long-term basis from the pre-primary level of education. Structural changes in all aspects of our life are needed to be truly happy. A positive home culture coupled with positive school culture is the only way to pursue happiness. It is necessary to address the issues of unhappiness since happiness remains the ultimate aim of human life. And school, as one of the important agencies of human development, instilling happiness among the young minds ultimately transforms the whole nation, into a happy nation indeed.

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# Analytical Perspective on the Impact of Yogic Education among College Teachers

Uma G\*

Yoga is an ancient practice; which has been associated with cultural, religious, and physical activity for more than 2000-4000 years. In ancient India, Yoga is described as the link between the human individuals and nature constituted of *Pancha Boothas*. Human beings are endowed with the traits such as ego, desire, and anxiety, which need to be in balanced proportions to maintain the balance of nature. If everything goes smoothly, nature is balanced otherwise natural disasters such as extreme temperature, dust storms, earthquakes, heavy rain, hurricanes, flood, and wildfires occur adversely showing a correlation between the *Pancha Boothas* of humans and nature. Yoga with meditation can play an important role in our life because it controls the functioning of our mind (ego, desire, and intellectual). Yoga is a well-known physical, mental, and spiritual practice since ancient times and benefits people globally.

Yoga is a spiritual science, for the integrated magnification of physical, mental as well as spiritual factors. Word Yoga originated from the Sanskrit word '*Yuj*' meaning union of the body, mind, and soul to achieve a balanced life. The growing popularity of Yoga and its increasing socialization attract many people and professionals to make inquiries into the science of Yoga. In the past few decades, the interest in Yoga has increased tremendously, particularly in western countries leading to a multi-billion dollar business.

Even though Yoga originated from India and is getting popularized, acceptance of Yoga science across the world is mainly due to urbanization growth, technology, and industrial development which caused a varying degree of social conflicts, mental tension, and stressful situation in the daily routine. Yoga is a way of life and truer to its ancient tenets. The continuation of exercises, *asanas*, regularity breathing (*Pranayama*), and principles that govern the mind take everyone to a peaceful state.

According to Pathanjali, Yoga has eight steps which are all especially important and related as part of a whole having the purpose of self realization. The eight steps of Yoga are *Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana* and *Samadhi*. Human life has been in existence since the primitive ages. Depending on the place, time, and growth of knowledge and also on one's felt needs, actions and concepts have been developing till now. In our daily life, one finds many problems/discomfort due to the action that is unreasonable. In this endeavor, the digital era, with the scientific growth and worldwide educational setup is most suited to take measures to evolve a new culture with the same tradition, and values and experience a calm life without discomforts, pains and miseries. For the reformation of human culture worldwide, a step-by-step process with the basic objectives is needed.

Yoga is defined as being conscious of the Consciousness to have the noblest life. Yoga is an internal expedition that creates an awareness and understanding of ourselves and leads us to self-transformation. It is a primordial science of self-development which reorganizes our mind and body. It leads to perfect balance and harmony between them. In other words, it is an art of controlling our mind, body, and breath and unlocking hidden potential energies. As per the sayings of great guru Vathatheri Maharishi, "Physical body, life force, and mind are interlinked and interconnected in the existence of man" which is an unimaginable and wonderful network system in the Universe. Five-fold Moral Culture for the self and *Vethathiri* Principles of Life for Society give a complete system of practices for both the mental and physical well-being of humans. Millions of years have passed after the evolution of mankind, and new ideas and needs get generated and getting generated to satisfy the needs of living beings, especially human beings. If once understood the basic needs of mankind, there is peacefulness, otherwise, we have to make others understand with love and compassion through the process called education. Accordingly, Gandhiji view also enlightens the importance of education, "By education, I mean an all-around drawing out of the best in child and man, body, mind, and spirit."

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In today's world, education has brought much distinction in various aspects of life from childhood to old age. The system of education also has undergone changes according to the needs of the time and environment (online/virtual mode of teaching and learning in COVID-19 situation). Maharishi envisioned that young minds should take up Yoga as a part of the curriculum through which morality, duty, and charity will become possible to have a spiritual and holistic education. In recent days, one can able to hear a buzz or magic word 'Yoga' from at least one person in a family. This is due to the awareness of the declaration came after the adoption of June 21 as 'International Day of Yoga' by our Indian Prime Minister during his address to UN General Assembly on September 27, 2014, and nearly 175 nations around the globe have taken initiative to adopt and also initiated to include in their educational system as well. Accordingly, Higher Education Institutions (HEIs) in India progressed in taking up Yoga for Human Excellence as a part of the Curriculum and a subject in both UG and PG degree programs leading to research degrees. Accordingly, Yoga was included as a subject in UGC NET from January 2017 examination and around 4500 students appeared for the test conducted by National Testing Agency (NTA). Also, the public, professionals, the working community, and teachers in schools, and colleges have shown keen interest in taking up an additional degree MA/MSc (Yoga of Human Excellence) apart from the subject of the specialization in order to have mental and physical well being.

This study analyzes the impact and effectiveness of Yogic Education among college professors in their personal and professional life. The sample survey is taken using simple random sampling through the Questionnaire method of data collection.

### **Objectives of the Study**

Professors of the college have to handle the students adults in the age group of 17-22 years. Due to the transformation of the environment from school to college, to make the student's mind in a balanced way by concentrating on their studies, academic and co-curricular activities there is a need for a balanced mind which is possible through the Science of Yoga. It provides a systematic approach to understanding the root causes of our psycho-physiological problems such as fickleness of mind, hatred, greed, anger, depression, tremor, breathing disturbances, etc among

the student community. In recent years, parents and teachers face great difficulty in handling the younger generation in the technocrat society. Accordingly, teachers and professors of the college wish to enrich both theoretical and practical knowledge in Yoga through an additional degree. The main objective of the study is to assess;

- Significant improvement in adjustment and flexibility due to the practice of Yoga.
- Significant reduction in the behavior due to the impact of Yoga on the different variables.

### **Limitations of the Study**

The study is confined to HEIs professors only with a sample of size 26 through the survey technique by the method of Questionnaire. Professors of the college who earned and undergoing an additional PG degree (MA/MSc -Yoga for Human Excellence) are considered for the study.

### **Statistical Analysis of the Study**

Primary data type collected through the sample survey method using simple random sampling was analyzed using statistical tools such as Descriptive measures for the demographic data and paired t-tests to test their significance. The findings and results were presented in the tables as under

Table 1, shows that 19 respondents are female and 7 respondents are Male; 4 respondents are below 30 years of age category, 12 are between 30 to 40 years, 7 respondents are between 40 to 50 years, and 3 respondents are above 50 years of age. In this study, there are 22 respondents who are married, 3 respondents are unmarried and 1 is separated in marriage life due to personal problems. As far as children care is concerned the 12 respondents are having only one child, 9 respondents have 2 children and 3 are unmarried and 2 respondents have no child. Considering the family structure 10 respondents are living jointly and 16 are in nuclear families. From this, the respondents after entering into the family life, to fulfill the lacunae in their personal and professional life, seek to have Yoga knowledge to excel in their life.

### **Paired t-Test**

The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure

**Table 1: Demographic Profile of the College Teachers**

S. No	Variables	Group	Number(n)	Percentage(%)
1	Gender	Male	7	26.9
		Female	19	73.1
		<b>Total</b>	<b>26</b>	<b>100</b>
2	Age (years)	<30	4	15.4
		30-40	12	46.2
		40-50	7	26.9
		>50	3	11.5
		<b>Total</b>	<b>26</b>	<b>100</b>
3	Marital Status	Married	22	84.6
		Unmarried	3	11.5
		Separated	1	3.8
		<b>Total</b>	<b>26</b>	<b>100</b>
4	Number of Children	No Children	2	7.7
		1	12	46.2
		2	9	34.6
		Unmarried	3	11.5
		<b>Total</b>	<b>26</b>	<b>100</b>
5	Type of Family	Joint	10	38.5
		Nuclear	16	61.5
		<b>Total</b>	<b>26</b>	<b>100</b>

used to determine whether the mean difference between two sets of observations is zero. In a paired sample *t*-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired sample *t*-test include case-control studies or repeated-measures designs. The variables considered in the study are Anger, Punctuality, Discipline, Anxiety, Understanding, Tolerance, Decision Making, Self Realization, and Adjustment to test their significance before and after taking the Yoga Programme.

**Null Hypothesis:** There is no significance among the variables before and after taking up the PG degree programme in Yoga for Human Excellence among professors.

**Research Hypothesis:** There is a significant difference among the variables before and after taking up the PG degree programme in Yoga for Human Excellence among professors.

Table-2 indicates that the obtained significant value for Anger, Understanding, Tolerance, Decision

**Table 2: Significance of Mean between Prior and Post Scores on Selected Variables**

Test Characters	Measures of Variables			
	Mean	SD	t value	Sig. value
Anger	2.9038	1.017	3.277	.003
Punctuality	4.2307	.837	-1.873	.073
Discipline	4.1538	.612	-1.28	.212
Anxiety	3.3653	1.511	.908	.372
Understanding	3.8269	.860	-2.96	.007
Tolerance	3.8076	.752	-4.17	.000
Decision Making	3.8269	.808	-3.63	.001
Self Realization	3.8846	.904	-3.03	.006
Adjustment	3.9423	.905	-2.81	.009

making, Self-realization, and Adjustment shows very high significance before and after taking up the Yoga Degree Programme both at 5% and 1% levels of significance. The significant value on the selected variables such as Punctuality, Discipline, and Anxiety were found to be greater than the 'p-value at the 5% level for 25 degrees of freedom. Generally, teachers in their profession are less anxious, well-disciplined, and keep up their punctuality in going to the classes and accordingly showing no significance before and after taking up the Yoga Programme. The results of this study showed statistically significant and explained its effects positively.

### Discussions

In this study, more women are taking an additional degree in Yoga Education implying that in the education system a balanced state exists naturally, and to overcome their work-life balance there is a need for Yoga and meditation. Economic growth and modernization have wide opened the entry point for the spread of unhealthy lifestyles among younger generations and also there is a need to inculcate moral and ethical values. As the respondents are in the education profession, they are already imbued with discipline and punctuality hence showing non-significance before and after taking up the degree program. The selected variables such as Anger, Understanding, Tolerance, Decision making, Self-realization, and Adjustment show higher significance after Yoga Programme both in personal and professional life.

### Conclusion

Today, Yoga is a painstakingly worldwide phenomenon; it has taken the world by the tempest and is gaining reputation day by day. It is inevitable that Yoga should be made an integral part of our educational, as well as health care systems. The prime intention of the research study is to identify and reason for the inclusion of Yogic education in their profession. Based on the findings and results there is a progression in the awareness and raise the interest in the Yogic education which shows the pathway to include it as a subject in the educational system. Mind-body medicine is growing well these days, in which the mind is reprogrammed with the help of meditation practices and ultimately body becomes healthy in all the ways for handling the family members, students, and colleagues in the routine lifestyle. And concluded that Yogic education has enough and adequate potential to establish harmony between mind and

body and keep a track among the present and future generations in their life journey to reach their desired destination. Hence it is a need of the hour to include Yogic Studies as one of the Courses and Programme (UG, PG, and Research) in all the Higher Education Institutions of the Country and to make the teachers of HEIs to study and complete Yogic Practices for their career in a better and peaceful way.

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# Education and *Koshas*: Understanding and Empowering the Five Layers of the Self

Satish K Kapoor\*

To ensure that man moves from negativity to positivity, cynicism to understanding, knowledge to wisdom, and happiness to bliss, one needs to be given holistic education which prepares one both for *abhyudaya*, material prosperity, and *nihsreyasa*, spiritual fulfillment. Education must help one to reinvent oneself – to understand the laws of the body, the subtleties of *prana* (life-principle), the dynamics of internal organs like mind (*manas*), intellect (*buddhi*), and individuation (*ahamkar*), to discover one's potential and expand self-awareness. For this, educational curricula must include both *para vidya* and *apara vidya*—the knowledge of the spirit and the knowledge of the world.

## Education and *Kosha*-s

Man is not just the physical body, the mind and the senses but also the soul or spirit which makes it functional. Any discourse on personality development must focus on the total man which has five *Kosha*, layers or dimensions. These are classified, in order of greater refinement, as *annamaya kosha*, sheath of food, *pranamaya kosha*, sheath of vitality, *manomaya kosha*, sheath of mind, *vijnanamaya kosha*, sheath of intellect, and *anandamaya kosha*, sheath of bliss. All the five *kosha*-s are intertwined and interdependent. The physical sheath is controlled by the vital, the vital by the psychological, the psychological by the intellectual and the intellectual by the spiritual.

The five sheaths representing matter, energy, awareness, mental activity and bliss respectively, are discussed in this article.

## *Annamaya Kosha*: 'Food sheath'- The Physical Being

It is the outermost, coarsest and tangible dimension of an individual. With its attributes of hunger and thirst, it grows, develops, decays and disintegrates with time in consonance with the laws

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of nature.<sup>1</sup> The physical body is a replica of the universe, as per the Sanskrit adage, *yatha pinde tatha brahmande*. In a higher sense, the body is called, the exterior mind, an instrument of consciousness, or the impermanent abode of the soul.

## Empowering the Physical Body

*Annamaya kosha* can be strengthened by right food habits, physical exercise, and a healthy life-style. The age-old advice of Vagabhatta (600-650 CE): *hita bhuka, mita bhuka and rita bhuka* – 'eat according to one's *prakriti*, physical constitution, eat in limit, and eat according to season - is applicable universally, for proper growth and upkeep of the body. One should take balanced diet which includes all the six *rasa*-s, namely, *madhura*, sweet, *amla*, sour, *tikta*, bitter, *lavana*, salty, *kashaya*, astringent, and *katu*, pungent. Food should be light, wholesome, nutritious and easy to digest. Half the stomach should be filled with food, a quarter of it with water, and the rest should be kept empty for air. Spicy and deep-fried stuff, tea, coffee; soft drinks and alcoholic beverages should be avoided or taken in moderation. Food taken without being hungry or a heavy meal at night, are harmful to health.

Since food provides biological fuel and energy, one should eat in order to live and not live in order to eat. The physical, mental and spiritual aspects of food must be taken into consideration to make an appropriate dietary choice. The habit of wrong eating causes many ailments. One should eat on time according to season (*kala bhojanam arogya karanam*), masticate each bite properly, and avoid drinking water during meals. While eating, one should not be in a hurry, talk too much or ruminate over unnecessary matters, as it may cause indigestion. Fresh, natural food should be preferred to stale, adulterated, processed, preserved, refined, dyed, or other chemically- treated stuff. Incompatible food combinations like milk and yogurt, should be avoided. An occasional fast clears the body of toxins.

Assimilation of food depends on *jathargani*, digestive fire. Digestive fire rests on *shukra dhatu*,



vital fluid in the body, that can be preserved through *brahmacharya*. *Brahmacharya* is chastity culminating in divine conduct. Sexual addiction, perversion or fantasy, has an adverse effect on sensory and motor functions of the body. To lead a disciplined life devoid of baser passions, students should get up in the *brahma muhurta*, before sunrise, take a walk, practice yoga or do some physical exercise (like swimming, jogging, cycling and aerobics), eat *sattvic* food, eschew drinking and drugs, study inspiring literature and watch positive things. All these activities would purify *medha nadi*, channel of intellect, and transmute *sahaja bala*, natural energy, into *ojas*, the purest expression of metabolism.

### ***Pranamaya Kosha* : ‘Breath-sheath’ - The Vital Being**

*Annamaya kosha* needs power and vitality for its functioning, which it receives from *pranamaya kosha*, the biophysical body coexisting within it. *Pranamaya kosha* consists of *pancha prana* and five sense organs of action. *Pancha prana* consist of five vital airs - *prana*, *apana*, *vyana*, *udana*, and *samana* (as also five sub vital airs - *naga*, *kurma*, *krikara devadutta* and *dhannanjaya*) that control various functions of the body.

### ***Empowering Prana***

Human breath is the gross form of cosmic *prana* which functions in all the three states of being – wakefulness, dream and deep sleep. By practicing *pranayama*, one can regulate the process of breathing, control inner and outer nature, and create a positive energy-field around the body. *Pranayama* should be done preferably in early morning hours, after emptying bowels and the bladder, with total concentration, along with *bandhas*, locks and *mudras*, postures. All of these should be done under the guidance of a guru. The wrong practice of *pranayama* may lead to diseases.<sup>2</sup>

*Pranayama* has three stages : *puraka* or inhalation, *kumbhaka* or retention and *rechaka* or exhalation. It relieves tension in the cerebral-spinal region thereby strengthening the nervous system, and corrects imbalances in the psycho-energetic vortices, called *chakra*-s, positioned within the spinal column. It aligns the left and right hemispheres of the brain and purifies the mind and the body. *Pranayama* should be preceded by detoxification

of nerve channels, through fasting, use of herbs or *shatkarma*, six purificatory techniques of Hatha yoga.<sup>3</sup>

Students should note that *pranamaya kosha* is weakened by physical ailments, mental agitation, talkativeness, erotic thoughts and the use of intoxicants. By mastering *prana* at micro-level, one can strengthen the body, control the mind, overcome suicidal tendencies, and connect with the universal life-force.

### ***Manomaya Kosha*: ‘Mind-Sheath’-The Psychological Being**

Located within *pranamaya kosha* is the mind-sheath which forms the basis of the integrated and dynamic psychical structures, impulses and processes, whether conscious, unconscious or endopsychic.

*Manomaya kosha* comprises of the mind and five sense organs of knowledge (eyes, ears, nose, tongue and skin). The mind undergoes five different states - *kshiptavastha*, wandering, rambling or restless, *mudhavastha*, foolish or forgetful, *vikshiptavastha*, bewildered or distracted, *ekagra*, focused, and *niruddhavastha*, restrained or controlled. It is prone to suffer from five vices – *kama*, passion, *krodha*, anger, *lobha*, greed, *moha* infatuation and *ahamkara*, ego, which sap its positivity, and render it incapable of doing great things in life. The mind brings misery or happiness, failure or success, depending on its state of health. While positive mind enriches life, negative mind leads to despair.

### ***Managing and Empowering the Mind***

Mind is, by nature, fickle and unsteady, as a result of which it clouds judgment. The causes of distraction of the mind, as also its obstacles, are disease, dullness, doubt, carelessness, sloth, worldly-mindedness, delusion, missing the point, and instability. Pain, despair, nervousness, inspiration, expiration, are the accompaniments of the causes of distraction.<sup>4</sup>

The power of the mind is in proportion to the power of *prana*. Mind becomes stable when *prana* is stable (*chale vate chalam chitam nishchale nishchalo bhavet*). By self reflection, self control, and practice of *pranayama*, it is possible for students to annihilate the lower propensities of the mind (*mano-nasha*) and concentrate on their set goals.

Deep, rhythmic breathing restrains the velocity of the ‘flying mind’ and minimizes distraction. Likewise, alternate breathing purifies neural pathways, keeping the mind in order. During normal course of exhalation, it is not possible to flush out impure, residual air from the lungs. But by practicing *kapala bhata* (lit skull-shine), in which inhalation and exhalation are performed quickly ‘like a pair of bellows of a blacksmith’, it is easier to control the fluctuations of the mind.

Being ever-active, it is not easy to fix the mind on an object, internal or external. Its wandering nature can be checked by practice and will power. *Samprajnata samadhi* or conscious meditation is greatly helpful in steadying the mind. When the mind is merged in the object on which it is focused, it is tamed automatically. *Mauna sadhana*, observance of deep silence, further inhibits *karya chitta*, the working mind, from going astray, and makes it tranquil.

Students must practice *Yoga nidra* to check negative programming of the mind. It is an induced state of consciousness between wakefulness and sleep, and helps one in self-monitoring. The *Gaudapada karika* (III.44-45) says: ‘When the mind is torpid, rouse it; when it is distracted, bring it back to calmness; when it becomes attached, be aware of it; when it is established in equipoise do not distract it anymore.’

### ***Vijnanamaya Kosha*: ‘Cognition - sheath’ - The Intellectual Being**

*Vijnanamaya kosha*, also called wisdom-body, includes five sense organs of perception (nose, ears, eyes, tongue and skin), and *buddhi*, the higher aspect of the mind. *Buddhi* is called *vijnanamaya*, as it is made up of both *jnana*, knowledge and *vijnana*, intelligence. *Vijnana* entails various modes of knowing like direct perception, inference, analogy, written word, presumption, non-apprehension, and experimentation, at normal levels of consciousness. It also includes the supraliminal level of thought processes, culminating into intuition. In its highest form, *vijnana* is pure intelligence.

While *manomaya kosha* is associated with the process of deliberation, *vijnanamaya kosha* is related to right understanding, sense of detachment, contentment, compassion and creativity. The former is based on an instinctive impulse or tendency, the latter on the higher thought processes. The former is

endowed with the power to desire, and is in the form of the doer, the latter with the power to know, and is in the form of an instrument. Being the vehicle of higher thought, *vijnanamaya kosha* is an aspect of conscious life. It can identify distractions of the mind, and lead one from ignorance to knowledge. Bereft of *viveka*, higher discriminative intelligence, the mind may become corrupt, polluted or self-centered - and go berserk in fulfillment of worldly desires. Intellectual profundity is lame without a moral basis to it.

### ***Empowering Wisdom-body***

The restless mind should be cleaned by daily prayer, tamed by positive attitude, and calmed by rhythmic breathing. It should be cultivated along the lines of truth and love, and illuminated by meditation, so that one can go ‘deeper and deeper into consciousness – from the world of words to the world of thoughts, then beyond thoughts to wisdom in the self.’<sup>5</sup> Equipped with true understanding, one can distinguish between right and wrong, the good and the bad.

A developed *vijnanamaya kosha* brings about transformation in one’s mental outlook and enables one to have equanimity of mind under all circumstances. When one understands the physical, subtle and causal ramifications of the physical being, one does not live on the circumference of life but goes deep into the recesses of the soul.

### ***Ananadamaya Kosha*: ‘Blissful Sheath’ - The Body of Bliss**

Bliss-body is the innermost *kosha* or layer encasing the human soul. It is preceded, in terms of subtlety, by sheaths of matter, energy, mind and intellect. It constitutes *bija-sharira*, the causal body, which forms a thin layer between ordinary consciousness and the Divine within. Its attributes are equipoise, intuition, insight, primal innocence and fulfillment.

While *annamaya kosha* has the potential to nourish, *pranamaya kosha*, the potential to act, *manomaya kosha*, the potential to desire, and *vijnanamaya kosha*, the potential to know, *ananadamaya kosha* is a state of being, rooted in three *vritti*-s, or tendencies of the mind - *priyam*, *moda* and *pramoda*. *Priyam* is a pleasurable emotion that arises from the mere sight or thought of something one holds dear. *Moda* is the onset of rapturous feeling after one has attained that object. *Pramoda* stands for actual enjoyment of the object.

Bliss is not just happiness, but the power of pure consciousness that operates in a person. The characteristics of happiness are pleasure, love, satisfaction, and delight arising primarily from the fulfillment of mundane desires or tasks. But worldly pleasures derived from sensory objects, are transient like water-drops on a lotus-leaf, that evaporate or fall with time. Bliss transcends ordinary pleasures; it is abiding joy that fulfils.

The prerequisites to attaining bliss are: intense longing for knowledge, pious fellowship, possession of forbearance, eradication of desires, cultivation of wisdom, and practice of *para vairagya*, mental renunciation, in daily life. These disciplines should be accompanied by prayer, worship and meditation. When the mind is absorbed in the object of meditation one progresses from lower to higher centers of consciousness, and gains knowledge of one's true nature. As meditation deepens, peaceful vibrations radiate the environment. The muddled mentality that triggers sinful acts gives way to higher intelligence that deters one from succumbing to the lower propensities.

Like other *kosha-s*, bliss-body, derives sustenance from the self-effulgent soul, which is pure splendor, and of the nature of omniscience. It is fully manifested in waking and dream states. In it the world of cause and effect remains suspended. Yet it is said to originate in *avidya*, ignorance, and has an impermanent aspect to it. It is nearest to *atma*, the soul, but not the soul itself. (vide Adi Shankaracharya's *Atma-anatma viveka*). By tapping *anandamaya kosha*, the roots of inner tension and conflicts are obliterated, and one can imbibe knowledge without difficulty.<sup>6</sup>

## Conclusion

The five *kosha-s* explain the dynamics of the total man, and need to be empowered by specific arts – *annamaya kosha* by the art of eating; *pranamaya kosha* by the art of breathing; *manomaya kosha* by the art of governing the mind and emotions; *vijnanamaya kosha* by the art of sharpening the intellect and *anandamaya kosha* by the art of remaining happy

and contented in life, and ultimately reach the source of bliss.

Educational curricula should be such as can unfold all the human faculties-conscious, subconscious and super conscious - for the perfection of body, mind and soul, so that one is able to hear the voice of conscience. It must give purpose to the life of a student and prepare him to excel in his chosen field of activity. Education should teach how to channel one's psychic urges and connect with the source of being so as to discover one's potential and understand one's limitations.

It is the task of education to cultivate intelligence in every cell of the body and in every neuron of the brain of a student so that wisdom reflects in his words, thoughts and deeds. When the conditioned mind is tuned to its unconditioned essence, creativity blooms like a flower. Besides, there are no feelings of fear, guilt, insecurity, melancholy or meaninglessness of life. Yoga and meditation help in the gradual unfolding of the human consciousness, which is precisely the ultimate goal of education.

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# Being A Lawyer

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**Justice Dhananjaya Y Chandrachud, Judge, Supreme Court of India delivered the Convocation Address at the 5<sup>th</sup> Convocation Ceremony of the Karnataka State Law University, Hubballi on March 26, 2022. He said, “After all, you are all standing at the precipice of law school and are now about to take your first plunge into the actual legal profession. Once you do that, you will all become invaluable members of the legal fraternity and legal sisterhood. The legal fraternity, regardless of its members’ geographic location or cultural differences, is united by its adherence to the principles of justice and rule of law set out in our Constitution. As you enter the profession, these are the very principles you will be expected to uphold in your daily life as a lawyer.” Excerpts**

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I thank Professor Bhat for having extended me the invitation to deliver the Convocation Address for this wonderful batch of graduating students. I wish I could have attended the event in person in Dharwad, but I am still happy to be able to join in virtually. I have fond memories of visiting Dharwad with my parents during my childhood. At the outset, I join all of you in paying homage to the memory of my distinguished former colleague Late Shri Justice Mohan M Shantanagoudar. The conferment of a posthumous doctoral degree to him is a befitting honor to a distinguished citizen, judge and human being par excellence that he was.

I must confess that nothing gives me more joy than speaking to young lawyers who are about to graduate from law school and join the legal profession. But at the same time, delivering a convocation address is a daunting task. In the next twenty minutes, I am expected to not only to say something that encapsulates and commemorates your hard work in law school but to also ensure that it inspires you all to action for your future in legal practice. After all, you are all standing at the precipice of law school and are now about to take your first plunge into the actual legal profession. Once you do that, you will all become invaluable members of the legal fraternity and legal sisterhood. The legal fraternity, regardless of its members’ geographic location or cultural differences, is united by its adherence to the principles of justice and rule of law set out in our Constitution. As you enter the profession, these are the very principles you will be expected to uphold in your daily life as a lawyer.

Hence, through my address today, I shall attempt to answer a simple question: what does it truly mean to be a lawyer? The answer to this question holds within itself two distinct but inter-related issues. These are the stories of the history of the legal profession and the history of legal education.

Coming to the history of the legal profession first, it is often dated back to ancient Greece. The orators of Athens are often referred to as one of the first “lawyers” because they often pleaded cases on behalf of others. However, it is widely accepted that while these individuals often became famous for their skills, they were not considered as providing a professional service<sup>1</sup>. Similarly, in ancient Rome, advocates started to emerge who relied not on legal skills but on their rhetorical ability to win cases. Most of these individuals still used to dabble in this activity not professionally but only as a hobby on the side, purely for intellectual gain<sup>2</sup>. By the fourth century, the law as a profession had properly developed in the Eastern Roman Empire. Lawyers had to enroll before a bar of a court before they could argue before them<sup>3</sup>. However, with the decline of the Western Roman Empire and the onset of the Dark Ages in Europe, the profession once again disappeared before being revived in the thirteenth century due to its regulation by the Church and the State<sup>4</sup>.

In England, some records show that individuals akin to lawyers (often referred to as ‘pleaders’) existed as long ago as the eleventh century. However, historians widely agree that these individuals were not really ‘lawyers’ but just influential individuals who used to accompany people for their cases, in a show of solidarity and to bolster their public support. We have a similar institution of a *Pairokar* in India. From the thirteenth century onwards, a legal profession properly did emerge in England with sergeants taking up cases to argue on behalf of individuals and attorneys claiming to represent these individuals on paper. Slowly, the profession came to be regulated through legislations, and even the courts started entertaining claims of professional misconduct filed by these lawyers’ clients. However, while these professional lawyers existed,

it was a while before they all got together to create the ‘legal fraternity’<sup>5</sup>.

As for India, the modern-day legal profession is undoubtedly the result of our British colonial roots. Its history can be traced back to the establishment of the first British Court in Bombay in 1672. With the subsequent establishment of Mayor’s Courts in the three Presidency Towns of Bombay, Calcutta and Madras, professional attorneys started to emerge in India. Further, with the opening of the Supreme Court in Calcutta in 1774, the first barristers started to come into the Courts on work as advocates. This led to many attorneys giving up pleading, and starting to work solely as solicitors. Thus, these two grades of legal practice gradually became distinct and separate as they were in England. Soon, the High Courts started to emerge all across British India, and it led to a marked increase in the role of lawyers<sup>6</sup>. The legal profession was first regulated in India by the Legal Practitioners Act of 1879, where they were all brought within the jurisdiction of the High Courts. The Indian Bar Councils Act was then passed in 1926 to unify the various grades of legal practice and to provide self-government to the Bars attached to various High Courts. Finally, the Advocates Act of 1961 was passed in independent India, which also sought to abolish with the distinction between barristers and solicitors.

On the other hand, the history of the modern-day legal education does not begin in Europe but in the United States. It begins with the appointment of Christopher Columbus Langdell as the Dean of Harvard Law School in 1870s. Till he took over at Harvard Law School, the traditional models of legal education in the United States were aimed at teaching the students of law to learn abstract rules which were employed in the practice of law. However, Christopher Langdell replaced this model with the ‘case method’ where students instead learned the law by reading and analyzing judicial opinions<sup>7</sup>. Langdell’s method arose from his belief that learning the law should not just be about learning skills to be used for one’s trade but that it should be a science in itself<sup>8</sup>. While Langdell’s case method did not gain currency initially, it slowly came to be adopted as the preferred method of teaching all across the US. It then made its way to England, continental Europe and even to countries such as India.

However, in India, we ourselves had a revolution in legal education not more than three

decades ago. This was indeed the shift from law being solely a three-year post-graduate degree to the introduction of the five-year integrated law degrees, which could be pursued right after high school. This shift was based on Professor NR Madhava Menon’s vision, where he hoped that the five-year law degree would not only teach students the law but combine it with the study of social sciences. He believed that this would give rise to more well-rounded lawyers, who would be more socially conscious<sup>9</sup>. Today, the five-year integrated law degrees have almost become the norm in India and are offered by National Law Universities, private Universities and even traditional State Universities, such as KSLU.

Now, you may be wondering why have I decided to transform my convocation speech into a history lesson? Well, let me offer you two reasons. The first is to remind you of the rich history of the profession which you will soon call your own. When you enter law school, you can become overwhelmed by the vast canvass of the law and of the choices available to you. You will probably also experience this feeling of being overwhelmed once you start your professional life. In such a situation, it can often be difficult to pause and reflect on the nature of your achievement. The achievement being that today you can proudly call yourself a part of a fraternity whose members have included the father of our nation, Mahatma Gandhi, the father of our Constitution, Dr. BR Ambedkar, and many others whose actions led to the independence of our nation. Hence, today I want to remind you of this achievement. At the same time, I also hope to make you understand the nature of responsibilities which will accompany your entry into the legal fraternity.

### **Law School Program on the Legal Profession**

This brings me to my second reason for telling you the history of our profession and education. It is to make you reflect on your law school journey, and the lessons you have gained for your foray into the practice of law.

Admittedly, law school can be a transformative experience which often changes the way one looks at society. It allows one to put on a ‘legal lens’, where they can now view the actions of others in society as being legal or illegal. Suddenly, one becomes aware of the codes and statutes which govern the daily conduct of so many people, and yet remain invisible to them. In fact, this is why some law students have often described their law school

experience as being akin to feeling “powerful” – almost as if they now understood something that others did not<sup>10</sup>.

At the same time, however, it is important to contemplate whether law school can also change one’s perceptions in any negative ways? Indeed, when asked to describe how law school changed them, some students associated it with bringing about a “separation between the heart and the head”<sup>11</sup>. Legal scholars have also noted that many law schools claim to teach their graduates to “think like a lawyer”. This ability to “think like a lawyer” often means being able to put aside one’s emotions and notions of justice, and to be able to assess every situation from a rational and factual perspective<sup>12</sup>. In fact, the United States Supreme Court Justice Oliver Wendell Holmes Junior once commented that he wished to rid all legal education of terms which are used to describe one’s ordinary morality. He believed that doing so would allow for the study of law to truly become a science in itself, disassociated from the morality of the society<sup>13</sup>.

The question you must ask yourselves then is whether being a lawyer should mean losing one’s sense of innate morality and justice, only to replace it by the black letter of the law? While I cannot speak on behalf of anyone else but myself, I truly do not believe that should be the case. Let me tell you why.

I do admit that good legal education should prepare all of you for the actual practice of the law. It is important to know the legal statutes, codes of procedure and practice, and how to use them. At the same time, this is not all that your legal education should be about.

Professor Charles A Reich of the Yale Law School argued that legal education should be humanized. That it should not just teach students the black letter of the law, but also make them understand the effects of the law on society and make them question the reason for the existence of such laws. Professor Reich was famous for teaching property law at Yale, which he believed should not just be about what laws govern property and ownership. Rather, he thought that it should be seen as a means to teach students about the origins of private ownership, and make them question why the law protects it in certain cases. Professor Reich believed that only when law was taught in this manner, would it attract the attention of those idealistic young students who

truly wished to improve our society. He said, and I quote<sup>14</sup>:

“...[U]ltimately the law does offer, more than any other way of life, what they [referring to the idealistic students] are looking for. With only their idealism, the new generation can have little impact. Law can arm them. Through law they can aid in the constant reform and adaptation of society. Through law they can help to keep impersonal organization from overwhelming the basic human values. And in law they can find a life that is richly creative. Law can be the intellect and the sword of this new generation, and through them, more than ever before, the servant of man.”

I believe that Professor NR Madhava Menon also envisaged our legal education to be similarly socially transformative. It should not only aim to teach the practice of the law, but also make the students acknowledge the nature of the society it governs.

I know many of you must be thinking that this is a call by me for everyone to become lawyers and academics who work to cure the ills of society. I understand why that may not be possible. Admittedly, the cost of legal education has been becoming higher by the passing year. At the same time, many young lawyers continue to receive bare minimum salaries in litigation. Which is why so many of them end up finding high paying jobs in corporate law firms instead. It is something I acknowledge and do not blame the young lawyers for, since they often have to pay back their education loans or take care of their families. However, I believe even those who end up taking this route can still utilize their lessons from law school for becoming more compassionate human beings in their daily lives. Further, they can always contribute to the public debate in order to ensure justice and equality becomes available to all in the true sense.

I am reminded at this stage of the western film *Philadelphia*, which told the story of a gay lawyer afflicted with AIDS who sued his law firm employers when they terminated his employment due to his sexual orientation. In a poignant scene where he is being examined in-chief by his counsel to prove his caliber and enthusiasm for the practice of law, he is asked what he loves the most about the law. He replies that “[i]t’s that every now and then, not often, but occasionally, you get to be a part of justice being done. That really is quite a

*thrill when that happens.*” This to my mind, truly reflects the fulfilment in the life of a judge. Every day of our lives, judges come face to face with injustice: undertrials who lack resources to pursue their defense, women who are victims of gendered violence, *bahujans* who combat discrimination in their villages, employees who continue to toil for years without security of tenure and the disabled who seek a realization of rights. In the manifold stories of legal battles won and lost, emerge themes of deprivation and want, and the human instinct of survival in pursuit of a better future. The quest for justice, for a just society founded on equality, liberty and human dignity unites lawyers and judges in the mission of a life in the law.

On that note, if I can leave all of you here with one final word of advice on the kind of lawyers you should be, it would be that your legal training should not replace your innate sense of justice but complement it. I have been a part of this profession for a long time now, and have been judge for more than two decades. In fact, I am probably the longest serving Judge in the Indian judiciary. In the Supreme Court, I hear around fifty cases for admission on every Monday and Friday. While my legal training and experience guides me in deciding many cases on the basis of their legal principles and facts, those are not the ones I think about at the end of the day. The ones I do think about are those where my innate sense of justice guided me into helping someone less privileged and in trying to make our society more equal. Legal education has provided all of you with information and with knowledge. But the vision which lies beyond just information and knowledge, of a just social order is what will transform each of you from being just successful lawyers into worthy citizens.

And therefore, I will end my convocation address by telling you that you must become worthy citizens of this nation. As I mentioned earlier, it is quite probable that all of you will understandably find yourself overwhelmed when you first begin practicing the law. It is also possible that you will start to consider your practice to just be work, where the lived realities of individual cases will become facts to be molded for appropriate relief. When that starts to happen, I can only hope that you can look back to my address today and are reminded of what being a lawyer truly means. I hope then that you not only practice the black letter of the law but rather work towards ensuring that the principles of justice

and equality are made available to all through the emancipatory force of that is the potential of the law. For a lawyer and indeed, for a judge, to be human is to be compassionate and to understand others without being judgmental of their lives. The quality of being human is unique to our existence. I wish good luck to all of you for your blessed lives ahead!

And finally, today please remember everyone that has made possible this day in your lives – your parents, your elders, friends who have criticized you while playing with you, your faculties, your Gurus and your peers. To them therefore, we pay this homage equally and remember everyone who has made a difference to our lives.

And therefore, I leave you with this thought this afternoon that I hope that each one of you will make a difference to the life of the nation and leave our society a better place every day that you work and you achieve laurels in the future. I am grateful to you for this opportunity.

#### Footnote

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Namaskar!



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## CAMPUS NEWS

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### **National Seminar on Education for Sustainable Development**

A two-day National Seminar on 'Education for Sustainable Development' was organized by the School of Education, Central University of Haryana (CUH), Mahendergarh, recently. The event was sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. Prof. R P Tiwari, Vice Chancellor, Central University of Punjab, Bathinda was the Chief Guest, while Prof. Saroj Sharma, Chairperson, National Institute of Open Schooling (NIOS), Noida was the Guest of Honour of the event. The welcome speech was delivered by Prof. Sarika Sharma, Dean, School of Education while the outline of the two-day seminar was presented by Prof. Pramod Kumar.

The programme was presided over by Prof. Tankeshwar Kumar, Vice Chancellor, Central University of Haryana, Mahendergarh. Prof. Tankeshwar Kumar said that today when the National Education Policy has come, it is very important that such an education system should be developed which is conducive to sustainable development. He said that today emphasis is being laid on mother tongue-based education, skill development focused education, which will lead us to the path of sustainable development. Prof. Kumar said that the University is determined for the successful implementation of the National Education Policy and it is our endeavour to prepare such youths who take an active part in the development of the country in order to achieve the goals of the National Education Policy.

Prof. Saroj Sharma mentioned that the ancient Indian form of education, highlighted its usefulness and its need in today's time. She mentioned the ongoing changes on the education front through various examples and emphasized on skill development as well as value education. Prof. Saroj Sharma told 'Sarve Bhavantu Sukhinah' as the basic aim of education. Prof. R P Tiwari referring to the development of Indian civilization and the education tradition described in it. He spoke in detail on the changes in the existing education system and their utility. He said that the *Gurukul* tradition of India always teaches the lesson of considering the whole world

as one. The result of the same education tradition was that India was the centre of education in ancient times. In his address, referring to the changes brought in the education system during the British rule, Prof. Tiwari also drew attention to the new National Education Policy and said that this education policy is the nurturer of the Indian knowledge tradition and the ancient education system. He drew the attention of the participants to the opportunities for multidisciplinary approach, skill development and sustainable development provided in the New Education Policy. He appreciated the efforts made under the guidance of Prof. Tankeshwar Kumar and said that the University will definitely ensure the successful implementation of the education policy.

At the end of the programme, the vote of thanks was proposed by the organizing secretary of the event, Dr. Aarti Yadav. The Registrar of the University, Prof. Sunil Kumar; Prof. Ranjan Aneja, Prof. Anand Sharma were also contributed in the event.

### **Faculty Development Programme on Data Science**

A ten-day Online Faculty Development Programme on 'Data Science for Engineering Applications: Theory and Practice' is being organized by E & ICT Academy, NIT Warangal, Telangana in association with the Department of Computer Science and Engineering NIT Raipur, Chhattisgarh during July, 11-20, 2022. The event is sponsored by Ministry of Electronics and Information Technology, Govt. of India. The faculty of engineering colleges, MCA colleges and other allied disciplines, industry personnel working in the concerned/allied discipline may participate in the event. This Online FDP is devoted to address the need to enhance the knowledge about the latest development pertaining to Data Science for Engineering Applications. The Major Course Contents are:

- Introduction to Data Science.
- Purpose and Components of Python in Data Science.
- Mathematical Computing with Python.
- Scientific Computing with Python.



- Data Manipulation with Pandas.
- Prediction using Scikit-Learn.
- Random Variables and Distributions.
- Exploratory Data Analysis.
- Quantitative and Graphical Techniques.
- Feature Generation and Feature Selection.
- Data Visualization.
- Statistical Foundations for Data Science.
- Regression.
- Hypothesis Testing.
- PCA and SVD.
- Data Wrangling.
- Predictive Analytics.
- Ethical Issues: Privacy and Security.
- Next Generation Data Scientists.
- Recommender Systems.
- Case Studies on Data Science.

For further details, contact Coordinator(s): Dr. Jitendra Kumar Rout/ Dr. Sanjaya Kumar Panda, Department of CSE, NIT Raipur-506004 (Telangana), Mobile: +91- 9439622802 / +91-7978685893, E-mail: [jkrout.cs@nitrr.ac.in](mailto:jkrout.cs@nitrr.ac.in)/ [sanjaya@nitw.ac.in](mailto:sanjaya@nitw.ac.in). For updates, log on to: <https://nitw.ac.in/events>

### **Capacity Building Programme**

A twelve-day Capacity Building Programme for Young Social Science Faculty Members is being organized by the Chaudhary Ranbir Singh University, Jind, Haryana during July 12-23, 2022. The event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The in-service teachers engaged at UGC recognized universities/ colleges may participate in the programme.

Capacity building and personality development have become key requirement for survival in today's global environment, particularly in academia, where advancements have become more dynamic than previously. In the social sciences, research has become so important to faculty members that professional progress without it is nearly impossible. The inclusion of this feature in the new National Education Policy-2020 has increased the value of social science research. Given the importance of

capacity building programmes in academics, it has become necessary to use this as an opportunity to strengthen our affirmative action policies in higher education by organising such training with a priority for young faculty (regular/ad hoc/contractual). In the light of current pandemic situation, the training programme will be conducted in offline format, which will provide a conducive safe environment for learners and resource persons to participate in this academic exercise with safety measures during workshop. The Themes of the event are:

- Research Technique, Focusing on Social Research Methodology.
- Developing Research Instruments and Determining the Best Strategy for Conducting Qualitative Research.
- Working with Quantitative Data or Doing Quantitative Social Research Using the Statistical Tools.
- Writing Research Proposals in Order to Obtain Minor/Major Projects from Various Funding Bodies Interested in Social Research Promotion.

For further details, contact Course Director, Prof (Dr.) S.K. Sinha, Dean and Chairperson, Faculty of Commerce and Management, Chaudhary Ranbir Singh University, Jind-126102 (Haryana), Mobile No: 09416382552, E-mail: [sksinhacrsu@gmail.com](mailto:sksinhacrsu@gmail.com). For updates, log on to: <https://crsu.ac.in/events>.

### **Trainers Programme on Engaging Youth and Adolescence in Disaster Risk Management and Climate Change Adaptation**

A five-day Trainers Programme on 'Engaging Youth and Adolescence in Disaster Risk Management and Climate Change Adaptation' is being jointly organized by the National Institute of Disaster Management, (Ministry of Home Affairs, Government of India), Delhi, The Department of Social Work, Center for Disaster Management, and Central University of Tamil Nadu, Thiruvavur during August 22-26, 2022. The coordinators and programme officers and volunteers of various Adolescents/Youth forum such as National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS), Bharath Scouts and Guides (BSGs), National Cadet Corps (NCC), Civil Defence

Volunteers (CDV) and Indian Red Cross Society (IRCS) may participate in the training programme.

WHO defines 'Adolescents' as individuals in the 10-19 years age group and 'Youth' as the 15-24 year age group. While 'Young People' covers the age range 10-24 years. In India, as per Census 2011, adolescent population (10-19) is 253.2 million and that of the youth (15-24) is 231.9 million, constituting 20.9 per cent and 19.2 per cent of the total population respectively.<sup>3</sup> The population of the young (10-24) is 364.6 million (30.1%). The young people are becoming a transformative force for social change and progress in India and around the world. Contribution of Adolescents/Youth in disaster response is considerable.

Despite the risks and vulnerabilities young people face, especially in disaster situations, it would be short-sighted to view Adolescents/ Youth simply as victims or passive beneficiaries assistance. Adolescents/Youth can make important contributions to Disaster Prevention, Mitigation, Preparedness and response activities. Crisis situations can actually prove to open up new spaces for young people to contribute in ways that are meaningful and empowering. Though rarely acknowledged or recorded, young men and women have social and cultural resources for adaptation and have exhibited tremendous courage, resilience, and leadership skills in disaster situations. Tsunami, Kerala Flood and Cyclone Fani and Cyclone Gaja is and examples of Adolescents/Youth involvement in natural disasters and crisis situations. There are many examples of Adolescents/Youth serving networks who, immediately following a disaster, have volunteered the services to help rebuild their communities.

### **Learning Methods**

The training will be conducted in English as well as vernacular language. The Methodology is participatory in nature and will employ interpersonal communication techniques to make the training more interactive, practical with hands on experiences. Various participatory teaching and learning methods like role play, group discussion, videos, case studies and games will be used to cover the each training module. The Training Modules are:

### **Module -1**

#### ***Disaster and Development***

- Basic Concepts of Disaster Risk Management.
- Hazard and Vulnerability Profile of India.
- Disaster Effect on Development.

### **Module-2**

#### ***Youth and Adolescence Volunteerism for Disaster Risk Reduction***

- Defining Youth, Adolescence and Volunteerism.
- Engaging Youth and Adolescence Volunteers in Disaster Risk Management.
- Role of Youth and Adolescence in Mitigating Impact of Climate Change.
- Disaster Impact on Youth and Adolescence and Way Forward.

### **Module-3**

#### ***Role of Youth Organization in Disaster Risk Management***

- Learning from Youth Forum/Youth Organization.
- Role of NSS and NCC in Disaster Management.
- Role of Scouts and Youth Club.
- Role of Civil Defense Volunteers and Red Cross.

### **Module-4**

#### ***Capacity of Youth Organization and Disaster Risk Management***

- Success Story of Youth and Adolescence.
- Involvement in DRM.
- U Report.
- Action Plan for Youth Organization.

For further details, contact Coordinator, Prof. Sigamani P, Professor and Head, Department of Social Work, Centre for Happiness, Central University of Tamil Nadu, Thiruvavur- 610005 (Tamil Nadu), Mobile: +91- 9716074575, E-mail: [sigamanip@cutn.ac.in](mailto:sigamanip@cutn.ac.in). For updates, log on to: <https://cutn.ac.in/events>.

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# THESES OF THE MONTH

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## SCIENCE & TECHNOLOGY

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of April-May, 2022)

#### BIOLOGICAL SCIENCES

##### Bio Sciences

1. Mishra, Nishtha. **Deciphering the interaction strategies of rice and *Trichoderma* under elevated CO<sub>2</sub> condition.** (Dr. Aradhana Mishra), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Mohan, Sreelekshmi. **Investigation on adverse biochemical alterations in HepG2 cells during hyperinsulinemia and possible reversal with vanillic acid.** (Dr. Raghu K G), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

##### Biotechnology

1. Mukherjee, Mayuri. **A multiomics approach to explore novel therapeutic & energy compound production from indigenous cyanobacteria.** (Dr. Sucheta Tripathy), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Priyadarshini, Manashi. **Sari inhibits growth and reduces survival of Oral Squamous Cell Carcinomas (OSCC) by inducing endoplasmic reticulum stress.** (Dr. Rupesh Dash and Dr. Chanakya Nath Kundu), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

##### Botany

1. Nischitha, R. **Endophytic fungal assemblages in certain grasses of sub family panicoideae and their bio prospecting.** (Dr. M B Shivanna), Department of Botany, Kuvempu University, Shankaraghatta.

2. Udupa, A Vasudha. **Influence of non-edible oil-seed cakes on plant growth and soil borne diseases.** (Dr. M B Shivanna), Department of Botany, Kuvempu University, Shankaraghatta.

##### Genetics

1. Ali, Sabeena. **Assessment of genetic diversity and chemoprofiling in selected species of *Aconitum* from North-Western Himalaya.** (Dr. Qazi Parvaiz

Hassan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Bhat, Zahid Yaqoob. **Cloning and characterization of MYB transcription factors involved in regulation of secondary metabolism in *Crocus sativus L.*** (Dr. Nasheeman Ashraf), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Bokoliya, Naveen Prakash. **Regulation of gene expression by noncoding RNA element in *Mycobacterium tuberculosis H37Rv.*** (Dr. Saurabh Saran), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Jain, Abhinav. **Genomic approaches for understanding the genetic landscape and genetic epidemiology of primary immunodeficiency disorders.** (Dr. Vinod Scaria), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Kanth, Makani Venkata Krishna. **Role of BORIS/CTCF in TGF $\beta$  signalling and ROS regulation in neuroblastoma.** (Dr. Manika Pal Bhadra), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Sagar, Shakti. **Studies on the molecular dissection of the mitochondrial alterations in mesenchymal stem cells derived from mouse model of metabolic syndrome and how to restore its functionality.** (Dr. Anurag Agrawal), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

##### Life Science

1. Bano, Nasreen. **Transcriptome meta-analysis and genome-wide identification of Tubby-Like Protein (TLP) gene family in *Gossypium* species.** (Dr. Sumit Kumar Bag), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Dasgupta, Angira. **Sputum proteins as a biomarker in chronic airway diseases in the Indian population.** (Dr. Anurag Agrawal), Faculty of Biological

Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Husain, Mohd Danish. **Systematic studies in the genus *Aconitum* L. (Ranunculaceae) from India.** (Dr. Priyanka Agnihotri), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

## EARTH SYSTEM SCIENCES

### Atmospheric Science

1. Salunke, Uttamrao Popat. **Changing climate of the Himalaya-Tibetan highland and its association with the climate of India.** (Prof. S K Mishra), Centre for Atmospheric Science, Indian Institute of Technology Delhi, New Delhi.

### Environmental Science

1. Akshatha, K U. **A comparative study on the use of rice husk and groundnut shells to remove heavy metals from metal injection molding industry effluent.** (Dr. Hina Kousar), Department of Environmental Science, Kuvempu University, Shankaraghatta.

2. Santosh, A M. **Studies on photogradation of industrial dyes: An approach in identifying highly efficient metal oxide nanoparticles.** (Dr. K Yogendra), Department of Environmental Science, Kuvempu University, Shankaraghatta.

## ENGINEERING SCIENCES

### Biochemical Engineering

1. Srivastava, Srishti. **Investigation the role of mediator complex subunit, Med12, in glioblastoma.** (Prof. Ritu Kulshreshtha), Department of Biochemical Engineering and Biotechnology, Indian Institute of Technology Delhi, New Delhi.

### Chemical Engineering

1. Debiparna, De. **Applications of eutectic based ionic liquids as novel catalytic and solvent media for green and sustainable technologies.** (Dr. Satyavathi Bankupalli), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Joseph, Emmanuel. **Design and development of biocompatible silk fibroin coatings for breast implant applications.** (Dr. Anuya Nisal), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Parmar, Kaushal Rameshchandra. **Synthesis of blue hydrogen, CNTS, and graphene grafted CNTS**

**from methane in fluidized bed reactor.** (Prof. K K Pant, Prof. Shantanu Roy and Prof. P V C Rao), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

### Civil Engineering

1. Gautham, A. **Influence of SRC columns and detailing of RC BEAM-to SRC column joints on seismic response of soft-story RC frames.** (Prof. Dipti Ranjan Sahoo), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Kumar Supravin. **Water permeability properties of fly ash and marble powder concrete.** (Prof. Supratic Gupta), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

3. Padhan, Meghashree. **Performance augmentation of polymer composite with the appropriate selection of nanoparticles and fibers.** (Prof. Jayashree Bijwe), Centre for Automotive Research and Tribology, Indian Institute of Technology Delhi, New Delhi.

4. Yadav, Deepak. **Development and seismic performance evaluation of buckling-inhibited aluminum and steel shear yielding dampers.** (Prof. Dipti Ranjan Sahoo), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

### Computer Science & Engineering

1. Khandelwal, Shipra. **Analysis and improved novel algorithm for energy efficient routing protocol in WSNS for improve the network lifetime and average energy consumed by cluster heads selection.** (Dr. Pushpneel Verma), Department of Computer Science, Bhagwant University, Ajmer.

2. Kukkala, Varada Rajkumar. **Development of hybrid methods for rainfall classification using ant colony optimization and neural networks.** (Dr. K Subrahmanyam), Department of Computer Science & Engineering, Koneru Lakshmaiah Education Foundation, Guntur.

3. Kumawat, Anjali. **Image enhancement by segmentation based techniques.** (Dr. Pushpneel Verma), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

4. Mahajan, Harish. **Analysis of existing and proposed modern methods of software development and comparison of its various software development process model.** (Dr. Pushpneel Verma), Department of Computer Sciences, Bhagwant University, Ajmer.

5. Moolchandani, Diksha. **Scheduling and characterization of computer vision workloads on heterogeneous systems.** (Prof. Smruti Ranjan Sarangi and Prof. Anshul Kumar), Amar Nath and Shashi Khosla School of Information Technology, Indian Institute of Technology Delhi, New Delhi.

6. Sharma, Pooja. **Requirement analysis for business process re-engineering with computational intelligence in e-commerce system.** (Dr. Pushneel Verma), Department of Computer and Engineering, Bhagwant University, Ajmer.

#### **Electrical & Electronics Engineering**

1. Abhishek, Anand. **Design, analysis and control of DC-DC converter for DC microgrid and pulse power applications.** (Dr. Shaik Ali Akbar), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Ashwani Kumar. **Investigation of hybrid CMOS-NVM circuits for emerging applications.** (Prof. Manan Suri), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

3. Das, Abhijit Kumar. **LSPR and SERS based plasmonic sensors.** (Prof. Anuj Dhawan), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

4. Giri, Amita. **Spatial and anatomical harmonics domain based brain source localization.** (Prof. Lalan Kumar and Prof. Tapan K Gandhi), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

5. Jena, Narendra Kumar. **Optimal design of controllers for automatic generation control in conventional, deregulated and micro-grid systems.** (Prof. Kanungo Barada and Dr. Binod Kumar Sahu), Department of Electrical Engineering, Siksha O Anusandhan University, Bhubaneswar.

6. Jyothi, R. **Studies on efficient algorithms for convex and non-convex problems with applications in signal processing, communication, and machine learning.** (Prof. Prabhu Babu and Prof. Rajendra Bahl), Centre for Applied Research and Electronics, Indian Institute of Technology Delhi, New Delhi.

7. Pandey, Sunil Kumar. **Design and development of PV-small hydro hybrid systems with synchronisation to weak grid.** (Prof. Bhim Singh), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

8. Rishu Raj. **Design and development of high data rate indoor visible light communication links.**

(Prof. Abhishek Dixit), Department of Electrical & Engineering, Indian Institute of Technology Delhi, New Delhi.

#### **Electronics & Communication Engineering**

1. Mohapatra, Eleena. **Gate-all around stacked-nanowire/nanosheet transistors for sub-7nm technology nodes.** (Prof. Chinmay Kumar Maiti and Prof. Jyotirmayee Nanda), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

2. Patel, Beerendra Kumar. **Design of RNS based efficient arithmetic circuits.** (Dr. Jitendra Kanungo), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

3. Sawant, Rupali Sandeep. **Resource allocation in cooperative cognitive radio networks.** (Dr. Shikha Nema), Department of Electronics & Communication Engineering, S.N.D.T. Women's University, Mumbai.

4. Tathababu, Addepalli. **Design and analysis of compact planar ultra-wide band antennas with improved isolation for MIMO systems.** (Dr. V R Anitha), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

#### **Energy Studies**

1. Malan, Anish. **Investigation on large aperture parabolic trough solar collector.** (Prof. K Ravi Kumar), Department of Energy Science & Engineering, Indian Institute of Technology Delhi, New Delhi.

#### **Food Science & Technology**

1. Rajauriya, Deependra. **Infrared assisted refractance window drying of fruits-apple and banana.** (Dr. H. Umesh Hebbar), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

#### **Mechanical Engineering**

1. Ahmad, Haroon. **A numerical study of flow dynamics in the starting phases of laminar subsonic and supersonic round jets.** (Prof. Sanjeev Sanghi and Prof. Nadeem Hasan), Department of Applied Mechanics, Indian Institute of Technology Delhi, New Delhi.

2. Avinash Kumar. **A study on the design and development of vascular stents.** (Prof. Naresh Bhatnagar), Department of Mechanical Engineering, Indian Institute of Technology Delhi, New Delhi.

3. Bhartiya, Rahul. **Prediction of confinement behaviour of concrete-filled tubular columns under monotonic and cyclic axial loading.** (Prof. Dipti Ranjan Sahoo), Department of Mechanical Engineering, Indian Institute of Technology Delhi, New Delhi.

4. Sahu, Ashish Kumar. **Experimental investigation of sequential laser and conventional micromachining process.** (Prof. Sunil Jha), Department of Mechanical Engineering, Indian Institute of Technology Delhi, New Delhi.

5. Sinha, Sasanka Sekhar. **Differential flatness of open and closed-loop kinematic chains.** (Prof. S K Saha and Prof. S Mukherjee), Department of Mechanical Engineering, Indian Institute of Technology Delhi, New Delhi.

## MATHEMATICAL SCIENCES

### Mathematics

1. Gudepu, Rajesh. **Contributions to the theory of lattice matrices and its applications.** (Dr. DPRV Subba Rao), Department of Mathematics, ICFAI Foundation for Higher Education, Hyderabad.

2. Manpreet Singh. **Dynamics of enveloping semigroups.** (Prof. Anima Nagar), Department of Mathematics, Indian Institute of Technology Delhi, New Delhi.

## MEDICAL SCIENCES

### Pharmaceutical Science

1. Baig, M Akmal Ali. **Pharmacoepidemiological pharmaco-economic analysis in geriatric population: A home medication review.** (Dr. Girendra Gautam), Department of Pharmacy, Bhagwant University, Ajmer.

2. Chandak, Ramankumar Radhakisan. **Phytochemical studies, antidiabetic formulation development and pharmacological screening of medicinal plant.** (Dr. Nachiket Shankarrao Dighe), Department of Pharmacy, Bhagwant University, Ajmer.

3. Cholke, Pravin Balasaheb. **Formulation, development and characterization of oral dispersible tablets containing Cox2 inhibitors by using solid dispersion methods.** (Dr. Nachiket Shankarrao Dighe), Department of Pharmacy, Bhagwant University, Ajmer.

4. Deo, Swapnil Dilip. **Quality by design assisted formulation, development and evaluation of oral fast dissolving film.** (Dr. Nachiket Shankarrao Dighe), Department of Pharmacy, Bhagwant University, Ajmer.

5. Mishra, Kaushelendra. **Standardization and evaluation of anti-ulcer and antioxidant activities of**

**glycyrrhiza glabra.** (Dr. Girendra Kumar Gautam), Department of Pharmaceutics, Bhagwant University, Ajmer.

6. Pujari, Sapna Ramesh. **Application of quality by design in ophthalmic nano formulations.** (Dr. S S Mahajan), Department of Pharmaceutics, S.N.D.T. Women's University, Mumbai.

7. Sharma, Tarun. **Isolation, identification and evaluation of pharmacological properties of pentacyclic terpenes from leaves *Boswellia serrata*.** (Dr. Snehasis Jana), Department of Pharmacy, Bhagwant University, Ajmer.

8. Tarade, Vijay Dnyandeo. **Nanosponage based controlled release topical anti acne gel.** (Dr. Nachiket Shankarrao Dighe), Department of Pharmacy, Bhagwant University, Ajmer.

9. Temak, Yogita Sunil. **Microwave assisted synthesis and biological activity of some novel indole and quinoxaline derivatives.** (Dr. Nachiket Shankarrao Dighe), Department of Pharmacy, Bhagwant University, Ajmer.

## PHYSICAL SCIENCES

### Chemistry

1. Bora, Bidisha Rani. **Development of new metal-catalyzed reactions for the synthesis of spirobi[indene]-diones, aryl esters,  $\beta$ -keto esters and pyrrolidinone.** (Dr. S Gogoi), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Dalal, Anu. **Total synthesis of (-)-hygrophorone A<sup>12</sup>, 4-epi-2,3-dihydrohygrophorone H<sup>12</sup> and discovering potent quorum sensing inhibitors through insilico studies.** (Prof. Shivajirao L. Gholap), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

3. Doke, Dhananjay. **Synthesis of lactate and its valorization to value added chemicals.** (Dr. Shubhangi Umbarkar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Dubey, Archishmati. **Organotin coordination polymers derived from polytopic carboxylate ligands: Synthesis, guest inclusion and selective sensing of chromate and dichromate ions.** (Prof. Ravi Shankar), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

5. Jakhar, Ekta. **Synthesis, characterization, and proton conduction behaviour of coordination polymers derived from oxy phosphorous ligands.** (Prof. Ravi

Shankar), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

6. Mahavar, Nidhi. **Functional siloxanes as scaffolds for gold nanoparticles and their applications.** (Prof. Ravi Shankar), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

7. Paul, Rakhi. **Biological activity of metal, metal oxide nanoparticles stabilized on *Ocimum sanctum* leaf extract and certain (P,S) donor ligands.** (Dr. L. Saikia), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Rashid, P P. **Design and synthesis of novel class of multi-purpose fluorescent  $\alpha$ -amino acids and an efficient route for the synthesis of NOS inhibitors.** (Dr. Gangadhar Jessy Sanjayan), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Reetu Rani. **Synthesis and characterization of metal organic frameworks for detection of antibiotics.** (Dr. Suman Singh), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Sarkar, Antara. **Investigation of perovskite related oxides: Structural and magnetic properties.** (Prof. Ashok K Ganguli), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

11. Sharma, Preeti. **Study of transition metal complexes of schiff base ligands derived from hydrazides and carbonyl compounds.** (Dr. Gajendra Kumar), Department of Chemistry, Bhagwant University, Ajmer.

12. Vandana Devi. **Synthetic, biological and computational studies on Juvenile hormone analogs as potential insect growth regulators.** (Dr. Pamita Awasthi), Department of Chemistry, National Institute of Technology, Hamirpur.

#### Physics

1. Arvind Singh. **Optical and terahertz response of carbon nanostructures: Quantum dots, nanotubes**

**and graphene.** (Prof. Sunil Kumar), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

2. Kashyap, Pardeep Kumar. **Synthesis and characterizations of two-dimensional materials: Graphene and its analogue structures.** (Dr. Bipin Kumar Gupta), Faculty of Physics, Academy of Scientific and Innovative Research, Ghaziabad.

3. Kotnala, Garima. **Study on the interaction of trace gases and aerosols over Delhi.** (Dr. T.K. Mandal), Faculty of Physics, Academy of Scientific and Innovative Research, Ghaziabad.

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Applications are invited from eligible candidates for the following post:

Sr. No	Name of Post	Vacant Post	Unreserved (Open) Posts
A	Principal	01	01

**Note:** For detailed information about post , qualifications and other terms and conditions, please visit **University website** [www.unishivaji.ac.in](http://www.unishivaji.ac.in)

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## CORRIGENDUM

With reference to the advertisement notifying vacancies for the post of **Assistant Professor** on Full-Time Regular Basis published in **University News Volume 60 Issue No. 24 (June 13-19, 2022)**, posts reserved for **PwD category** are notified as under:

Subject/Post	Reservation Category
Sr. No 3: <b>History</b> (Full-time Regular basis)	Reserved for PwD (Category A - Blindness and low vision)

Other terms of appointment shall remain the same.

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## WANTED

Applications are invited from eligible candidates for the following post:-

B. Ed			
Sr. No.	Name of the Post	Vacant Post	Unreserved (Open) Post
A	<b>Principal</b>	1	1

**Note :** For detailed information about post, qualification and other terms and conditions, please visit University website : [www.srtmu.ac.in](http://www.srtmu.ac.in).

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APPLICATIONS ARE INVITED FOR THE POST OF

**PRINCIPAL**

FROM THE ACADEMIC YEAR 2022-23

**AIDED**

**The advertisement is approved subject to the final decision in the Writ Petition No. 12051/2015.**

The above post is open to all, however, candidates from any category can apply for the posts.

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.**

Candidates having knowledge of Marathi will be preferred.

**“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Governments of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8<sup>th</sup> March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26<sup>th</sup> March, 2019 and revised from time to time.” The Government Resolution & Circular are available on the website: mu.ac.in.**

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **CHAIRMAN, KRISHNARAO SITARAM DESAI SHIKSHAN MANDAL'S S. K. PATIL SINDHUDURG MAHAVIDYALAYA, MALVAN, DIST. SINDHUDURG, STATE-MAHARASHTRA, PIN-416606 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-  
**CHAIRMAN**

## WANTED

Application are invited for the post of Principal to be filled in **Matoshri Kesharbai Kale College of Education, Latur** (Permanent Non-Granted) run by **Kisan Shikshan Prasrak Mandal, Borgaon Kale, Tq. & Dis. Latur** (Maharashtra). Eligible Candidates should submit their application along with all necessary document **within Fifteen Days** from the date of the Advertisement by Registered post only.

Sr. No.	Name of Post	Number of Post	Reservation
01	Principal	01	Unreserved

**Education Qualification:-**

- Academic and professional qualification will be as prescribed for the post of Lecturer.
- Ph.D. in Education and
- Ten years teaching experience out of which at least five years teaching experience in a Secondary Teacher Educational Institution.

Provided that, in the event of non-availability of eligible and suitable candidates for appointment as Principal/Heads as per above eligibility criteria, it would be permissible to appoint retired Professor/Head in Education on contract basis for period not exceeding one year at a time till such time the candidates complete sixty five years of age.

The term of appointment of the college Principal shall be tenure with eligibility for reappointment for one more term only after a similar selection committee process.

**Salary and Allowances:-**

Pay Scales as per the U.G.C, State Government & Swami Ramanad Teerth Marathwada University's rules from time to time. (Pay Scale Rs. 37400-67000+AGP Rs. 10000)

**Note:-**

- Prescribe Application form is available on University **Website (www.srtmun.ac)**.
- No T.A./D.A. Will be paid to attend the interview.
- Eligible Candidates those who are already in services should submit their application though proper channel.
- All attested Xerox copies of certificates and other relevant document should be attached with the application form.

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Kisan Shikshan Prasrak Mandal,  
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## ICSSR Institutional Doctoral Fellowships (2022-23)

Under the aegis of Indian Council of Social Science Research (ICSSR), IPE offers Institutional Doctoral Research Fellowships in Social Sciences. Applications are invited for the year 2022-23 from interested and eligible doctoral candidates.

### ELIGIBILITY

- ◆ **Candidates holding a Master's degree of a recognized university in any of the social science subjects having secured second class with minimum 55% marks or equivalent grade** are eligible to apply. For SC/ST candidates a relaxation of five percent is admissible. i.e. having secured second class with minimum 50% marks or the equivalent grade.
- ◆ **Candidates should not be more than 40 years of age** (relaxation in age by 5 years permissible in case of SC/ST candidates) as on 11th July, 2022
- ◆ **The candidates must have confirmed Ph.D registration on the date of Application.** Candidates must be registered for the Ph.D programme in either a UGC recognized Indian University/ Institute or in an ICSSR funded / recognized Research Institute, that is recognized for the conduct and award of the Ph.D degree.

### FINANCIAL SUPPORT

The period of Fellowship is for 2 years. The value of The fellowship is **Rs. 20,000/- p.m + Contingency**

**Rs. 20,000 p.a.** Any revisions to this pay will be administered as approved by ICSSR

### NOTE

**LAST DATE** for submission of applications:  
**11th July, 2022**

For more details Visit : <https://www.ipeindia.org/icssrdoctoralfellowships2022-23>

For queries: [research@ipeindia.org](mailto:research@ipeindia.org)

## ATTENTION : SUBSCRIBERS UNIVERSITY NEWS

The **NEW RATES** of Subscriptions effective April 01, 2020 shall be as per following:

	Institutions Rs.	Teachers/Students/Individuals* Rs.	*AT RESIDENTIAL ADDRESS ONLY
1 year	1,250.00	500.00	
2 years	2,200.00	900.00	

The payable amount is required to be remitted **in advance** by any of the following modes of payments:

- a) AIU WEB Portal (b) Cash Deposit (c) Demand Draft/At Par Cheque and (d) NEFT/RTGS/Net Banking/G-Pay/BHIM APP, etc.

1	<b>Bank Account No.</b>	<b>0158101000975 (Saving)</b>
2	<b>Beneficiary Name and Address</b>	<b>ASSOCIATION OF INDIAN UNIVERSITIES</b> 16, Comrade Indrajit Gupta Marg, New Delhi – 110 002
3	<b>Bank &amp; Branch Name</b>	CANARA BANK, DDU MARG
4	<b>Bank's Address</b>	"URDU GHAR", 212, Deen Dayal Upadhyaya Marg, New Delhi – 110 002
5	<b>Branch Code</b>	0158
6	<b>IFSC Code</b>	CNRB 0000158
7	<b>Contact No. &amp; E-mail ID</b>	(011) 23230059 Extn. 208/213 (M) 09818621761

**THE NEFT/RTGS/ONLINE PAYMENT TRANSACTION/UTR NUMBER MUST BE SENT BY MAIL IMMEDIATELY WITH COMPLETE MAILING ADDRESS & PIN CODE FOR LINKING AND ITS SETTLEMENT AT OUR END.**

For further information/enquiries, send Mail at : [subsun@aiu.ac.in](mailto:subsun@aiu.ac.in) / [publicationsales@aiu.ac.in](mailto:publicationsales@aiu.ac.in)

Website : <https://www.aiu.ac.in>



## The United States – India Educational Foundation (USIEF)

invites applications for the post of

### Deputy Director

This position provides a unique opportunity for a collaborative, innovative and enthusiastic individual to build upon the strengths of the Foundation while also exploring new ideas and opportunities.

The Deputy Director will demonstrate strong leadership skills and the ability to manage prestigious fellowship programs, utilizing effective intercultural and interpersonal skills. The Deputy Director will have significant supervisory responsibilities and will help oversee the daily systems, program guidelines, and operations of the Foundation.

This is a full-time position based in New Delhi.

Last date of receipt of applications is **by 23:59 hrs**  
**on June 30, 2022**

For details login to  
<https://www.usief.org.in/Careerdelhi.aspx>

## MURGAON EDUCATION SOCIETY'S COLLEGE OF ARTS & COMMERCE, ZUARINAGAR, GOA REQUIRED

Murgaon Education Society's College of Arts & Commerce invites applications from the Indian Nationals for the following Full time/Contract/Lecture Basis Posts. Reservation as per Roster.

Sr. No	Post	No. of Post	No. of Post and Reservation		
			Full Time Regular Post	Full Time Contract Basis Post	Lecture Basis Post
1.	Assistant Professor in Sociology	01	01 (PD)	-	-
2.	Assistant Professor in Commerce	04	-	01(UR),01(EWS) 01(ST), 01(OBC)	-
3.	Assistant Professor in Sociology	01	-	01(UR)	-
4.	Assistant Professor in Psychology	02	-	01(UR)	01(OBC)
5.	Assistant Professor in Konkani	02	-	01(UR)	01(EWS)
6.	Assistant Professor in Information Technology	02	-	01(UR)	01(UR)
7.	Assistant Professor in Tourism & Travel	02	-	01(UR)	01(ST)
8.	Assistant Professor in Environmental Studies	01	-	01(UR)	-
9.	Assistant Professor in English	02	-	01(OBC)	01(UR)
10.	Assistant Professor in Mathematics & Statistics	01	-	-	01(UR)
11.	Assistant Professor in Geography	01	-	-	01(UR)
12.	Assistant Professor in Business Law	01	-	-	01(UR)
13.	Assistant Professor in Political Science	01	-	-	01(OBC)
14.	Assistant Professor in Economics	01	-	-	01(UR)
15.	Assistant Professor in Marathi	01	-	-	01(UR)
16.	Assistant Professor in Hindi	01	-	-	01(UR)

#### Mandatory Requirement

- 15 Years of Residence in Goa.
- Knowledge of Konkani. Additionally, knowledge of Marathi shall be desirable.

Pay and service conditions as prescribed by Goa University, Directorate of Higher Education, Government of Goa and other competent authority.

Application clearly stating the Name, Age, Postal Address, Email Id, Contact number and full details of academic qualifications from SSC onwards indicating the subjects offered, the marks scored and class/division obtained at all public examinations, teaching experience etc. along with self-attested copies of statement of marks, certificates/testimonials, caste certificate issued by competent authority of the Goa Government, should reach the undersigned **within 20 days** from the date of publication of this advertisement. Also, fill the google form available on College **website : [www.mescollege.org](http://www.mescollege.org)**

Date : 20.06.2022  
Place : Zuarinagar, Goa

Sd/-  
Principal

**Mangaon Taluka Education Society's**  
**Doshi Vakil Arts College and G.C.U.B. Science & Commerce College**  
**Goregaon, Tal. Mangaon, Dist. Raigad – 402 103**

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2022-2023.

**AIDED**

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Total CHB Posts	Posts Reserved for
1.	Assistant Professor	Physics	05	10	01-SC 01-ST 01-DT/NT 02-OBC 01-EWS 04-Open
2.	Assistant Professor	Chemistry	04		
3.	Assistant Professor	Botany	01		

The posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8<sup>th</sup> March, 2019 and University Circular No. TAAS(CT)/ICD/2018-19/1241 dated 26<sup>th</sup> March, 2019 and revised from time to time.”

Remuneration of the above post will be as per University Circular No. TAAS (CT)/01/2019-2020 dated 02<sup>nd</sup> April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25<sup>th</sup> January, 2022.

The Government Resolution & Circular are available on the website: mu.ac.in.

Applications who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the PRINCIPAL, MANGAON TALUKA EDUCATION SOCIETY'S DOSHI VAKIL ARTS COLLEGE AND G.C.U.B. SCIENCE & COMMERCE COLLEGE, GOREGAON, TAL. MANGAON, DIST. RAIGAD – 402 103 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
PRINCIPAL



**Dr. Rafiq Zakaria Campus**  
**Maulana Azad College of Arts, Science & Commerce**  
**Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad-431001**  
**Tele 0240-2381102**  
**NAAC Re-Accredited Grade “A”**  
**“College with Potential for Excellence” Status**  
**(Minority Institution)**

**APPOINTMENTS**

Following posts of teaching staff on Fix Pay/CHB (Non-Grant Courses) are vacant in our College for the academic year 2022-23. Eligible candidates shall submit their application alongwith Xerox Copies of their documents to Principal, Maulana Azad College, Dr. Rafiq Zakaria Campus, Rauza Bagh, Aurangabad through Speed Post / in person withing 10 days of the publication of this advertisement.

Sr	Name of Subject	Nature of post	Course	No. of Posts	Sr	Name of Subject	Nature of post	Course	No. of Posts
1.	Chemistry	Fix pay	P.G.	02	11	MPM	Fix pay	P.G.	02
2.	Analytical Chemistry	Fix pay	P.G.	02	12	BBA	Fix pay	U.G.	03
3.	Industrial chemistry	Fix pay	P.G.	02	13	B. Com E com	Fix pay	U.G.	03
4.	Computer Science	Fix pay	P.G.	02	14	B.C.A.	Fix pay	U.G.	04
5.	Mathematics	Fix pay	P.G.	02	15	B.C.S.	Fix pay	U.G.	04
6.	Commerce	Fix pay	P.G.	02	16	BSc. Biotechnology	Fix pay	U.G.	04
7.	Geology	Fix pay	P.G.	02	17	Psychology	CHB	UG	02
8.	English	CHB	UG	02	18	Economics	CHB	UG	02
9.	Microbiology	Fix pay	P.G.	02	19	Physical Education	CHB	UG	02
10.	Biotechnology	Fix pay	P.G.	02	20	NCC	CHB	UG	02

- Number of posts are liable to be changed and Management's decision for filling up the posts will be final.
- Eligibility criteria as per the UGC, University and Government of Maharashtra norms.
- If qualified candidate (NET/SET/PhD) are not found then candidates with PG will be considered subject to University approval.
- All the appointments are subject to the approval of Dr Babasaheb Ambedkar Marathwada University, Aurangabad.
- The posts are purely for one academic year 2022-23.
- Selected candidates will be paid till the end of the academic year 2022-23.
- Online/in person interviews will be conducted as per Govt. of Maharashtra directives.
- No TA/DA will be paid to candidates for attending the interview.

Dr. Mazahar Ahmed Farooqui  
Principal

**PONDA EDUCATION SOCIETY'S  
RAVI S. NAIK COLLEGE OF ARTS & SCIENCE  
FARMAGUDI, PONDA-GOIA-403 401**

Date : 16<sup>th</sup> June, 2022

**APPOINTMENTS**

Applications on plain paper are invited from the Indian Citizens for the following **Assistant Professor** posts to be filled in our Under Graduate Grant-in-aid College during the academic year 2022-2023, stating full name, address, e-mail address, age with date of birth, educational qualifications, experience etc. The applications should reach to the undersigned **within 20 days** from publication of this notice. Certified copies of marksheets of all examinations from S.S.C. onwards should be enclosed to the application.

**(A) ASSISTANT PROFESSOR (FULL-TIME-REGULAR)**

Sr. No.	SUBJECT	Unreserved	ST	SC	PD	Reserved for OBC/ST	EWS
1	2	3	4	5	6	8	–
1.	Assistant Prof. in Chemistry (Organic)	–	–	–	–	01	–
2.	Assistant Prof. in Chemistry (Organic)	–	–	–	–	01	–
3.	Assistant Prof. in Physics	–	–	01	–	–	–
4.	Assistant Prof. in Botany	–	–	–	–	01	–
5.	Assistant Prof. in Marathi	–	–	–	01 (3 <sup>rd</sup> time)	–	–
6.	Assistant Prof. Industrial Chemistry	–	–	–	–	01	–
7.	Assistant Prof. in Mathematics	01	–	–	–	–	–
8.	Assistant Prof. in Zoology	–	–	–	–	–	01

The above posts will be filled subject to availability of workload and approval of Goa University and NOC from Directorate of Higher Education, Government of Goa.

Mandatory Requirement : 15 years of Residence Certificate in Goa and knowledge of Konkani is essential and knowledge of Marathi is desirable. The valid Residential Certificate is to be enclosed with the application.

**Educational Qualifications: (Assistant Professor)**

- a) Master's Degree with at least 55% marks or equivalent grade B in the UGC 7 point Scale in the appropriate subject and a consistently good academic record. A relaxation of 5% shall be allowed at Bachelor's as well as at the Master's level for the candidates belonging to SC/ST/OBC/PWD.

Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET), conducted by the UGC or CSIR, or a similar test accredited by the UGC, like SET, who are or have been awarded a Ph.D. Degree in relevant subject/discipline, in accordance with the University Grants Commission (Minimum Standards and Procedures for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be or have been awarded Ph.D. degree from National Institution of Importance.

Pay and allowances for the posts and terms and conditions of service are as laid down by Goa University/ Goa Government and other competent authorities from time to time.

Applicants who are already employed shall forward their application through proper channel and shall account for break, if any, in their academic career.

Candidates from Reserve Category should compulsorily enclose with the application their caste certificate / relevant certificate issued by competent authority.

In case candidates possessing NET/SET qualifications are not available or not found suitable, candidates fulfilling other conditions of minimum qualifications would be considered for appointment on purely temporary basis till the end of the academic year only.

If Reserve Category candidates are not available or not found suitable for the post under Reserve Category, the posts will be filled up by appointing other suitable candidates from open category on purely temporary basis for the academic year only. The candidates so appointed will have no legal right or claim for continuation on the said posts.

Incomplete applications and the applications received after the due date shall be liable for rejection.

**(V. J. Pissurlekar)**  
**Principal**

**DIOCESAN SOCIETY OF EDUCATION'S**  
**ST. XAVIER'S COLLEGE – MAPUSA – GOA**  
**Minority Institution under Article 30(1) of the Indian Constitution**  
**(Affiliated to Goa University) (Grant-in-Aid)**

**Re-Accredited by NAAC with 'A' Grade with a CGPA Score of 3.12 (4<sup>th</sup> Cycle)**

Applications stating full name, Address, Age with date of birth, Educational Qualifications with Marks and Percentage, Teaching Experience Certificates, Contact no., Email id., are invited from Indian nationals for the following posts for the academic year **2022-23** :

Sr. No.	Name of the Post	No. of Posts
1	Assistant Professor in English	- 1 post – Contract Basis
2	Assistant Professor in French	- 1 post – Lecture Basis
3	Assistant Professor in Portuguese	- 1 post – Lecture Basis
4	Assistant Professor in Konkani	- 1 post – Contract Basis 1 post – Lecture Basis
5	Assistant Professor in Marathi	- 1 post – Contract Basis 1 post – Lecture Basis
6	Assistant Professor in Hindi	- 1 post – Lecture Basis
7	Assistant Professor in Environmental Studies	- 2 Posts – Lecture Basis
8	Assistant Professor in Sociology	- 1 post – Contract Basis 1 post – Lecture Basis
9	Assistant Professor in History	- 1 post – Lecture Basis
10	Assistant Professor in Psychology	- 1 post – Contract Basis 1 post – Contract Basis (CCL vacancy w.e.f. 06.09.2022 to 31.05.2023) 1 post – Lecture Basis
11	Assistant Professor in Economics	- 1 post – Lecture Basis (lien vacancy)
12	Assistant Professor in Political Science	- 1 post – Lecture Basis
13	Assistant Professor in Physics	- 1 post – Regular Basis 1 post – Lecture Basis
14	Assistant Professor in Electronics	- 1 post – Contract Basis 1 post – Lecture Basis
15	Assistant Professor in Microbiology	- 2 posts – Contract Basis 2 posts – Lecture Basis
16	Assistant Professor in Mathematics	- 1 post – Contract Basis 1 post – Lecture Basis ( for Sem. I, III & V)
17	Assistant Professor in Chemistry	- 1 post – Contract Basis (lien vacancy) 1 post – Lecture Basis (for Sem. I, III & V)
18	Assistant Professor in Botany	- 1 post – Lecture Basis

19	Assistant Professor in Computer Science	-	1 post – Contract Basis (for six months only) 1 post – Lecture Basis
20	Assistant Professor in Commerce		1 post – Contract Basis (lien vacancy) 1 post – Lecture Basis 1 post – Lecture Basis (Sem IV Only)

**ESSENTIAL QUALIFICATIONS:-**

1. Master’s degree in the relevant subject with atleast 55% marks or its equivalent grade and good academic record. The candidate must have the Master’s degree as well as Bachelor’s degree in the same subject for which he/she is being appointed unless he/she has passed the Post Graduate examination under the change of faculty scheme.
2. Candidates for all the above posts should have cleared the Eligibility Test for Lecturers conducted by UGC/CSIR such as NET/SET or similar test accredited by UGC. However, candidates who have been awarded the Ph.D. degree in compliance with the UGC (minimum standards and procedures for award of Ph.D. degree) Regulations, 2009 or 2016, as incorporated in the relevant Goa University Ordinance, shall be exempted from the requirement of the minimum eligibility condition of NET/SET for recruitment and appointment of Assistant Professor. In case candidate having passed the said Eligibility Test/Ph.D. are not available, or not found suitable, candidates fulfilling all other conditions would be considered for appointment on Contract/Lecture Basis (subject to the approval of the Goa University/Govt. of Goa and/or as per the prevailing guidelines of Goa University/Govt. of Goa) on purely temporary basis.
3. The candidates registered for the Ph.D. programme prior to July 11, 2009 shall be governed by the provisions of SC- 16.4.1.

**SERVICE CONDITIONS:-**

As per the provisions of Goa University, UGC, Directorate of Higher Education, Govt. of Goa, Diocesan Society of Education and other competent authorities. A certificate stating 15 years residence of the candidate in Goa issued by the State Government is mandatory. Knowledge of Konkani is essential while knowledge of Marathi is desirable. Persons who are already employed shall send their applications through proper channel. Break in service, if any, should be accounted for. The right not to fill up the above mentioned posts is reserved.

**SCALE OF PAY :-**

As per the provisions of the Goa Government and Goa University. Vacancies will be filled up, subject to availability of workload and approval of Goa University and Directorate of Higher Education, Government of Goa, and other stipulations. All other regulations/guidelines as those prescribed by UGC, Goa University, Govt. of Goa and Diocesan Society will apply.

Applications with incomplete information will be rejected outright.

Applications along with attested photocopies of mark sheets of all examinations from SSC should reach, The Principal, St. Xavier’s College, Mapusa, Goa – 403 507, **within 20 days** from the date of Advertisement by 4.00 p.m. by superscribing on the envelope “Application for the post of .....

**Date: 15.06.2022**

**Sd/-  
Fr. Antonio F. Salema  
Administrator  
St. Xavier’s College, Mapusa, Goa**



**PADRE CONCEICAO COLLEGE OF ENGINEERING**

Agnel Ashram, Verna, Goa - 403722

Tel: 0832-2791267

e-mail: [careers.agnel@gmail.com](mailto:careers.agnel@gmail.com)

Applications are invited for the following **regular positions**:

Department	Designation	No. of posts
Mechanical Engineering	Professor / Associate Professor	One
Electronics & Computer Engineering	Assistant Professor (with Master's degree in Computer Engineering / Information Technology)	One
Computer Engineering	Professor / Associate Professor	One
Information Technology	Professor / Associate Professor	One
	Assistant Professor	One
Basic Sciences & Humanities	Assistant Professor – Physics	One

Applications are also invited for the following **contract positions**:

Department	Designation	No. of posts
Mechanical Engineering	Assistant Professor	Three
Electronics & Computer Engineering	Assistant Professor (with Master's degree in Electronics & Telecommunication Engineering / Computer Engineering / Information Technology)	Four
Computer Engineering	Assistant Professor	Five
Information Technology	Assistant Professor	Three
Basic Sciences & Humanities	Assistant Professor – Communication Skills (English)	One
Sports	College Director of Physical Education and Sports	One

**ESSENTIAL REQUIREMENTS FOR REGULAR POSITIONS**

- 15 years Residence / Domicile Certificate in Goa issued by the competent authority (Office of Mamlatdar)
- Knowledge of Konkani

For requirements of qualifications and experience as well as applicable pay scales, please refer to [www.pccegoa.edu.in](http://www.pccegoa.edu.in)

Interested candidates are required to apply on the “APPLICATION FOR FACULTY POSITIONS” link on [www.pccegoa.edu.in](http://www.pccegoa.edu.in) within fourteen days from the date of publication of this advertisement.

- Fr. Agnelo Gomes  
Director



**SATERI PISANI EDUCATION SOCIETY'S**  
**Shri Gopal Gaonkar Memorial**  
**GOA MULTI-FACULTY COLLEGE**  
**Dharbandora-Goa**

Website: [www.gmfc.ac.in](http://www.gmfc.ac.in)

Email Id: [gmfcgoa2013@gmail.com](mailto:gmfcgoa2013@gmail.com)

Contact No.7499918482/7499918491

**APPOINTMENTS**

Applications are hereby invited in the prescribed “**Application Form**” with self-attested/certified true copies of marks secured from S.S.C. onwards from the Indian Citizens for the below mentioned post of **Assistant Professors, College Counsellor and College Director of Physical Education** for the academic year **2022-23**.

The prescribed “**Application Form**” is available on the college website “[www.gmfc.ac.in](http://www.gmfc.ac.in)”. The applications should reach to the undersigned **within 20 days** from the publication of this advertisement.

**TEACHING POSTS**

Sr. No	Post	No. of Post and reservations	
		Contract basis	Lecture basis
01	Asst Prof. in Business Administration	01(UR)	02 (01 BD*, 01 OBC)
02	Asst Prof. in Commerce & Accounting	--	01(UR)
03	Asst Prof. in Economics	--	01(UR) Against Lien vacancy
04	Asst Prof. in IT & Computer Applications	04 (01 ST, 01 OBC, 01 UR, 01 ST Against C.C.L. vacancy, till 29/11/2022)	02(01 ST, 01 BD**)
05	Asst Prof. in Mathematics and Statistics	--	01(SC)
06	Asst Prof. in Environmental Studies	--	01(BD***)
07	Asst. Prof. in Psychology (HRM/Industrial Management)	--	01(ST)
08	Asst Prof. in History	--	01(EWS)
09	Asst. Prof. in Performing Art	--	01(ST)
10	Asst. Prof. in Political Science	--	01(ST)
11	College Counsellor	01(UR)	--
12	College Director of Physical Education	01(UR) Against Lien vacancy, till 30/11/2022	--

**Reservations: - BD refers to “Benchmark Disability”.** Post reserved for Category (a)\* Blindness and Low vision, Category (b)\*\* Deaf and hard of hearing, Category (c)\*\*\* Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victim and muscular dystrophy.

**Further, if suitable candidates from reserved category mentioned above are not available or not found suitable, then candidates from the open category will be selected on “Purely Temporary basis” till end of the academic year /Term.**

Applicants from reserved category of Goan origin must submit the copies of relevant certificates issued by the competent authorities of the state of Goa and having validity on the date of submission of the application.

**The above-mentioned posts will be filled subject to availability of workload and approval of the Goa University/DHE**

**Mandatory requirement for the post:** 1) Candidate should have minimum of 15 years of Residence in Goa (Domicile), 2) Should have Knowledge of Konkani as essential & Knowledge of Marathi shall be desirable.

**Kindly refer College website “[www.gmfc.ac.in](http://www.gmfc.ac.in)” for Age limit/Qualifications/Service Conditions for the above-mentioned posts and also updates, if any, regarding the interview and related matter.**

Sd/-  
Principal

**“Wear Mask, Follow Physical Distancing, Maintain Hand Hygiene”**



राष्ट्रीय औषधीय शिक्षा एवं अनुसंधान संस्थान (नाईपर)

**NATIONAL INSTITUTE OF PHARMACEUTICAL  
EDUCATION & RESEARCH (NIPER)**

(Department of Pharmaceuticals, Ministry of Chemicals & Fertilizers)

Sector – 67, S.A.S. NAGAR (MOHALI) - 160062, Punjab

www.niper.gov.in Ph: 0172-2292000, 2214682-83 & 2214688

(Advt. No. 06/2022 dated 18.06.2022)

**RECRUITMENT NOTICE FOR NON-TEACHING POSITION**

The National Institute of Pharmaceutical Education & Research (NIPER), SAS Nagar is an autonomous Institute of National importance set up by the Government of India, Ministry of Chemicals & Fertilizers by an Act of Parliament, to impart higher education and undertake advanced research in the field of Pharmaceutical sciences, technology and management. Applications are invited from the eligible candidates for the post of Registrar through direct recruitment on tenure basis for a maximum period of 05 years or on deputation basis as per the Gol guidelines:

Group	Name of the post	No. of Vacancies	Age Limit (as on the last date of Advertisement)	Pay Matrix Level as per 7th CPC
A	Registrar	01-UR	Preferably below 55 years. For Deputation- Maximum 56 years. <b>Note:</b> <i>The post will be filled up through direct recruitment on tenure basis for a maximum period of 5 years till attaining the age of 60 years, whichever is earlier or on deputation basis as per the Gol guidelines.</i>	Level - 14 (Rs. 1,44,200 - 2,18,200) and other allowances as applicable to NIPER employees.

Applicants are requested to read the instructions carefully before applying. For detailed description of educational qualification, experience, other eligibility criteria and general information, please visit Institute website [www.niper.gov.in/jobs.html](http://www.niper.gov.in/jobs.html). Applicants are requested to download application form from the Institute website.

Please note that the appointment will be subject to outcome of LPA No. 2094 of 2012 in CWP No. 6458 of 2012 and CWP No. 12813 of 2022 pending before the Hon'ble High Court of Punjab and Haryana.

Last date for receipt of application form is **02.08.2022 (Tuesday)** i.e. 45 days from the date of publication in Employment News. Duly filled in application form may be submitted through speed post/registered post/courier/by hand on or before the last date of receipt of application.

**कार्यवाहक कुलसचिव**

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# FOCUS ON INDUSTRY-READINESS

## Shri Vaishnav Vidyapeeth Vishwavidyalaya

**City Office:** Shri Vaishnav Vidyapeeth, 177 Jawahar Marg, South Rajmohalla, **INDORE-2**  
**Campus:** Indore-Ujjain State Highway, **INDORE-453111**  
**Mob.:** 9303700163, 9303700164, 9303700165, 9303700166  
**Toll Free:** 1800 233 9111, **Helpline:** 1800 102 9191

For details, visit: [www.svvv.edu.in](http://www.svvv.edu.in) | [admission@svvv.edu.in](mailto:admission@svvv.edu.in)



# ADMISSIONS 2022-23



**Excellent Track Record of Placements.**

**Online Registration Open**  
[Registrar@www.svvv.edu.in](mailto:Registrar@www.svvv.edu.in)

Approved under Section 2(f) of the UGC Act, 1956

**Scholarships for the Meritorious Students**

**Relief for the Children of COVID-19 Warriors.**

MoU with Hanyang University, South Korea & St. Cloud State University, USA for Student/Faculty Exchange and Joint Research.

MoU with TCS for Technical Collaboration.

MoU with NRDC (Ministry of Science & Technology) for transfer of technology to industry.

MoU with NCSSS (National Cyber Safety and Security Standards) for Technical Collaboration.

MoU with Tata Power Ltd. for Technical Collaboration.

Agreement with CISCO Network Academy.

Agreement with Bosch India.

MoU with Microsoft Corporation (India) Pvt.Ltd. for Technical Collaboration.

MoU with IBM for Technical Collaboration.

MoU with Red Hat for Technical Collaboration.

Apple Authorised Training Centre Agreement for Education.

MoU with Mitsubishi Electric India

MoU with ICT Academy

MoU with Mahatma Gandhi National Council of Rural Education (MGNCRE) Government of India, Ministry of Education.

MoU with Impetus Technology India Pvt. Ltd. for Technical Collaboration.

MoU with Manmade Textiles Research Association (MANTRA) for Technical Collaboration

Fees Structure is approved by the Government of Madhya Pradesh.

Ranked jointly by Innovation Cell of the Ministry of Education (Government of India) and AICTE in Top 50 Most Preferred Institutions in 2021.

### ENGINEERING AND TECHNOLOGY

#### B.Tech. (4 years)

Agricultural Engineering/Automobile Engineering/AE (Electric Vehicle Engineering)/Civil Engineering/Electronics and Computer Science Engineering/Electrical Engineering (Solar Energy-Tata Power)/Electrical & Electronics Engineering/Electrical Engineering/Electronics and Communication Engineering/EC (Internet of Things)/ME (Artificial Intelligence & Machine Learning)/CE (Artificial Intelligence & Machine Learning)/ECE (Artificial Intelligence & IoT)/ Electronics and Instrumentation Engineering/ Instrumentation & Control Engineering/ Mechanical Engineering/ Mechanical Engineering (Plant Engineering-Tata Power)/Mechatronics/ Railway Engineering/ Robotics and Automation

#### M.Tech. (2 years)

Civil (Geotechnical Engineering) / Civil (Structural Engineering) / Civil (Transportation Engineering) / Civil (Water Resources Engineering) / Digital Communication/Digital Instrumentation/ Embedded System & VLSI design/Mechanical (Thermal and Design Engineering)/ Power Electronics/Power System / Renewable Energy/Virtual Instrumentation/ Construction Technology & Management / Automation & Robotics

#### Diploma Programs (3 years)

Automobile Engineering / Civil Engineering / Electrical Engineering / Electronics and Instrumentation Engineering/Electronics Engineering/Mechanical Engineering/Mechatronics Engineering / Solar Energy

#### B.Tech. (4 years)

Computer & Communication Engineering / Computer Science & Business Systems- (TCS) / Computer Science Engineering/CSE (Mobile Applications) -Apple (AATICE) / CSE (Artificial Intelligence - IBM)/CSE (Big Data Analytics - IBM)/ CSE (Big Data and Cloud Engineering - Impetus)/ CSE (Cloud and Mobile Computing - IBM)/ CSE (Data Science - IBM)/CSE (Enterprise System - red hat) / CSE (FullStack Development & Blockchain - IBM)/CSE (Information and Cyber Security - NCSSS)/ CSE (Artificial Intelligence and Machine Learning - Microsoft)/ Information Technology/ IT (Data Science - IBM) /IT (FullStack Development & Blockchain - IBM)/CSE (Internet of Things-IBM)

#### M.Tech. (2 years)

Computer Science Engineering / Computer Science Engineering (Big Data Analytics)

#### Dual Degree Programs

#### B.Tech. + M.Tech. (4+2 years)

Computer Science Engineering/Computer Science Engineering (Big Data Analytics)

#### B.Tech. + MBA (4+2 years)

Computer Science Engineering/ Information Technology

### Diploma Program

**One-Year** Post Graduate Diploma in Computer Applications (PGDCA)

**Six - Months** Diploma in Computer Hardware and Networking (DCHN)

#### B.Tech. (4 years)

Garment & Fashion Technology / Textile Engineering

#### M.Tech. (2 years)

Textile Engineering

#### Dual Degree Program

**B.Sc. (3 years)** Fashion Design

#### Diploma Program (3 years)

Textile Engineering

### FORENSIC SCIENCE

#### B.Sc. (Hons.) (4 years)

Digital & Cyber Forensics

#### B.Sc. (3 years)

Forensic Science/Forensic Psychology

#### M.Sc. (2 years)

Forensic Science/ Forensic Psychology/ Cyber Forensics

#### M.A./M.Sc. (2 years)

Criminology

#### Dual Degree Program

**B.Sc. + M.Sc. (3+2 years)**

Forensic Science/ Forensic Psychology

### ARCHITECTURE

#### B.Arch. (5 years)

#### B.Des. (4 years)

Interior Design/ Product Design/ Graphics & Animation

#### M.Des. (2 years)

Interior Design

#### B.Plan. (4 years)

#### M.Plan. (2 years)

Urban Planning

#### Dual Degree Program

**B.Des. + M.Des. (4+2 years)**

Interior Design/ Product Design/ Graphics & Animation

### MANAGEMENT

#### MBA (2 years)

Engineering Management/ Family Business & Entrepreneurship/ International Business/ Media Management/Agri-business/Business Analytics/ Advertising and Public Relations/Tourism/Rural Management-MGNCRE/ Hospital & Healthcare Management/ Marketing/ Human Resource/ Finance

#### BBA (Hons.) (4 years)

#### BBA (3 years)

#### BBA (Fintech) (3 years)

#### BBA (Rural) (3 years)

#### Dual Degree Programs

#### BBA + MBA (3+2 years)

Marketing/HR/Finance/Operations/Fintech/ Rural Management-MGNCRE

#### MBA (2 years)

(Industrial Management) Open to Engineering Graduates only.

### JOURNALISM & MASS COMMUNICATION

#### M.A. (2 years)

Journalism and Mass Communication/ Hindi Journalism

#### Dual Degree Program

**B.A. + M.A. (3+2 years)**

Journalism and Mass Communication

### FINE ARTS

#### BFA (4 years)

Painting/ Animation

#### MFA (2 years)

Painting/ Animation

### AGRICULTURE

#### B.Sc. (Hons.) (4 years)

Agriculture

#### M.Sc. (2 years)

Genetics and Plant Breeding / Entomology / Plant Pathology/ Soil Science & Agricultural Chemistry/ Agronomy/ Horticulture (Fruit Science)/ Horticulture (Vegetable Science)

### SCIENCE

#### B.Sc. (3 years)

Physics/ Chemistry/ Maths/ Life Science/ Computer Science/ Biotechnology/ Electronics/ Instrumentation/ Statistics/ Economics

#### B.Sc. (Hons.) (4 years)

Physics/ Chemistry/ Maths

#### M.Sc. (2 years)

Physics/ Chemistry/ Maths/ Environmental Science/ Analytical Chemistry/Biotechnology

#### Dual Degree Program

**B.Sc. + M.Sc. (3+2 years)**

Physics/ Chemistry/ Maths/ Statistics

### COMPUTER APPLICATIONS

#### BCA (3 years)

Big Data Analytics-IBM

#### M.Sc. (2 years)

Computer Science

#### MCA (2 years)

Banking Technology

#### MCA (2 years)

#### Dual Degree Programs

**BCA + MCA (3+2 years)**

Banking Technology

### SOCIAL SCIENCES, HUMANITIES & ARTS

#### B.A. (3 years)

Psychology/ Economics/ English Literature/Sociology/ Political Science/ Anthropology/History

#### M.A./M.Sc. (2 years)

Psychology/ Applied Psychology/ Clinical Psychology/Counselling Psychology/ English Literature/ Sociology/ Economics/ Education/ Anthropology/History/Political Science

#### Dual Degree Program

**B.Lib & I.Sc. + M.Lib & I.Sc. (1+1 year)**

One-Year Advanced Diploma in French

### COMMERCE

#### B.Com (Hons.) (4 years)

Banking & Finance/ Entrepreneurship/ Tax Procedure/ Computer Applications/ Plain

#### M.Com (2 years)

#### Dual Degree Programs

**B.Com + M.Com (3+2 years)**

**B.Com + MBA (3+2 years)**

### LAW

#### LL.B (Hons.) (3 years)

#### LL.M (2 years)

Business Law/ Criminal Law

#### LL.M (1 year)

(Business Law, Criminal Law, Human Rights)

#### Integrated Programs (5 years)

#### B.A.LL.B (Hons.)

#### B.B.A.LL.B (Hons.)

#### B.Com.LL.B (Hons.)

### HOME SCIENCE

#### M.Sc. (2 years)

Food & Nutrition

#### Dual Degree Program

**B.Sc. + M.Sc. (3+2 years)**

Food & Nutrition

### PARAMEDICAL SCIENCES\*

Bachelor Medical Lab. Technician (3 years)

### DIPLMA PROGRAMS

X ray Radiographer Technician/ Medical Lab. Technician/ Cath. Lab. Technician/ Dialysis Technician/ Optometric Refraction/ Optometrist Contact Lens/ Anesthesia Technician/ Yoga/ Naturopathy

Separate Hostel facility for Boys & Girls.

### FACULTY OF DOCTORAL STUDIES & RESEARCH

(3 years) All Seats of Ph. D program have been filled up.

**Note:** (1) Lateral Entry seats are available in B.Tech. (2) SVET (Shri Vaishnav Entrance Test) will be held on July 3, 17 and 24, 2022. The seats in various programs will be filled on the basis of prescribed Tests/SVET-2022.

Teaching Assistanceship (TA) of ₹12,400 (Rupees Twelve Thousand Four Hundred Only) for all GATE Qualified Candidates admitted in 02 years full time M.Tech Program, subject to MHRD/UGC/AICTE Guidelines

\*Subject to approval of concerned Regulatory Authority



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