

**Central University of Punjab  
Bathinda**

**MINUTES**



**19<sup>th</sup> Meeting  
of the  
Academic Council**

**20<sup>th</sup> September 2018**

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**MINUTES OF THE**  
**NINETEENTH (19<sup>th</sup>) MEETING OF THE ACADEMIC COUNCIL**  
to be held at City Campus, Central University of Punjab, Bathinda  
on 20<sup>th</sup> September 2018

**CONFIDENTIAL**

The following members were present:

- |    |                     |                   |
|----|---------------------|-------------------|
| 1. | Prof. R.K. Kohli    | -Chairman         |
| 2. | Prof. K.N. Pathak   | -Member           |
| 3. | Prof. Balram Gupta  | Member (On Skype) |
| 4. | Prof. P. Ramarao    | -Member           |
| 5. | Prof. Anjana Munshi | -Member           |
| 6. | Dr. P.K. Mishra     | -Member           |
| 7. | Prof. Jagdeep Singh | -Secretary        |

Prof. S.S. Chahal, Prof. Anita Kaushal, Prof. Gurmail Singh, Prof. Nishta Jaiswal, Prof. Satish Kapoor, Prof. V.K. Garg, Prof. Ramakrishna Wusirika and Dr. Felix Bast could not attend the meeting due to the prior engagements or health issues.

The meeting of Academic Council was short of quorum by one member, so the meeting was adjourned and re-convened after a break of 15 minute to deliberate upon the important and time bound items.

The Chairman and Vice Chancellor, Central University of Punjab extended a warm welcome to the members to the 19<sup>th</sup> meeting of the Academic Council. He thanked them for sparing their precious time for contributing towards the academic growth of the University.

The Chairman then requested the Secretary, AC to present the Agenda Items one by one for deliberations and decisions/recommendations. The Secretary presented the Items in sequence.

**Item.No:AC:19:2018:1**

**To confirm the minutes of the 18<sup>th</sup> meeting of the Academic Council held on 8<sup>th</sup> June 2018.**

The Secretary, AC informed that the draft minutes of the 18<sup>th</sup> meeting of Academic Council were circulated to all the members of the Council on 15<sup>th</sup> June 2018.

No comments/suggestions have been received from any members and the final minutes were circulated on 30<sup>th</sup> July 2018.

The members were requested to confirm the minutes of the 18<sup>th</sup> meeting.



**RESOLVE:**

The Academic Council unanimously RESOLVED to confirm the minutes of the 18<sup>th</sup> meeting of the Academic Council held on 8<sup>th</sup> June 2018.

**Item.No:AC:19:2018:2**

**To consider the Action Taken Report (ATR) on the decisions of 18<sup>th</sup> meeting of the Academic Council.**

The Secretary, AC informed that the 18<sup>th</sup> meeting of the Academic Council was held on 8<sup>th</sup> June 2018.

The decisions taken by the Academic Council in its 18<sup>th</sup> meeting were approved by the Executive Council in its 30<sup>th</sup> meeting vide Item.No:EC:30:2018:5 - Item.No:EC:30:2018:14.

Subsequent to the circulation of the final minutes, the concerned Departments/officers/officials implemented the decisions taken by the Academic Council in its 18<sup>th</sup> Meeting.

The details of the actions taken were presented to Academic Council as placed at **Annexure-19.1** {Pages 19 to 25}.

**RESOLVE:**

The Academic Council NOTED the Action Taken Report on the decisions of the 18<sup>th</sup> meeting of the Council held on 8<sup>th</sup> June 2018.

**Item.No:AC:19:2018:3**

**To consider report on the progress of the University by the Vice Chancellor.**

The Vice Chancellor presented his report in the form of a presentation briefing the Council about the progress of the University, after the last meeting of the Academic Council, held on 8<sup>th</sup> June 2018.

The members were informed that for admission to various programmes, CUCET (2018) was conducted. The demand ratio for PG programme has been 1:57 and for Ph.D. programme it is 1:74. For PG programme 634 students have been admitted against 764 seats and for Ph.D. programme 31 students have been admitted against 130 seats. Total students (PG & Ph.D.) of



all batches as on 17<sup>th</sup> September 2018 are 1415.

The members were informed that the University is scheduling 4<sup>th</sup> Convocation on 26<sup>th</sup> September 2018.

The members were also informed that the University has over 165 Research Projects of worth more than Rs.25 Cr. + recent sanction of Rs.32.5 Cr.

The members were informed that the University is going to schedule 4<sup>th</sup> Convocation on 26<sup>th</sup> September 2018 and will award 357 degrees. The University had already distributed 813 degrees in the last three convocations.

It was informed that the University has faculty from 18 States/UTs. Total 114 out of 159 positions are filled which include 2 Chair Professors and 20 contractual faculty.

Also, the University has non-teaching from 14 States/UTs. Total 107 out of 131 positions are filled which include 16 contractual staff.

It was added that following major project have been recently been sanctioned – **MoFPI Project** proposal worth of Rs. 20.16 crores in 3 phase is of Rs.5.15 crores; NMHS (MoEF & CC) coordinated **Project on Himalayas**- Rs. 4.68 Cr; DST-FIST (Human Genetics and Molecular Medicine) – Rs.97 lacs; Under "**Pandit Madam Mohan Malaviya National Mission on Teachers and Teaching (PMMMNT &T)**" – School of Education (Department of Education)- Rs. 4.86 Cr; **Teaching- Learning Centres (TLC)**, Department of Sociology)- Rs.96 lacs; CSIR, Dr. Vikas Jaitak, Department of Pharmaceutical Sciences and Natural products- Rs. 29.5 lacs; CSIR, Dr. Felix Bast, Department of Plant Sciences Rs.22.84 lacs; SERB, Dr. K.K. Haldar, Department of Chemical Sciences Rs. 21 lacs; ICSSR, Dr. Pany, Department of Education- Rs 8 lacs; ICSSR, Dr. Samedha Dutta Department of Sociology- Rs. 7 lacs.

The members were informed that the University was conducted "A National Workshop on Curriculum Design & Development by MHRD



sponsored **Pandit Madan Mohan Malviya National Mission on Teachers and Teaching Scheme** from 16<sup>th</sup> July to 25<sup>th</sup> July 2018.

The Chairperson added that the Department of Mass Communication and Media Studies organised a four day **Photography exhibition** on **16<sup>th</sup> to 20<sup>th</sup> August, 2018**. A photography competition was also organised to observe **World Photography Day**.

The University celebrated **72<sup>nd</sup> Independence Day** at its main campus at village Ghudda on 15<sup>th</sup> August 2018, On this occasion, the University released its **University Anthem** for the first time.

The members were informed that as per directives of UGC to commemorate **150<sup>th</sup> Birth Anniversary of Father of the Nation Mahatama Gandhi**, CUPB organized different activities like Play/Skit, Panel Discussion on the Philosophy of Mahatma Gandhi and Swachhta Shivar on 23<sup>rd</sup> August 2018, Organized by faculty, students and NSS.

The members were informed that the Department of Mass Communication & Media Studies and Office of Students' Welfare organised a **Slogan Writing Competition** in the campus to observe **World Suicide Prevention Day**. Students actively participated in the Competition. The aim of the Competition was to create awareness about Suicide-Prevention.

The members were informed that as per direction of MHRD/UGC, under the initiative of **Swachh Bharat Abhiyan**, a Swacchhta Shapath was taken by faculty, staff and students on 30<sup>th</sup> August 2018.

Further, the members were informed that **Hindi Pakhwada** under the aegis of Official Language Implementation Committee in CUPB is being organized from 14<sup>th</sup> September 2018 to 28<sup>th</sup> September 2018. During this fortnight, various activities viz. Hindi Poetry recitation, Hindi story-writing, poetry-writing, translation, essay writing, song singing and quiz related to Hindi languages and literature are being organized. Hindi Pakhwada is organized every year in the



University.

The members were informed that the University has organized plantation drives at Main Campus by NSS on 21<sup>st</sup> July 2018, 4<sup>th</sup> August 2018 and 11<sup>th</sup> August 2018.

The presentation concluded with explaining the status of construction works ongoing at the Main Campus of the University.

The detailed presentation were presented as at **Annexure- 19.2 {Pages 26 to 36}**.

**RESOLVE:**

The Academic Council NOTED the report (**Annexure-19.2**) of the Vice Chancellor with appreciation and expressed satisfaction over the progress made by the University after its 18<sup>th</sup> meeting i.e. after 8<sup>th</sup> June 2018.

**Item.No:AC:19:2018:4**

**To consider the adoption of University Grants Commission (PROMOTION OF ACADEMIC INTEGRITY AND PREVENTION OF PLAGIARISM IN HIGHER EDUCATIONAL INSTITUTIONS) REGULATIONS, 2018 dated 23<sup>rd</sup> July, 2018.**

The Secretary, AC informed that in order to put a check on plagiarism and to recommend some institutional mechanism to eliminate the scope of this menace in Higher Education system in the country, the University Grants Commission vide its letter D.O. No. F.1-18/2010 (CPP-II) dated 6<sup>th</sup> August 2018 has forwarded the Notification No. F.1-18/2010(CPP-II) dated 23<sup>rd</sup> July 2018 (**Annexure-19.3 {Pages 37 to 42}**) regarding UNIVERSITY GRANTS COMMISSION (PROMOTION OF ACADEMIC INTEGRITY AND PREVENTION OF PLAGIARISM IN HIGHER EDUCATIONAL INSTITUTIONS) REGULATIONS, 2018.

The University has been requested to put in force these regulations and to ensure compliance of the same.

**RESOLVE:**

The Academic Council, after deliberations, unanimously RESOLVED to recommend to the Executive Council to adopt the University Grants Commission (PROMOTION OF ACADEMIC INTEGRITY



AND PREVENTION OF PLAGIARISM IN HIGHER EDUCATIONAL INSTITUTIONS) REGULATIONS, 2018 dated 23<sup>rd</sup> July, 2018 (Annexure-19.3).

Item.No:AC:19:2018:5

To consider the adoption of inter-se priority for reservation/preference to the wards of Armed Forces personnel by States/UTs for admission to University's courses.

The Secretary, AC informed that the University is in receipt of Memo No. M.O.11(8)1W/2018/2302 dated 1<sup>st</sup> August 2018 from Directorate of Defence Service Welfare Punjab, Chandigarh (Annexure-19.4 {Pages 43 to 47}).

The letter has detailed the revised order of priorities for reservation or preference to the wards of Armed Forces personnel for admission in medical/professional/non-professional courses.

The University has been requested to publish the same in the Notification/Prospectus for the admissions commencing from the Academic Year 2019-20.

**RESOLVE:**

The Academic Council, after discussion, unanimously **RESOLVED** to recommend to the Executive Council the adoption of inter-se priority for reservation/preference to the wards of Armed Forces personnel by States/UTs for admission to University's courses, as per letter of Ministry of Defence dated 21<sup>st</sup> May 2018 (Annexure-19.4).

Item.No:AC:19:2018:6

To consider the inclusion of Student Induction Programme in the Academic Calendar of the University.

The Secretary, AC informed that the University is in receipt of UGC letter D.O. No.F.1-5/2018(IP) dated 16<sup>th</sup> August, 2018 (Annexure-19.5 {Pages 48 to 86}) regarding Student Induction Programme.

The UGC has conveyed that the purpose of Student Induction Programme is to help the students adjust and feel comfortable in the new environment, build bonds with fellow students, teachers and the University. The UGC vide this letter has requested that from academic session 2018-19, Student Induction Programme may be accommodated in the academic calendar and from session 2019-20 onwards programme may be included as a regular feature in the academic calendar.





It was informed that the University is already conducting Orientation/Induction programme for all new students. It further resolves to continue it.

**RESOLVE:**

The Academic Council, after detailed discussions, unanimously **RESOLVED** to recommend to the Executive Council to consider the continuation of Orientation Programme and adopt good practices from the UGC guidelines.

**Item.No:AC:19:2018:7**

To consider provisional list of students eligible for award of degrees in the 4<sup>th</sup> Convocation of the University.

The Secretary, AC informed that the 4<sup>th</sup> Convocation of the University is scheduled to be held on 26<sup>th</sup> September 2018.

The list of 357 students who are eligible for award of degree in 4<sup>th</sup> Convocation, as per following details, is placed at **Annexure-19.6 {Pages 87 to 105}**.

S.N.	Particulars of Degree to be awarded	No. of Degrees/ Certificates
1	Master's Degrees (Batch 2016)	314
2	Master's Degrees (Backlog 2015 Batch)	10
3	M.Phil. Degrees (Backlog 2015 Batch)	4
4	Ph.D. Degrees	29
	<b>TOTAL</b>	<b>357</b>

Further, it was informed that the above students have fulfilled all requirements for the degree as specified in the Ordinances.

**RESOLVE:**

The Academic Council, after detailed discussions, unanimously **RESOLVED** to recommend to the Executive Council to approve the list of students eligible for award of degrees in 4<sup>th</sup> Convocation of the University.

**Item.No:AC:19:2018:8**

To consider provisional list of students eligible

The Secretary, AC informed that the list of 22 students who have secured the highest CGPA (not



for the award of Gold Medals in the 4<sup>th</sup> Convocation of the University.

less than 7.5) are eligible for the award of Gold Medals in the 4<sup>th</sup> Convocation is placed at **Annexure-19.7 {Page 106}**.

It was informed that these students are eligible for the award of Gold Medals subject to the verification by DSW and concerned HoDs/Officiating HoDs for not having any complaint regarding indulging in misconduct, indiscipline or ragging or have not been rusticated, suspended, expelled.

It was added that, these students fulfil the eligibility criteria to get the Gold Medal as per the Academic Council/ Executive Council decisions vide Item.No.AC.6:2015:7 and Item.No.EC:21:2016:18, respectively.

Further, the character certificate of the candidate at S.N.1 in Annexure, Mr. Nitin Shukla, Master of Law was withheld as per communication received from concerned HoD. The Grievance Redressal Mechanism committee meeting was held on 19<sup>th</sup> September 2018 and on the recommendations of it, the Competent Authority allowed the award of Gold Medal to Mr. Nitin Shukla.

**RESOLVE:**

**The Academic Council, after detailed discussions, unanimously RESOLVED to the recommend to the Executive Council to approve the list of students eligible for award of Gold Medals in the 4<sup>th</sup> Convocation of the University.**

**Item.No:AC:19:2018:9**

**To consider:**

- a) the amendment in the curricula to provide credit to the students for projects and maintenance of hygiene.**

The Secretary, AC informed that the University is in receipt of UGC letter D.O. D.O. No. 14-13/2018 (CPP-II) dated 16<sup>th</sup> August 2018, regarding Swachha Bharat Mission **Annexure-19.8 {Page 107}**.

The Hon'ble Prime Minister of India had announced, "the Swachha Bharat Mission," to achieve a clean India by the 150<sup>th</sup> Birth Anniversary of Mahatma Gandhi in 2019.

It was informed that to make Swachhta a part of education and in order to bring about behavioural



change in the country, necessary actions are suggested:

1. To make necessary amendments in the curricula to provide credit to the student's practical projects on recycling and reusing the biodegradable and dry waste.
2. To provide credit for the efforts of the students towards maintenance of hygiene, cleanliness in the campus and surroundings.

**b) the start of an Inter-disciplinary (ID) course on the topic as per syllabus/course.**

The Secretary, further informed that the Prof. P. Ramarao, Dean, School of Basic and Applied Sciences has proposed an Inter-disciplinary (ID) Course, which may be offered to students of even semester in (Jan-May) every year.

The syllabus and curriculum and the objectives were presented as placed at **Annexure-19.9** {Pages 108 to 159}.

**RESOLVE:**

The Academic Council, after detailed discussions, unanimously **RESOLVED** to recommend to the Executive Council to approve:

- a) the amendment in the curricula to provide credit to the students for projects and maintenance of hygiene.
- b) ID course on the topic as per syllabus/course with 1 (one) credit, in principle, subject to approval from Board of Studies and School Board of Department of Environmental Sciences and Technology.

**Item.No:AC:19:2018:10**

**To consider the following audits reports.**

The Secretary, AC informed that the IQAC in its 11<sup>th</sup> Meeting considered the following audit reports, as per NAAC requirements:

**1. Curriculum Audit**

The Curriculum Audit was conducted from 17<sup>th</sup> May 2018 to 25<sup>th</sup> May 2018. Internal Audit of all the Departments of the University was done on the basis of criteria provided by the IQAC to the members of the committee.



The Curriculum Audit Report was presented as placed at **Annexure-19.10** {Pages 160 to 162}.

**2. Internal Academic Audit**

The Internal Academic Audit of all the Departments of the University was conducted and the report of the same was presented as placed at **Annexure-19.11** {Page 163}

**3. External Academic Audit**

The External Academic Audit was conducted on 10<sup>th</sup> July 2018 and 11<sup>th</sup> July 2018 by following committee:-

- a) Prof. S. P. Singh, Former Vice Chancellor, Guru Nanak Dev University, Amritsar
- b) Prof. A. M. Shah, HoD and Dean Academic Affairs, Islamic University of Science & Technology, Kashmir;
- c) Prof. K. N. Pathak, Former Vice Chancellor, Panjab University, Chandigarh;
- d) Prof. T. R. Bhardwaj, Vice Chancellor, Baddi University of Emerging Science & Technology, Solan;
- e) Prof. P. Ramarao, Dean Academic Affairs, CUPB;
- f) Dr. Raj Kumar, Member IQAC and
- g) Dr. Ramanpreet Kaur, Member IQAC.

The report of External Academic Audit was presented as placed at **Annexure-19.12** {Page 164 to 166}.

**RESOLVE:**

The Academic Council, after discussions, unanimously RESOLVED to recommend to the Executive Council to approve the reports of the following audits, with an objective of getting feedback, and improvement:

1. Curriculum Audit (**Annexure-19.10**)
2. Internal Academic Audit (**Annexure-19.11**)
3. External Academic Audit (**Annexure-19.12**)

**Item.No:AC:19:2018:11**

**To consider minor modifications in examinations and admissions as per 11<sup>th</sup>**

*19<sup>th</sup> Academic Council Minutes*

The Secretary, AC informed that the Internal Quality Assurance Cell in its meeting held on 31<sup>st</sup> July 2018 made following recommendations regarding examination reforms:



### IQAC

#### recommendations.

1. The nomenclature of MST-I, MST-II and End Semester Exam be changed to Mid Semester Test (MST), End Semester Exam (ESE - Subjective) and End Semester Exam (ESE Objective).
2. The committee suggested the following w.r.t. the improvement of Question Banks:
  - i. 200 questions are to be added in each course after getting them prepared from External Experts. The payment for constructing questions will be given as below:
    - a) Preparation of questions @Rs. 50/question
    - b) Moderation of questions @Rs. 25/question
    - c) Modification of each question @Rs. 10/question
    - d) For wrong framing of questions, deduction of Rs. 10/question
  - ii. Internal moderation for the question bank of courses of 2<sup>nd</sup> and 4<sup>th</sup> semester needs to be done on the priority. After completion of this work, moderation for the question bank of the courses of 1<sup>st</sup> and 3<sup>rd</sup> semester will be initiated.
3. For admission of students through CUCET, the committee suggested to have 25% cut off marks for admission. The same rule may be applied for CUPB entrance exams also.

#### **RESOLVE:**

**The Academic Council, after detailed discussions, unanimously RESOLVED to recommend to the Executive Council to approve the following minor modifications in examinations and admissions:-**

1. The nomenclature of MST-I, MST-II and End Semester Exam be changed to Mid Semester Test (MST), End Semester Exam (ESE -Subjective) and End Semester Exam (ESE Objective).
2. Improvement of Question Banks as follows:-
  - i. 200 questions are to be added in each course after getting them prepared from External



Experts. The payment for constructing questions will be given as below:

- a) Preparation of questions @Rs. 50/question
  - b) Moderation of questions @Rs. 25/question
  - c) Modification of each question @Rs.10/question
  - d) For wrong framing of questions, deduction of Rs. 10/question
- ii. Internal moderation for the question bank of courses of 2<sup>nd</sup> and 4<sup>th</sup> semester needs to be done on the priority. After completion of this work, moderation for the question bank of the courses of 1<sup>st</sup> and 3<sup>rd</sup> semester will be initiated.
3. For admission of students through CUCET, to have 25% cut off marks for admission. The same rule may be applied for CUPB entrance exams also.

**Items for Ratification:**

**Item.No:AC:19:2018:12**

**To ratify the increase in number of seats for Master's Programme for Session 2018-19.**

The Secretary, AC informed that an agenda item regarding the increase in number of seats for Master's Programme for Session 2018-19 was circulated to all Academic Council member on 4<sup>th</sup> July 2018.

The Academic Council in its 18<sup>th</sup> meeting held on 8<sup>th</sup> June, 2018, the University approved 714 number seats in various Master's Programme for Session 2018-19.

It was told that total 565 seats have been filled against 714 seats till 3<sup>rd</sup> round of 1<sup>st</sup> Counselling.

Further, as per University Prospectus for Master's Programme for Session 2018-19, the University reserves the right to change the number of seats in any Programme.

The Secretary added that vide circulation, it was proposed that the number of seats of Master's Programme may be increased in some Programmes wherever lab facility and other



infrastructure allows. The Head of Department/Officiating HoDs of following Programmes have given their consent for increase the number of seats:-

S. N.	Name of Programme	Existing (No. of Seats)	Proposed (No. of Seats)
1.	M.Sc. Chemistry (Computational Chemistry)	5	10
2.	M.Sc. Chemistry	25	30
3.	M.Sc. Chemistry (Spl. In Applied Chemistry)	15	20
4.	M.A./M.Sc. Geography	15	20
5.	M.Sc. Geology	15	20
6.	M.A. Economics	25	30
7.	M.A. Sociology	15	20
8.	M.A. History	15	20
9.	M.A. Political Science	15	20
10.	M.A. English	20	25
Total		165	215
<b>Total Increase in seats</b>		<b>50</b>	

The Academic Council approved the proposal to increase the seats as above vide circulation on 6<sup>th</sup> July 2018.

**RESOLVE:**

The Academic Council, after discussions, unanimously **RESOLVED** to recommend to the Executive Council to ratify the approval given by circulation for increase in number of seats for Master's Programme for Session 2018-19, as proposed above.

**Item.No:AC:19:2018:13**

**To consider filling of remaining vacant seats in Master's Programme through University's entrance examination where there were no candidates in waiting list in CUCET.**

The Secretary, AC informed that the University conducted an entrance test to fill the remaining vacant seats in following Master's Programmes where there were no candidates in waiting list of CUCET 2018, as per following details:-

S. N.	Name of Programmes	Total Seats	Total Filled	Total Vacant	Waiting List (Open)
1.	M.Sc. Statistics	15	9	6	0
2.	M.Ed.	50	17	33	0
3.	M.A. Education	15	9	6	0
4.	M. Tech. Computer Science & Technology (Cyber Security)	25	16	9	0
5.	M.A. Political Science	20	13	7	0
6.	M.A. History	20	14	6	0
7.	M.A. Hindi	20	10	10	0
8.	M.A. Punjabi	20	13	7	0



9.	M.A. Sociology	20	13	7	0
10.	M.A. Journalism & Mass Communication	30	17	13	0

It was further informed that after the entrance examination by the University for above Programmes, following seats were provisionally filled, subject to ratification.

S. N.	Name of Programmes	Candidates provisionally selected
1.	M.Sc. Statistics	1
2.	M.Ed.	2
3.	M.A. Education	1
4.	M. Tech. Computer Science & Technology (Cyber Security)	3
5.	M.A. Political Science	1
6.	M.A. History	1
7.	M.A. Hindi	2
8.	M.A. Punjabi	3
9.	M.A. Sociology	1
10.	M.A. Journalism & Mass Communication	1

#### **RESOLVE:**

The Academic Council RATIFIED the filling of remaining vacant seats in Master's Programme through University's entrance examination where there were no candidates in waiting list in CUCET, it was further clarified that this will not be a regular feature. It was only for admission of 2018-19.

#### **Other Item for Consideration:**

##### **Item.No:AC:19:2018:14**

**To consider the request of the students of the department of Animal Sciences (Batch 2016-17) for issuance of equivalency certificate 'M.Sc. Life Sciences (sp. Animal Sciences) to M.Sc. Zoology.'**

The Secretary, AC informed that the students of the Department of Animal Sciences (Batch 2016-17) requested for an equivalency certificate of their program M.Sc. Life Science (sp. Animal Sciences) to M.Sc. Zoology.

It was informed that the Board of Studies recommended to the School Board to consider the exercise made for the purpose of equivalency subject-wise comparison of the program offered by the University with that of the M.Sc. Zoology program being offered by the Universities in India along with the detailed syllabi of University





It was added that the comparison of the course content was found to be greater than 70% similarity in the structure as well as the content of the syllabi. Based on this and keeping in view the career perspective of the students, the BoS, Animal Sciences recommended to School Board that the M.Sc. Life Sciences (sp. in Animal Science) may be given equivalency in M.Sc. Zoology on demand basis.

In this context as the Chairman, School Board requested to School Board through circulation for further recommendations. The External /Internal expert members submitted their recommendations by email.

**RESOLVE:**

The Academic Council, after discussions, unanimously RESOLVED to recommend to the Executive Council to allow issuance of a notification for equivalency of 'M.Sc. Life Sciences (sp. Animal Sciences) to M.Sc. Zoology.' It be posted on the University website.

**Item.No:AC:19:2018:15**

**To consider the framing a policy on signing of MoU/MoAS with other Institutions Universities/Research Colleges.**

The Secretary, AC informed that the 18<sup>th</sup> Meeting of the Academic Council vide Item.No:AC:18:20:2018 resolved that a following Sub-Committee members will frame a policy on signing of MoU or MoAS with other Institutions/Universities/Research/Colleges or repute:-

- a) Prof. S.S. Chahal
- b) Prof. Gurmail Singh
- c) Prof. P.Ramarao

The meeting of the this committee was scheduled on 20<sup>th</sup> September 2018 but was not held due to non-availability of outside experts.

**RESOLVE:**

The Academic Council RESOLVED to take the item in its next meeting.



**Item.No:AC:19:2018:16**

**To consider the draft consolidated guidelines on Non-NET fellowship.**

The Secretary, AC informed that the meeting of the following committee constituted to consider draft consolidated guidelines on Non-NET fellowship was held on 10<sup>th</sup> August 2018:-

1. Dean Academic Affairs - Chairman
2. Controller of Examinations
3. Dean Students Welfare
4. Prof. Ramakrishna Wusirika
5. Associate Dean Students Welfare
6. Assistant Registrar (Exams) Convener

It was also informed that the Committee was of the opinion that the consolidated guidelines on Non-NET fellowship for M.Phil.-Ph.D. Integrated and Stand Alone Ph.D. Programme may be separated.

Accordingly, the Committee perused the separate consolidated guidelines on Non-NET fellowship for M.Phil.-Ph.D. Integrated Programme upto Batch 2013-14 and Stand Alone Ph.D. Programme (Batch 2015-16) as placed at **Annexure-19.13 {Pages 167 to 168}** and **Annexure-19.14 {Pages 169 to 170}** respectively.

**RESOLVE:**

**The Academic Council, after discussions, unanimously RESOLVED to recommend to the Executive Council to consider the recommendations of the committee constituted to consider draft consolidated guidelines on Non-NET fellowship.**

**Item.No:AC:19:2018:17**

**To approve Syllabus of Diploma in Sanskrit under "Ashtaadashi"(18 Projects) for sustaining the growth of Sanskrit.**

The Secretary, AC informed that the 29<sup>th</sup> Meeting of the Executive Council vide Item.No.EC:29:2018:22 and 18<sup>th</sup> meeting of the Academic Council vide Item.No:AC:18:2018:8 resolved that the University may start the Evening classes only after detailed deliberations on syllabus and others details of the proposed project and the details be brought back to the Academic Council for consideration.

The Syllabus of the Diploma in Sanskrit was



presented as placed at Annexure-19.15 {Pages 171 to 172}.

**RESOLVE:**

The Academic Council, after discussions, unanimously RESOLVED to recommend to the Executive Council to approve in principle the Syllabus of Certificate Course in Sanskrit under "Ashtaadashi" (18 Projects) for sustaining the growth of Sanskrit. This will be subject to the valid approval of the Board of Studies and School of Board through discussions and deliberations (not email).

**Item.No:AC:19:2018:18**

**To note establishment of Gold Medals in the name of Sitaram Jindal Foundation, New Delhi.**

The Secretary, AC informed that the 12<sup>th</sup> Meeting of the Academic Council vide Item.No.AC:12:2016:14 and 22<sup>nd</sup> meeting of the Executive Council vide Item.No:EC:22:2016:59 resolved that establishment of Gold Medals in the name Sitaram Jindal Foundation, New Delhi.

The Sitaram Jindal Foundation, New Delhi has deposited 6 lacs in the account of the University.

The Secretary informed that the University will start the two Gold Medals in the name of the foundation from the next academic year.

**RESOLVE:**

The Academic Council NOTED the establishment of Gold Medals in the name of Sitaram Jindal Foundation, New Delhi and receipt of the Rs. 6 lacs for 2 Gold Medals per academic year.

It was further RESOLVED to put this deposit of Rs. 6 lacs in a fixed deposit or in government bonds. The medals be got prepared from the proceeds of the annual interest earned.

It further expressed thanks to the Sitaram Jindal Foundation New Delhi for its gesture.



Item.No:AC:19:2018:19

To fix the date of the next meeting of the Academic Council.

The Academic Council authorized the Chairman to plan the next meeting of AC, as per need.

The members appreciated the significant progress made by the university and resolved again to put on record satisfaction and congratulated the Vice Chancellor for his efforts. The meeting ended with a vote of thanks to the Chair.

*[Handwritten signature]*  
9/12/18

(Prof. Jagdeep Singh)  
Registrar  
& Secretary, Academic Council

Minutes Approved

*[Handwritten signature]*  
12/10/18

(R.K. Kohli)  
Vice Chancellor  
& Chairman, Academic Council

# ANNEXURES

**ACTION TAKEN REPORT(ATR)**  
**On the resolves of 18<sup>th</sup> ACADEMIC COUNCIL meeting**

Item No.	Decision in Brief	Action Taken
<u>Item.No:AC:18:2018:1</u>	Academic Council RESOLVED to confirm the minutes of the 17 <sup>th</sup> meeting of the Academic Council held on 31 <sup>st</sup> January 2018.	<b>NOTED</b>
<u>Item.No:AC:18:2018:2</u>	Academic Council NOTED the Action Taken Report on the decisions of the 17 <sup>th</sup> meeting of the Council and expressed its appreciation.	<b>NOTED</b>
<u>Item.No:AC:18:2018:3</u>	Academic Council NOTED the report of the Vice Chancellor with appreciation and expressed satisfaction over the progress made by the University after its 17 <sup>th</sup> meeting held on 31 <sup>st</sup> January 2018.	<b>NOTED</b>
<u>Item.No:AC:18:2018:4</u>	Academic Council RESOLVED to ratify the resolve of the Executive Council:- a) Additional guidelines, in addition to already adopted rules, for continuation of Ph.D. programme along with government job in respect of Ph.D. Scholars. b) Additional guidelines for availing zero semester due to health condition, fellowship abroad or other similar valid reasons during Ph.D.	<b>ADOPTED</b>
<u>Item.No:AC:18:2018:5</u>	Academic Council considered the proposed review of earlier decision of 21 <sup>st</sup> Executive Council regarding evaluation of Ph.D. thesis by atleast two experts, as per UGC Regulations 2009/2016 and RESOLVED to maintain the <i>status quo</i> .	<b>NOTED</b>

<p><u>Item.No:AC:18:2018:6</u></p> <p>To consider extension of Rules for Ph.D. Programme (applicable w.e.f. Session 2017-18) to the Session 2016-17.</p>	<p>Academic Council RESOLVED to ratify the decision of Executive Council for <i>post facto</i> adoption of the rules for Ph.D. Programme (based on UGC Regulations, 2016) to the students of the batch admitted in 2016-17 also, to continue with Research Advisory Committee and defining of Credit System.</p>	<p><b>ADOPTED</b></p>
<p><u>Item.No:AC:18:2018:7</u></p> <p>To Note the approval of UGC for establishing Department of Hindi at CUPB.</p>	<p>Academic Council RESOLVED to ratify the resolves of the Executive Council, regarding:-</p> <p>a) Establishment of the Department of Hindi at University;</p> <p>b) Shifting of M.A. Hindi and Ph.D. Hindi programmes already running under Department of Languages and Comparative Literature to the Department of Hindi;</p> <p>Academic Council FURTHER RATIFIED the shifting of services of Dr. Rajinder Kumar, Assistant Professor from Department of Languages and Comparative Literature to the Department of Hindi. He shall vacate the post held by him in the Department of Languages and Comparative Literature, but retain his services and related benefits including pay, as such.</p> <p>Academic Council suggested that the name of Department of Languages and Comparative Literature be re-considered in view of one of the languages (Hindi) being separated from it to a new Department.</p>	<p><b>Department of Hindi started</b></p> <p><b>Courses shifted from Department of Languages and Comparative Literature to Department of Hindi</b></p> <p><b>The services of Dr. Rajinder Kumar, Assistant Professor shifted to new Department of Hindi.</b></p> <p><b>Under Consideration</b></p>
<p><u>Item.No:AC:18:2018:8</u></p> <p>To consider implementation of projects at Department of Languages and Comparative Literature, Central University of Punjab, Bathinda under "Ashtaadashi"(18 Projects) for sustaining the growth of Sanskrit for the year 2016-17.</p>	<p>Academic Council RESOLVED to ratify the decision of to the Executive Council to approve in principle the starting of Evening classes under the project as stated above.</p> <p>Academic Council FURTHER RESOLVED that the University may start the evening classes only after detailed deliberations on syllabus and others details of the proposed project and the details be brought back to the Academic Council for consideration.</p>	<p><b>NOTED</b></p>

<p><u>Item.No:AC:18:2018:9</u></p> <p>To consider the starting of an elective course related to "Swachha Bharat Abhiyan" activities under CBCS from the forthcoming summer session.</p>	<p>Academic Council RESOLVED and to ratify the decision of the Executive Council regarding starting of an elective course related to Swachha Bharat Abhiyan activities under CBCS, from the current summer session, as per letter dated 23<sup>rd</sup> March 2018 of UGC.</p>	<p><b>IMPLEMENTED</b></p>
<p><u>Item.No:AC:18:2018:10</u></p> <p>To consider revised proforma for "application form" for promotion under CAS and Annual Self-Assessment for Performance Based Appraisal System. (PBAS).</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to adopt:-</p> <ol style="list-style-type: none"> <li>1. Application form for promotion under CAS</li> <li>2. Annual Self-Assessment for the Performance Based Appraisal System (PBAS)</li> </ol>	<p>29<sup>th</sup> Executive Council vide Item.No:EC:29:2018:10 resolved to approve revised proforma for "application form" for promotion under CAS and Annual Self-Assessment for Performance Based Appraisal System. (PBAS).</p> <p><b>ADOPTED</b></p>
<p><u>Item.No:AC:18:2018:11 to Item.No:AC:18:2018:21</u></p> <p>To consider the recommendations of the School Board of:</p> <ol style="list-style-type: none"> <li>1. School of Basic and Applied Sciences</li> <li>2. School of Education</li> <li>3. School of Engineering and Technology</li> <li>4. School of Environment and Earth Sciences</li> <li>5. School of Global Relations</li> <li>6. School of Health Sciences</li> <li>7. School of Information &amp; Communicative Sciences</li> <li>8. School of Languages, Literature and Culture</li> <li>9. School of Legal Studies and Governance</li> <li>10. School of Social Sciences</li> <li>11. School of Management</li> </ol>	<p>Academic Council RESOLVED to recommend to the Executive Council, the recommendations of the School Board for above Schools, pertaining only to:</p> <ol style="list-style-type: none"> <li>1. Courses offered by the Departments under each School.</li> <li>2. Outline of tests, as per prescribed rules, of each courses.</li> <li>3. Scheme of course, as per prescribed rules, for each courses.</li> <li>4. Syllabus of each courses as amended by IQAC.</li> </ol> <p>Academic Council FURTHER RESOLVED to recommend only those aspects which are in conformity with the prescribed academic policies of the University.</p> <p>Academic Council still FURTHER RESOLVED that:-</p> <ol style="list-style-type: none"> <li>a) The 12 credit hours of Research Project in PG programmes are to be spread over 3<sup>rd</sup> and 4<sup>th</sup> semester, preferably with 6 credits in each semester. Only minor changes at the level of individual Departments may be allowed.</li> <li>b) The Course Codes should be uniform for same</li> </ol>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:5 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council.</p> <p><b>ADOPTED</b></p>



	<p>course. These are to be verified and finalized by the Controller of Examination, for each programme.</p> <p>c) The Departments should encourage Project Reports of limited scope in PG programme, keeping in mind the fund restraints and availability of chemicals and equipments.</p> <p>d) In addition to introducing basic research through a project review, last semester may be used to supplement the NET syllabus preparations mock tests/rehearsal tests etc.</p> <p>e) The Electives must be offered in every semester and in each semester there should be enough (at least 2) options for the students to choose from.</p>	
<p><u>Item.No:AC:18:2018:22</u></p> <p>To consider policy for the signing of MoU/MoAS by the University.</p>	<p>Academic Council RESOLVED that a Sub-Committee of following members be constituted to frame a policy on signing of MoU or MoAS with other Institutions/Universities/ Research/Colleges of repute:</p> <p>a) Prof. S.S. Chahal b) Prof. Gurmail Singh c) Prof. P. Ramarao</p>	<p><b>The Sub-Committee notified.</b></p> <p><b>Meeting on 20<sup>th</sup> September 2018</b></p>
<p><u>Item.No:AC:18:2018:23</u></p> <p>To consider the guidelines and colour coding for MBA (Agribusiness) project report.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council:-</p> <p>a) Adoption of M.A./M.Sc guidelines for MBA (Agribusiness) students regarding dissertation evaluation and submission.</p> <p>b) 'Green Cover with Golden Yellow letters' as colour code for MBA (Agribusiness) Project Report.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:6 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council.</p> <p><b>ADOPTED</b></p>
<p><u>Item.No:AC:18:2018:24</u></p> <p>To consider the recommendations for framing the guidelines related to Ramanujan Fellow, Ramalingaswami Fellow, DST Inspire Fellow, and UGC Faculty Recharge Programmes.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to approve the proposed guidelines related to Ramanujan Fellow, Ramalingaswami Fellow, DST Inspire Fellow and UGC Faculty Recharge Programme.</p> <p>Academic Council FURTHER RESOLVED to recommend to the Executive Council that the Chair Professor be governed by the same rule as applicable to the regular faculty members of the University.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:7 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council.</p> <p><b>ADOPTED</b></p>

<p><u>Item.No:AC:18:2018:25</u></p> <p>To consider the proposed amendments in rules regarding admission in Ph.D. programme.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council the proposed amendments in rules regarding admission to Ph.D. programme.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:8 resolved to approve proposed amendments in rules regarding admission to Ph.D. programme, as recommended by the 18<sup>th</sup> Academic Council.</p> <p style="text-align: center;"><b>ADOPTED</b></p>
<p><u>Item.No:AC:18:2018:26</u></p> <p>To consider the issuing of Notification for the Award of Ph.D. Degree.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to approve issuing of Notification for the Award of Ph.D. Degree to the 8 students.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:9 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council regarding issuing of Notification for the Award of Ph.D. Degree to the 8 students.</p>
<p><u>Item.No:AC:18:2018:27</u></p> <p>To consider the minutes of 8<sup>th</sup> meeting of the IQAC.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to approve the recommendations of the IQAC given in its 8<sup>th</sup> meeting for adoption by the University.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:10 resolved to approve the recommendations of the Academic Council regarding setting up of a Placement Cell as contained in the IQAC meeting minutes.</p>
<p><u>Item.No:AC:18:2018:28</u></p> <p>To consider the minutes of 9<sup>th</sup> meeting of the IQAC.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to approve the recommendations of the IQAC given in its 9<sup>th</sup> meeting, regarding opening of CIL services to the outside and in-house users on chargeable basis.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:11 resolved to approve the relevant recommendations of the 18<sup>th</sup> Academic Council on the minutes of the 9<sup>th</sup> IQAC meeting, regarding opening of CIL services to the outside and in-house users on chargeable basis.</p>

<p><u>Item.No:AC:18:2018:29</u></p> <p>To consider the minutes of 10<sup>th</sup> meeting of the IQAC.</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to approve the recommendations of the IQAC given in its 10<sup>th</sup> meeting, regarding:-</p> <ol style="list-style-type: none"> <li>1. Curriculum Design and Development</li> <li>2. Establishment of Placement Training Committee.</li> <li>3. Internal and External Academic and Administrative Audit.</li> </ol>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:12 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council on the resolves of the IQAC given in its 10<sup>th</sup> meeting regarding:-</p> <ol style="list-style-type: none"> <li>1. Curriculum Design and Development.</li> <li>2. Establishment of Placement Training Committee.</li> <li>3. Academic and Administrative Audit.</li> </ol>
<p><u>Item.No:AC:18:2018:30</u></p> <p>To consider the change of nomenclature of M.Sc. Life Sciences (Specialization in Bioinformatics) to M.Sc. Life Sciences (Bioinformatics).</p>	<p>Academic Council RESOLVED to the change of nomenclature of M.Sc. Life Sciences (Specialization in Bioinformatics) to M.Sc. Life Sciences (Bioinformatics) as suggested by the committee constituted for the purpose.</p> <p>Academic Council FURTHER RESOLVED that the change of nomenclature will be from prospective and not retrospective effect as per decision of 28<sup>th</sup> Executive Council.</p>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:13 resolved to approve the change in nomenclature of M.Sc. Life Sciences (Specialization in Bioinformatics) to M.Sc. Life Sciences (Bioinformatics) for implementing w.e.f. the admission of 2018-19, as recommended by the 18<sup>th</sup> Academic Council.</p>
<p><u>Item.No:AC:18:2018:31</u></p> <p>To re-consider the Professional Leave to faculty for attending Refresher/Orientation Courses</p>	<p>Academic Council RESOLVED to recommend to the Executive Council to:</p> <ol style="list-style-type: none"> <li>a) Retain the general rules of leaves and dispense with the provision of Professional leave, and</li> <li>b) The regular teachers participating in Refresher Courses/Orientation Programme be treated as 'On Duty' and not on 'Duty Leave', as per UGC letter.</li> </ol>	<p>Executive Council in its Special Meeting vide Item.No:EC:SP:2018:7 resolved to approve the recommendations of the 18<sup>th</sup> Academic Council.</p>
<p><u>Item.No:AC:18:2018:32</u></p> <p>To note seats in various courses for session 2018-19.</p>	<p>Academic Council RESOLVED to ratify:</p> <ol style="list-style-type: none"> <li>1. Retaining the no. of seats in Masters Programme for Academic Session 2018-19 same as in session 2017-18, due to acute shortage of space.</li> </ol>	<p>30<sup>th</sup> Executive Council vide Item.No:EC:30:2018:14 NOTED the intake capacity of 15 seats each in M.Pharm. (Medicinal Chemistry) and</p>

	<p>2. The intake of 15 seats each in M.Pharm. (Medicinal Chemistry) and M.Pharm. (Pharmacognosy &amp; Phytochemistry) for year 2018-19, as per the approval of Pharmacy Council of India (PCI).</p>	<p>M.Pharm. (Pharmacognosy &amp; Phytochemistry) for year 2018-19 as per the recommendations of the Pharmacy Council of India (PCI) as ratified by the 18<sup>th</sup> Academic Council.</p>
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## Annexure-19.2

**Progress Report**

(since last meeting held on June 8, 2018)

**Academic Council**

September 20, 2018

**Warm Welcome to the Members**

at Central University of Punjab, Bathinda

**CUCET-2018**

Demand ratio for: PG programme: 1:57 (43,330 applications for 764 seats)

Ph.D. programme: 1:74 (9615 applications for 130 seats)

- For PG: 634 students have been admitted against 764 seats
- For Ph.D. 31 students have been admitted against 130 seats

• Total Students (PG &amp; Ph.D.) of all batches as on 17.9.2018: 1415

### Admission Status 2018-19 – PG Programmes

Sr. No.	Programme Name	No. of students	Sr. No.	Programme Name	No. of students
1	LL.M.	19	19	M.Sc. Chemistry (Computational Chemistry)	10
2	M. Pharm. Pharmaceutical Scs (Medicinal Chemistry)	16	20	M.Sc. Chemistry (Applied Chemistry)	20
3	M. Pharm. Pharmaceutical Sciences (Pharmacognosy and Phytochemistry)	15	21	M.Sc. Environmental Science and Technology	23
4	M.A. Economics	24	22	M.Sc. Food Science and Technology	14
5	M.A. Education	10	23	M.Sc. Geology	18
6	M.A. English	24	24	M.Sc. Life Sciences (Specialization in Animal Sciences)	23
7	M.A. Hindi	12	25	M.Sc. Life Sciences (Specialization in Biochemistry)	23
8	M.A. History	14	26	M.Sc. Life Sciences (Specialization in Bioinformatics)	13
9	M.A. Journalism & Mass Communication	18	27	M.Sc. Life Sciences (Specialization in Human Genetics)	21
10	M.A. Political Science	11	28	M.Sc. Life Sciences (Specialization in Microbial Sciences)	15
11	M.A. Punjabi	15	29	M.Sc. Life Sciences (Specialization in Molecular Medicine)	18
12	M.A. Sociology	11	30	M.Sc. Mathematics	24
13	M.A./M.Sc. Geography	10	31	M.Sc. Physics	26
14	M.Com.	24	32	M.Sc. Physics (Computational Physics)	4
15	M.Ed.	13	33	M.Sc. Statistics	13
16	M. Sc. Life Sciences (Specialization in Plant Sciences)	25	34	M.Tech. Computer Science & Technology	23
17	M.Sc. Chemical Sciences (Medicinal Chemistry)	13	35	M.Tech. Computer Science & Technology (Cyber Security)	17
18	M.Sc. Chemistry	31	36	MBA (Agribusiness)	16
				<b>Total</b>	<b>634</b>

### Degrees Awarded so far

#### Distribution of Degrees Awarded

Degrees	1 <sup>st</sup> Convocation (2012-15)	2 <sup>nd</sup> Convocation (2015-16)	3 <sup>rd</sup> Convocation (2016-17)
PG	137	83	282
M.Phil.	191	60	47
Ph.D.	-	5	8
<b>Total</b>	<b>328</b>	<b>148</b>	<b>337</b>
<b>Grand Total</b>			<b>813</b>

**4<sup>th</sup> Convocation on 26<sup>th</sup> Sep 2018**

### Filling Status as per sanctioned positions

As on 17.9.2018

#### Faculty from 18 States/UTs

#### Faculty Positions

Total sanctioned Teaching Positions		Total Positions Filled	Regular	Contractual	Vacant Positions
Designation	No. of Posts				
Professor	22 + 2 (Chair Professors)	07@	06@	01	17
Assoc. Professor	44	18	17	01	26
Assist. Professor	Regular - 88 Contract - 03	89	71	18	02
<b>Total</b>	<b>*159\$</b>	<b>114@</b>	<b>94@</b>	<b>20</b>	<b>45</b>

\*Regular: 154; @Chair Professors: 2, Contract: 20, \$: Includes 7 positions for Hindi Deptt.

#### Staff from 14 States/UTs

#### Non-teaching Positions

Total sanctioned Non-Teaching Positions		Total Positions Filled	Regular (including 2 on deputation)	Contractual	Vacant
A	B				
A	22	18	15	03	04
B	34	22	15	07	12
C	75	67	61	06	08
<b>Total</b>	<b>131</b>	<b>107</b>	<b>91</b>	<b>16</b>	<b>24</b>

Approval for 31 posts as per 1:1:1 is pending

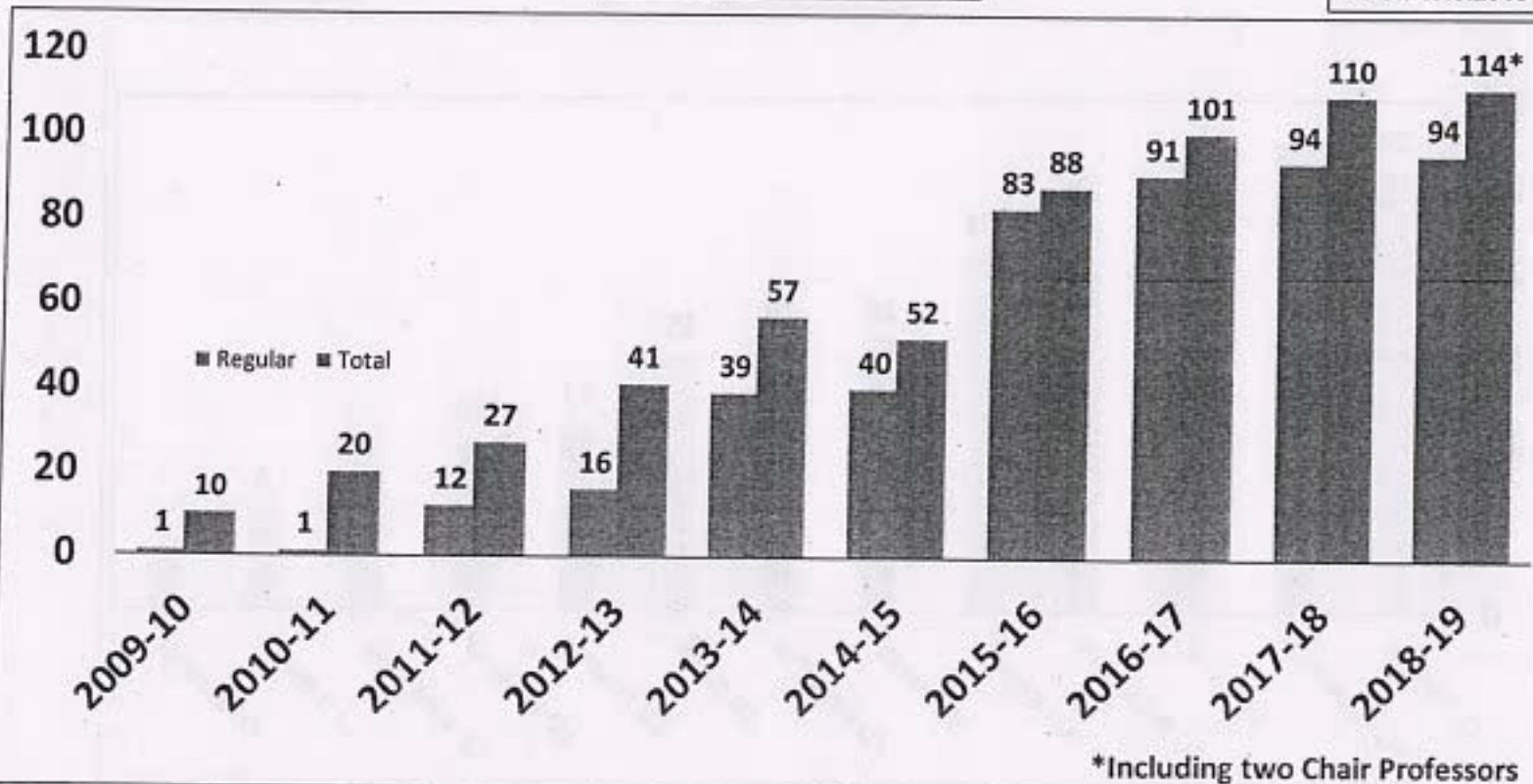
Mr. Virek Singh, Section Officer has been terminated on 17.9.2018  
Mr. Ranbir Singh, Section Officer has been relieved on 17.9.2018

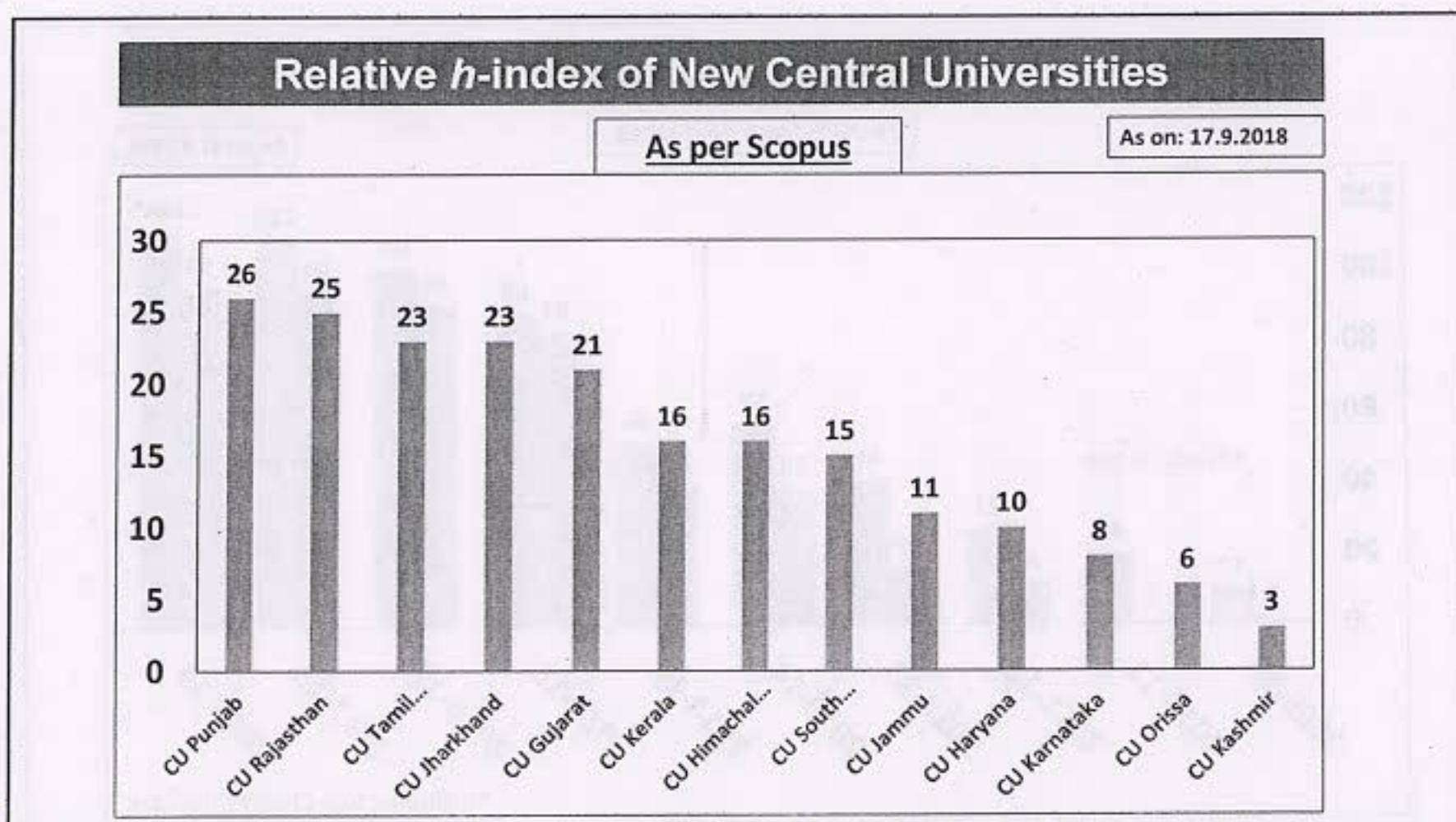
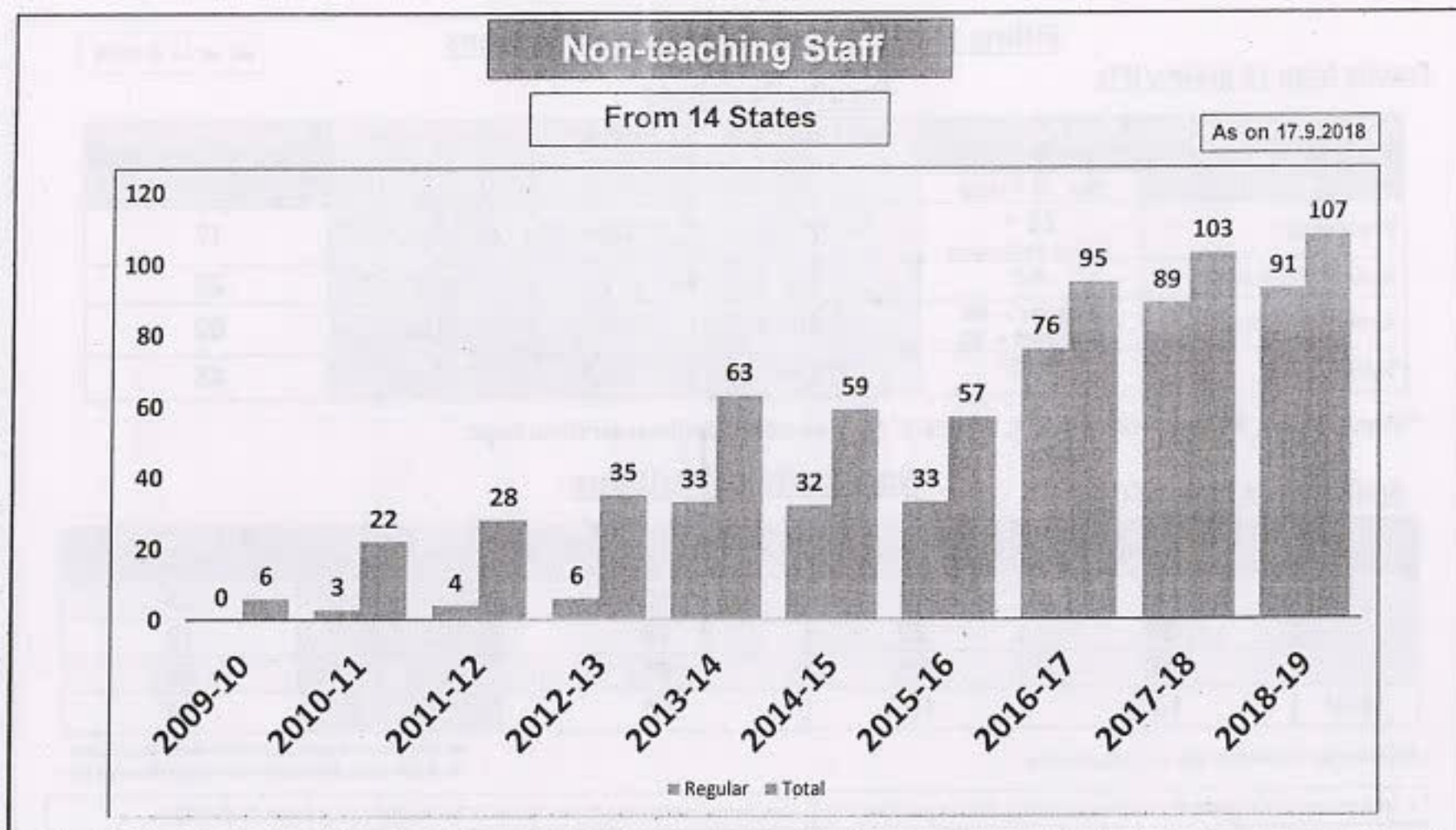
• UGC sanctioned 6 posts of contractual other staff in addition to 131 sanctioned posts vide their DO No. F.24-36/2009 (CU) dated 25.06.2009

### Faculty Growth

#### Faculty from 18 States

As on 17.9.2018



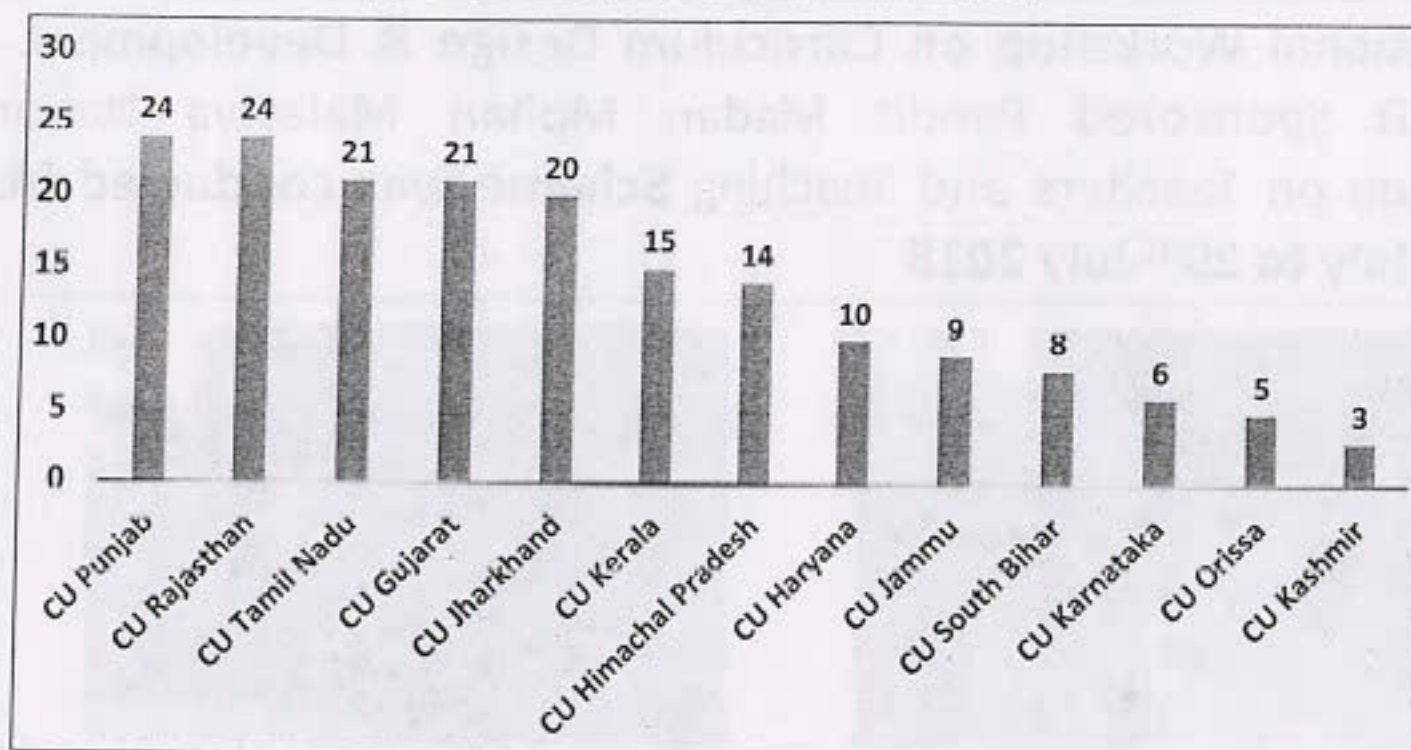




## Relative *h*-index of New Central Universities

As per Web of Science (WoS)

As on: 17.9.2018



## Research Projects at CUPB

**165 Research projects > Rs 25 Cr + recent Sanction of 32.5 Cr**

### Major Project recently Sanctioned

- MoFPI Project proposal worth of **Rs. 20.16 Crores** in 3 phases. First phase is of **Rs. 5.15 crores**.
- **NMHS (MoEF&CC) coordinated Project on Himalayas Rs. 4.68 Cr.**
- DST- FIST (Human Genetics and Molecular Medicine) **Rs. 97 lacs**.
- Under "Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMT&T)"
  - **School of Education (Dept of Education) Rs. 4.86 cr**
  - **Teaching-Learning Centres (TLC), (Dept of Sociology) Rs. 96 lacs**
- **CSIR Dr. Vikas Jaitak, Deptt of Pharmaceutical Sciences and Natural Products Rs. 29.5 lacs**
- **CSIR Dr. Felix Bast, Dept. of Plant Sciences Rs. 22.84 lacs**
- **SERB Dr. K.K. Haldar, Dept of Chemical Sciences Rs. 21 lacs**
- **ICSSR Dr. Pany, Dept. of Education Rs. 8 lacs**
- **ICSSR Dr. Sumedha Dutta, Dept. of Sociology Rs. 7 lacs**

### National Workshop on Curriculum Design & Development (PMMMNT&T Scheme)

A National Workshop on Curriculum Design & Development by MHRD sponsored Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Scheme was conducted from 16<sup>th</sup> July to 25<sup>th</sup> July 2018



### 72<sup>nd</sup> Independence Day Celebrations

The University celebrated 72<sup>nd</sup> Independence Day at its main Campus at Village Ghudda on 15<sup>th</sup> August 2018. On this occasion, university authorities also released University Anthem for the first time.



Glimpses from the event

## World Photography Day

Department of Mass Communication and Media Studies had organised a four day Photography exhibition on 16<sup>th</sup> to 20<sup>th</sup> August, 2018 at Campus premises. A photography competition was also organised to observe World Photography Day. The objective of this competition was to generate awareness regarding world photography day and encourage students to participate in such events.



Glimpses from the event

## 150<sup>th</sup> Birth Anniversary of Father of the Nation

As per the directives of UGC to commemorate 150<sup>th</sup> Birth Anniversary of Father of the Nation Mahatama Gandhi, CUPB organized different activities like Play/Skit, Panel Discussion on the Philosophy of Mahatama Gandhi and Swachhta Shivir on 23<sup>rd</sup> Aug 2018, organized by faculty, students and NSS.

## Swacchhta Shapath

As per the directions of MHRD/UGC, under the initiative of Swachh Bharat Abhyian, a Swacchhta Shapath was taken by faculty staff and students on 30<sup>th</sup> August 2018.



## Slogan-writing Competition

Department of Mass Communication & Media Studies and Office of Students' Welfare organised a Slogan Writing Competition in the campus to observe World Suicide Prevention Day. Students actively participated in the Competition. The aim of the Competition was to create awareness about Suicide-Prevention.



## Hindi Pakhwada

Hindi Pakhwada is being organized from Sep 14, 2018 to Sep 28, 2018 under the aegis of Official Language Implementation Committee in CUPB. During this fortnight, various activities will be organized viz. Hindi poetry recitation, Hindi story-writing, poetry-writing, translation, essay writing, song singing and quiz related to Hindi language and literature. Hindi Pakhwada is organized every year in the university.



## Plantation Drives at Main Campus by NSS



Plantation Drive on 21.07.2018



Plantation Drive on 4.8.2018



Mango Tree Plantation on 11.08.2018

**Main Campus - Work Progress (Phase 1A) as on 17.9.2018**



**Academic Block**



**Bachelors Accommodation**



**Residence (upto 9000 GP)**



**PG Hostel (Girls)**



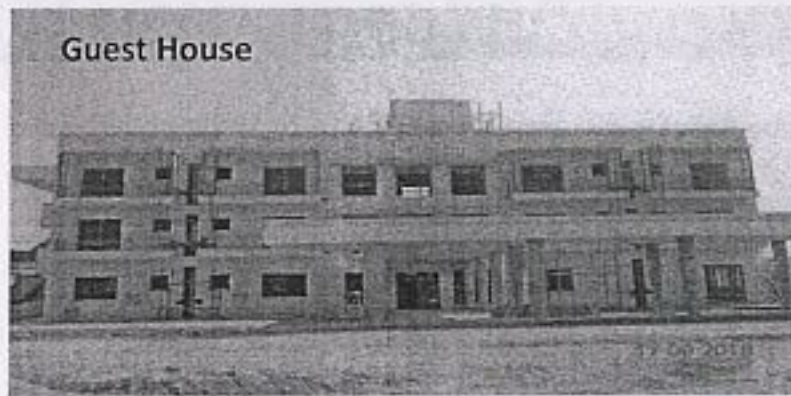
**PG Hostel (Boys)**



**Residence (upto 6000 GP)**



**Student Dining**



**Guest House**



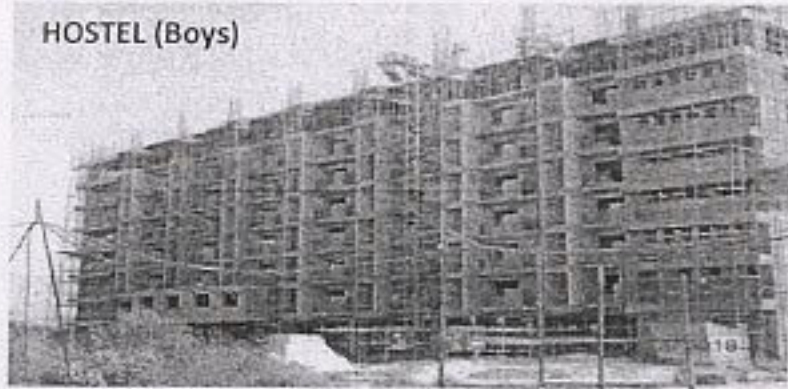
**WATER CENTRE**

**Main Campus - Work Progress (Phase 1B) as on 17.9.2018**

HOSTEL (Girls)



HOSTEL (Boys)



TRANSIT HOSTEL



**THANK YOU**

नोट 2: उस स्थिति में दण्ड, जब साहित्यिक चोरी का लाभ अथवा क्रेडिट पहले ही प्राप्त किया गया हो— यदि लाभ अथवा क्रेडिट प्राप्त किए जाने, जैसा भी मामला हो, की तिथि के बाद साहित्यिक चोरी सिद्ध हो तो उसके द्वारा प्राप्त लाभ अथवा क्रेडिट को आईएआईपी द्वारा संस्तुत अवधि के लिए आस्थगित रखा जाएगा तथा संस्थान के प्रमुख द्वारा अनुमोदित किया जाएगा।

नोट 3 : उच्चतर शिक्षा संस्थान ऐसा तंत्र विकसित करेंगे ताकि यह सुनिश्चित किया जाए कि छात्र, संकाय, शोधकर्ता अथवा कर्मचारिवृंद द्वारा प्रकाशित किए गए प्रत्येक पत्र/शोध-प्रबंध (थीसीस) तथा शोध-निबंध (डिसरटेशन) को अग्रेषित/ प्रस्तुत किए जाने के समय साहित्यिक चोरी के लिए जांचा जाए।

नोट 4 : यदि उच्चतर शिक्षा संस्थान के प्रधान के विरुद्ध साहित्यिक चोरी की कोई शिकायत हो तो, इन विनियमों के अनुरूप उच्चतर शिक्षा संस्थान के नियंत्रण अधिकारी द्वारा उपर्युक्त कार्रवाई की जाएगी।

नोट 5 : यदि संस्थागत स्तर पर विभागाध्यक्ष/प्राधिकारियों के विरुद्ध साहित्यिक चोरी की कोई शिकायत हो तो, इन विनियमों के अनुरूप आईएआईपी द्वारा उपयुक्त कार्रवाई की जाएगी जिसे सक्षम अधिकारी द्वारा अनुमोदित किया जाएगा।

नोट 6 : यदि डीएआईपी अथवा आईएआईपी के किसी सदस्यगण के विरुद्ध साहित्यिक चोरी की कोई शिकायत हो तो, ऐसा सदस्य ऐसी बैठकों में भाग नहीं लेगा जहां उसके मामले के संबंध में चर्चा की जा रही हो/अथवा जांच की जा रही हो।

### 13. कठिनाइयों का निवारण

विश्वविद्यालय अनुदान आयोग, इन विनियमों के कार्यान्वयन के दौरान सामने आने वाली कठिनाइयों को भारत सरकार/मानव संसाधन विकास मंत्रालय के परामर्श से निवारण करने का अधिकार सुरक्षित रखता है।

प्रो. रजनीश जैन, सचिव

[विज्ञापन-III/4/असा./161/18]

## UNIVERSITY GRANTS COMMISSION

### NOTIFICATION

#### UNIVERSITY GRANTS COMMISSION (PROMOTION OF ACADEMIC INTEGRITY AND PREVENTION OF PLAGIARISM IN HIGHER EDUCATIONAL INSTITUTIONS) REGULATIONS, 2018

New Delhi, the 23rd July, 2018

#### F. 1-18/2010(CPP-II).—

#### Preamble

*Whereas*, University Grants Commission (UGC), as per UGC Act, 1956, is mandated to coordinate and determine the standards of higher education;

*And whereas*, assessment of academic and research work done leading to the partial fulfillment for the award of degrees at Masters and Research level, by a student or a faculty or a researcher or a staff, in the form of thesis, dissertation and publication of research papers, chapters in books, full-fledged books and any other similar work, reflects the extent to which elements of academic integrity and originality are observed in various relevant processes adopted by Higher Educational Institutions (HEIs);

*Therefore*, in exercise of the powers conferred by clause (j) of Section 12 read with clauses (f) and (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956, the University Grants Commission hereby makes the following regulations:-

#### 1. Short title, application and commencement –

- These regulations shall be called the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018.
- They shall apply to the students, faculty, researchers and staff of all Higher Educational Institutions in the country.
- These regulations shall come into force from the date of their notification in the Official Gazette.



## 2. Definitions -

In these regulations, unless the context otherwise requires—

- a. "Academic Integrity" is the intellectual honesty in proposing, performing and reporting any activity, which leads to the creation of intellectual property;
- b. "Author" includes a student or a faculty or a researcher or staff of Higher Educational Institution (HEI) who claims to be the creator of the work under consideration;
- c. "Commission" means the University Grants Commission as defined in the University Grants Commission Act, 1956;
- d. "Common Knowledge" means a well known fact, quote, figure or information that is known to most of the people;
- e. "Degree" means any such degree specified by the University Grants Commission, by notification in the Official Gazette, under section 22 of the University Grants Commission Act, 1956;
- f. "Departmental Academic Integrity Panel" shall mean the body constituted at the departmental level to investigate allegations of plagiarism;
- g. "Faculty" refers to a person who is teaching and/or guiding students enrolled in an HEI in any capacity whatsoever i.e. regular, ad-hoc, guest, temporary, visiting etc;
- h. "Higher Educational Institution (HEI)" means a university recognized under section 2(f) of the UGC Act, 1956 or an institution deemed to be university under section 3 of the UGC Act, 1956 or an affiliating college / institution or a constituent unit of a university;
- i. "Information" includes data, message, text, images, sound, voice, codes, computer programs, software and databases or microfilm or computer generated microfiche;
- j. "Institutional Academic Integrity Panel" shall mean the body constituted at Institutional level to consider recommendations of the departmental academic integrity panel and take appropriate decisions in respect of allegations of plagiarism and decide on penalties to be imposed. In exceptional cases, it shall investigate allegations of plagiarism at the institutional level;
- k. "Notification" means a notification published in the Official Gazette and the expression "notify" with its cognate meanings and grammatical variation shall be construed accordingly;
- l. "Plagiarism" means the practice of taking someone else's work or idea and passing them as one's own.
- m. "Programme" means a programme of study leading to the award of a masters and research level degree;
- n. "Researcher" refers to a person conducting academic / scientific research in HEIs,
- o. "Script" includes research paper, thesis, dissertation, chapters in books, full-fledged books and any other similar work, submitted for assessment / opinion leading to the award of master and research level degrees or publication in print or electronic media by students or faculty or researcher or staff of an HEI; however, this shall exclude assignments / term papers / project reports / course work / essays and answer scripts etc.;
- p. "Source" means the published primary and secondary material from any source whatsoever and includes written information and opinions gained directly from other people, including eminent scholars, public figures and practitioners in any form whatsoever as also data and information in the electronic form be it audio, video, image or text; Information being given the same meaning as defined under Section 2 (1) (v) of the Information Technology Act, 2000 and reproduced here in Regulation 2 (l);
- q. "Staff" refers to all non-teaching staff working in HEIs in any capacity whatsoever i.e. regular, temporary, contractual, outsourced etc.;
- r. "Student" means a person duly admitted and pursuing a programme of study including a research programme in any mode of study (full time or part-time or distance mode);
- s. "University" means a university established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes an institution deemed to be university under section 3 of the UGC Act, 1956;
- t. "Year" means the academic session in which a proven offence has been committed.

Words and expressions used and not defined in these regulations but defined in the University Grants Commission Act, 1956 shall have the meanings respectively assigned to them in UGC Act, 1956.

### 3. Objectives

- 3.1 To create awareness about responsible conduct of research, thesis, dissertation, promotion of academic integrity and prevention of misconduct including plagiarism in academic writing among student, faculty, researcher and staff.
- 3.2 To establish institutional mechanism through education and training to facilitate responsible conduct of research, thesis, dissertation, promotion of academic integrity and deterrence from plagiarism.
- 3.3 To develop systems to detect plagiarism and to set up mechanisms to prevent plagiarism and punish a student, faculty, researcher or staff of HEI committing the act of plagiarism.

### 4. Duties of HEI:

Every HEI should establish the mechanism as prescribed in these regulations, to enhance awareness about responsible conduct of research and academic activities, to promote academic integrity and to prevent plagiarism.

### 5. Awareness Programs and Trainings:

- (a) HEI shall instruct students, faculty, researcher and staff about proper attribution, seeking permission of the author wherever necessary, acknowledgement of source compatible with the needs and specificities of disciplines and in accordance with rules, international conventions and regulations governing the source.
- (b) HEI shall conduct sensitization seminars/ awareness programs every semester on responsible conduct of research, thesis, dissertation, promotion of academic integrity and ethics in education for students, faculty, researcher and staff.
- (c) HEI shall :
  - i. Include the cardinal principles of academic integrity in the curricula of Undergraduate (UG)/Postgraduate (PG)/Master's degree etc. as a compulsory course work/module.
  - ii. Include elements of responsible conduct of research and publication ethics as a compulsory course work/module for Masters and Research Scholars.
  - iii. Include elements of responsible conduct of research and publication ethics in Orientation and Refresher Courses organized for faculty and staff members of the HEI.
  - iv. Train student, faculty, researcher and staff for using plagiarism detection tools and reference management tools.
  - v. Establish facility equipped with modern technologies for detection of plagiarism.
  - vi. Encourage student, faculty, researcher and staff to register on international researcher's Registry systems.

### 6. Curbing Plagiarism

- a) HEI shall declare and implement the technology based mechanism using appropriate software so as to ensure that documents such as thesis, dissertation, publications or any other such documents are free of plagiarism at the time of their submission.
- b) The mechanism as defined at (a) above shall be made accessible to all engaged in research work including student, faculty, researcher and staff etc.
- c) Every student submitting a thesis, dissertation, or any other such documents to the HEI shall submit an undertaking indicating that the document has been prepared by him or her and that the document is his/her original work and free of any plagiarism.
- d) The undertaking shall include the fact that the document has been duly checked through a Plagiarism detection tool approved by the HEI.
- e) HEI shall develop a policy on plagiarism and get it approved by its relevant statutory bodies/authorities. The approved policy shall be placed on the homepage of the HEI website.
- f) Each supervisor shall submit a certificate indicating that the work done by the researcher under him / her is plagiarism free.
- g) HEI shall submit to INFLIBNET soft copies of all Masters, Research program's dissertations and thesis within a month after the award of degrees for hosting in the digital repository under the "Shodh Ganga e-repository".
- h) HEI shall create Institutional Repository on institute website which shall include dissertation / thesis / paper / publication and other in-house publications.

**7. Similarity checks for exclusion from Plagiarism**

The similarity checks for plagiarism shall exclude the following:

- i. All quoted work reproduced with all necessary permission and/or attribution.
- ii. All references, bibliography, table of content, preface and acknowledgements.
- iii. All generic terms, laws, standard symbols and standards equations.

**Note:**

The research work carried out by the student, faculty, researcher and staff shall be based on original ideas, which shall include abstract, summary, hypothesis, observations, results, conclusions and recommendations only and shall not have any similarities. It shall exclude a common knowledge or coincidental terms, up to fourteen (14) consecutive words.

**8. Levels of Plagiarism**

Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

- i. Level 0: Similarities upto 10% - Minor similarities, no penalty
- ii. Level 1: Similarities above 10% to 40%
- iii. Level 2: Similarities above 40% to 60%
- iv. Level 3: Similarities above 60%

**9. Detection/Reporting/Handling of Plagiarism**

If any member of the academic community suspects with appropriate proof that a case of plagiarism has happened in any document, he or she shall report it to the Departmental Academic Integrity Panel (DAIP). Upon receipt of such a complaint or allegation the DAIP shall investigate the matter and submit its recommendations to the Institutional Academic Integrity Panel (IAIP) of the HEI.

The authorities of HEI can also take *suomotu* notice of an act of plagiarism and initiate proceedings under these regulations. Similarly, proceedings can also be initiated by the HEI on the basis of findings of an examiner. All such cases will be investigated by the IAIP.

**10. Departmental Academic Integrity Panel (DAIP)**

- i. All Departments in HEI shall notify a DAIP whose composition shall be as given below:
  - a. Chairman - Head of the Department
  - b. Member - Senior academician from outside the department, to be nominated by the head of HEI.
  - c. Member - A person well versed with anti plagiarism tools, to be nominated by the Head of the Department.

The tenure of the members in respect of points 'b' and 'c' shall be two years. The quorum for the meetings shall be 2 out of 3 members (including Chairman).
- ii. The DAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff.
- iii. The DAIP shall have the power to assess the level of plagiarism and recommend penalty(ies) accordingly.
- iv. The DAIP after investigation shall submit its report with the recommendation on penalties to be imposed to the IAIP within a period of 45 days from the date of receipt of complaint / initiation of the proceedings.

**11. Institutional Academic Integrity Panel (IAIP)**

- i. HEI shall notify a IAIP whose composition shall be as given below:
  - a. Chairman - Pro-VC/Dean/Senior Academician of the HEI.
  - b. Member - Senior Academician other than Chairman, to be nominated by the Head of HEI.
  - c. Member - One member nominated by the Head of HEI from outside the HEI
  - d. Member - A person well versed with anti-plagiarism tools, to be nominated by the Head of the HEI.

The Chairman of DAIP and IAIP shall not be the same. The tenure of the Committee members including Chairman shall be three years. The quorum for the meetings shall be 3 out of 4 members (including Chairman).

- ii. The IAIP shall consider the recommendations of DAIP.
- iii. The IAIP shall also investigate cases of plagiarism as per the provisions mentioned in these regulations.

- iv. The IAIP shall follow the principles of natural justice while deciding about the allegation of plagiarism against the student, faculty, researcher and staff of HEI.
- v. The IAIP shall have the power to review the recommendations of DAIP including penalties with due justification.
- vi. The IAIP shall send the report after investigation and the recommendation on penalties to be imposed to the Head of the HEI within a period of 45 days from the date of receipt of recommendation of DAIP/ complaint / initiation of the proceedings.
- vii. The IAIP shall provide a copy of the report to the person(s) against whom inquiry report is submitted.

## 12. Penalties

Penalties in the cases of plagiarism shall be imposed on students pursuing studies at the level of Masters and Research programs and on researcher, faculty & staff of the HEI only after academic misconduct on the part of the individual has been established without doubt, when all avenues of appeal have been exhausted and individual in question has been provided enough opportunity to defend himself or herself in a fair or transparent manner.

### 12.1 Penalties in case of plagiarism in submission of thesis and dissertations

Institutional Academic Integrity Panel (IAIP) shall impose penalty considering the severity of the Plagiarism.

- i. **Level 0: Similarities upto 10% - Minor Similarities, no penalty.**
- ii. **Level 1: Similarities above 10% to 40% -** Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
- iii. **Level 2: Similarities above 40% to 60% -** Such student shall be debarred from submitting a revised script for a period of one year.
- iv. **Level 3: Similarities above 60% -**Such student registration for that programme shall be cancelled.

**Note 1: Penalty on repeated plagiarism-** Such student shall be punished for the plagiarism of one level higher than the previous level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative.

**Note 2: Penalty in case where the degree/credit has already been obtained -** If plagiarism is proved on a date later than the date of award of degree or credit as the case may be then his/her degree or credit shall be put in abeyance for a period recommended by the IAIP and approved by the Head of the Institution.

### 12.2 Penalties in case of plagiarism in academic and research publications

- I. **Level 0: Similarities up to 10% -** Minor similarities, no penalty.
- II. **Level 1: Similarities above 10% to 40%**
  - i) Shall be asked to withdraw manuscript.
- III. **Level 2: Similarities above 40% to 60%**
  - i) Shall be asked to withdraw manuscript.
  - ii) Shall be denied a right to one annual increment.
  - iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of two years.
- IV. **Level 3: Similarities above 60%**
  - i) Shall be asked to withdraw manuscript.
  - ii) Shall be denied a right to two successive annual increments.
  - iii) Shall not be allowed to be a supervisor to any new Master's, M.Phil., Ph.D. Student/scholar for a period of three years.

**Note 1: Penalty on repeated plagiarism -** Shall be asked to withdraw manuscript and shall be punished for the plagiarism of one level higher than the lower level committed by him/her. In case where plagiarism of highest level is committed then the punishment for the same shall be operative. In case level 3 offence is repeated then the disciplinary action including suspension/termination as per service rules shall be taken by the HEI.

**Note 2: Penalty in case where the benefit or credit has already been obtained -** If plagiarism is proved on a date later than the date of benefit or credit obtained as the case may be then his/her benefit or credit shall be put in abeyance for a period recommended by IAIP and approved by the Head of the Institution.

Note 3: HEIs shall create a mechanism so as to ensure that each of the paper publication/thesis/dissertation by the student, faculty, researcher or staff of the HEI is checked for plagiarism at the time of forwarding/submission.

Note 4: If there is any complaint of plagiarism against the Head of an HEI, a suitable action, in line with these regulations, shall be taken by the Controlling Authority of the HEI.

Note 5: If there is any complaint of plagiarism against the Head of Department/Authorities at the institutional level, a suitable action, in line with these regulations, shall be recommended by the IAIP and approved by the Competent Authority.

Note 6: If there is any complaint of plagiarism against any member of DAIP or IAIP, then such member shall excuse himself/herself from the meeting(s) where his/her case is being discussed/investigated.

### 13. Removal of Difficulty

UGC reserves the right to remove difficulty/difficulties in the course of implementations of these Regulations in consultation with the Government of India/ Ministry of Human Resource Development.

Prof. RAJNISH JAIN, Secy.

[ADVT.-III/4/Exty/161/18]

RAKESH  
SUKUL

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RAKESH SUKUL  
Date: 2018.07.31 22:44:34  
+05'30'

Registered Post

DIRECTORATE OF DEFENCE SERVICES WELFARE PUNJAB  
PUNJAB SAINIK BHAWAN, SECTOR 21 D  
CHANDIGARH

To

Vice Chancellor,  
Central University Punjab, Bathinda.

Vice Chancellor,  
Punjab Agriculture University,  
Ludhiana.

Vice Chancellor,  
Punjab Technical University,  
Jalandhar.

Vice Chancellor,  
Baba Farid Medical University of Health Science,  
Faridkot.

Vice Chancellor,  
Guru Anged Dev University of veterinary Science  
Ludhiana

Memo No: 11(8)1W/2018/2302  
Dated, Chandigarh the 01 Aug 2018

**Sub: Inter-se priority for reservation/preference to the wards of Armed Forces personnel by States / UTs for admission to Medical / Professional / Non-Professional Courses.**

Reference Govt. of India, Ministry of Defence, Department of Ex-Servicemen Welfare letter No: 6(1)/2017/D(Res.II) dated 21 May 2018 (Copy attached) on the subject cited above.

2. It is intimated that the Ministry of Defence (MoD) has approved the following revised order of priorities for reservation or preference to the wards of Armed Forces personnel for admission in medical/professional/non-professional courses :-

- Priority I : Widows/Wards of Defence personnel killed in action.  
Priority II : Wards of disabled in action and boarded out from service.  
Priority III : Widows/wards of Defence personnel who died while in service with death attributable to military service.

इलपति कार्यालय/VCO

डॉ. 0/4/2

दिनांक/Dt. 9/8/2018

43 Registry/COE

DR(M)

for AG/EC also given

9/8/18

-2/-

WDC (Accounts)

LRM

AC

file for new

Shree

13/8/18


DR(M)

- Priority IV : Wards of disabled in service and boarded out with disability attributable to military service.
- Priority V : Wards of Ex-Servicemen and serving personnel who are in receipt of Gallantry Awards:
- i. Param Vir Chakra
  - ii. Ashok Chakra
  - iii. Maha Vir Chakra
  - iv. Kirti Chakra
  - v. Vir Chakra
  - vi. Shaurya Chakra
  - vii. Sena, Nau Sena, Vayu Sena Medal
  - viii. Mention-in-Despatches.
- Priority VI : Wards of Ex-Servicemen.
- Priority VII : Wives of:
- i) Defence personnel disabled in action and boarded out from service.
  - ii) Defence Personnel disabled in service and boarded out with disability attributable to military service.
  - iii) Ex-Servicemen and serving personnel who are in receipt of Gallantry Awards.
- Priority VIII : Wards of Serving Personnel.
- Priority IX : Wives of Serving Personnel.

3. The candidates seeking admission against the above categories of defence personnel in case of 85% state quota who are bonafide resident of Punjab State should produce a certificate from the Army/Navy/Air Force Headquarters or the Commanding Officer of the Unit countersigned by the Director, Defence Services Welfare Punjab in the case of Serving Defence Personnel. In the case of Ex-Servicemen certificate should be signed by the concerned District Defence Services Welfare Officer countersigned by the Director, Defence Services Welfare Punjab

3. The above said benefit is only for the wards of Punjab State Defence personnel only.

4. You are requested to publish the same in the Notification/Prospectus for the admissions commenced for the Academic Year 2019-20.


  
Deputy Director (HQ)

Endst No. 11(8)1W/2018/

dated, Chandigarh the Aug 2018

A copy of the above is forwarded to the following for information and necessary action please:-

1. Additional Chief Secretary, Govt of Punjab,  
Department of Agriculture
2. Financial Commissioner to Govt of Punjab  
Department of Animal Husbandry, Fisheries  
& dairy Development
3. Principal Secretary to Govt of Punjab  
Department of Medical Education & Research
4. Principal Secretary to Govt of Punjab  
Department of Technical Education & Industrial Training.

  
Deputy Director (HQ)



F.No.6(1)/2017/D(Res.II)  
Government of India  
Ministry of Defence  
Department of Ex-Servicemen Welfare

Room No.237 'B' Wing  
Sena Bhawan, New Delhi  
May 21, 2018

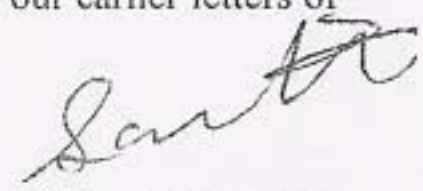
To  
The Chief Secretaries/Administrators  
All States/UTs.

**Subject:** Inter-se priority for reservation/preference to the wards of Armed Forces personnel by States /UTs for admission to Medical/Professional / Non-Professional Courses.

Approval of the Comptent Authrotiy is conveyed to the removal of Yudh Sewa Medal series of Awards i.e. SarvottamYudh Seva Medal, Uttam Yudh Seva Medal and Yudh Seva Medal from Category V of the priority list for reservations/preferences to the wards of Armed Forces personnel by States/UTs/Central/State Universities/ Autonomous Institutions for admission in medical/professional/non-professional courses. The revised list of priorities will be as follows.-

- Priority I : Widows/Wards of Defence personnel killed in action.  
Priority II : Wards of disabled in action and boarded out from service.  
Priority III : Widows/Wards of Defence personnel who died while in service with death attributable to military service.  
Priority IV : Wards of disabled in service and boarded out with disability attributable to military service.  
Priority V : Wards of Ex-Servicemen and serving personnel who are in receipt of Gallantry Awards:  
i. Param Vir Chakra  
ii. Ashok Chakra  
iii. Maha Vir Chakra  
iv. Kirti Chakra  
v. Vir Chakra  
vi. Shaurya Chakra  
vii. Sena, Nau Sena, Vayu Sena Medal  
viii. Mention-in-Despatches.  
Priority VI: Wards of Ex-Servicemen.  
Priority VII: Wives of :  
i) defence personnel disabled in action and boarded out from service.  
ii) defence personnel disabled in service and boarded out with disability attributable to military service.  
iii) ex-Servicemen and serving personnel who are in receipt of Gallantry Awards.  
Priority VIII: Wards of Serving Personnel.  
Priority IX : Wives of Serving Personnel.

2. This issues with the approval of Hon'ble Raksha Mantri and supersedes our earlier letters of even number dated 19.05.2017 and 30.11.2017 on the subject.

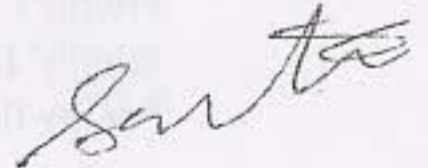


( Santosh )  
Joint Secretary (Res.II)  
Tel. 23015772

Copy to:

1. Ministry of Human Resource Development,  
Government of India, New Delhi
2. Ministry of Health & Family Welfare,  
Government of India, New Delhi.
3. Secretary, Kendriya Sainik Board, New Delhi.
4. All Rajya Sainik Boards/Zilla Sainik Boards.
5. COAS, CNS, CAS
6. IHQ Army, Navy, Air Force

} With request to bring this to the  
notice of all concerned.



( Santosh )  
Joint Secretary (Res.II)  
Tel. 011-23015772



ज्ञान-वितान विस्तारये

प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



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विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(मानव संसाधन विकास मंत्रालय, भारत सरकार)  
(Ministry of Human Resource Development, Govt. of India)

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002  
Bahadur Shah Zafar Marg, New Delhi-110002

Ph.: 011-23236288/23239337

Fax : 011-2323 8858

E-mail : secy.ugc@nic.in

D.O. No.F.1-5/2018(IP)

16<sup>th</sup> August, 2018

Dear Sir/Madam,

As you are aware that UGC has notified Quality Mandate along with the initiatives to be taken by both Higher Educational Institutions (HEIs) and UGC, for improving quality of Higher Education.

One of the proposed initiatives is to introduce Induction Programme for students taking admission at the under-graduate and post-graduate level in Universities and Colleges. The Commission in its 534<sup>th</sup> meeting held on 02.08.2018, has approved, "A Guide to Student Induction Programme." The purpose of Student Induction Programme is to help students adjust and feel comfortable in the new environment, build bonds with fellow students, teachers and institution.

All HEIs are requested to introduce this programme in their institutions. I understand that you would have begun with various academic activities for the current academic session, 2018-19, however, the same may be accommodated in present academic calendar. From the academic session 2019-20 onward provision for student Induction Programme may be included as a regular feature in the academic calendar.

I hope under your able guidance this programme will be implemented in letter and spirit as it would help students in a long way. Your response as to the status of implementation of Induction programme for students by your University shall help UGC in addressing student related issues.

A Guide to Induction Programme is available on UGC website i.e. [www.ugc.ac.in](http://www.ugc.ac.in)

With kind regards,

Yours sincerely,

(Rajnish Jain)

**The Vice-Chancellor of all Universities.**

Copy to:

Publication Officer, UGC, New Delhi for uploading on UGC website.

(Rajnish Jain)

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ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI - 110 002

## A Guide to Student Induction Programme

UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI - 110 002



ज्ञान-विज्ञान विमुक्तये

प्रो. धीरेन्द्र पाल सिंह

अध्यक्ष

Prof. D. P. Singh  
Chairman



सत्यमेव जयते

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Bahadur Shah Zafar Marg, New Delhi-110002

दूरभाष Phone : कार्यालय Off : 011-23234019, 23236350

फैक्स Fax : 011-23239659, e-mail : [cm.ugc@nic.in](mailto:cm.ugc@nic.in) | [web: www.ugc.ac.in](http://web:www.ugc.ac.in)

## Foreword

The Higher Educational Institutions play an important role in development of individual, family and society, laying foundation of a strong nation. The goal is to enrich all fields of knowledge, inculcate sense of responsibility and enhance the inner potential of an individual.

At present Indian Higher Education system enrolls 3.6 Crore students. It is the responsibility of Universities/Colleges to provide quality education to each and every student. The transition of students from secondary to higher education or from undergraduate to postgraduate study needs support of the Institution in a way that they develop a sense of belongingness and an awareness of their rights as well as responsibilities.

University Grants Commission (UGC) has initiated organisation of Induction Programme with a purpose to help students acclimatise with the new surroundings, develop bond with fellow students and teachers, sensitivity towards various issues of social relevance and imbibe human values so as to become the responsible citizens. Ensuring a well designed Induction programme will help both teachers and students for setting the pace of fruitful teaching-learning experiences.

With this aim, I am happy to share, 'A guide to student Induction Programme' and exhort all Universities/Colleges to plan and execute Induction programme for students entering into the realm of Higher Education. I am sure under your able guidance the purpose of this programme will be achieved.

(Prof. D.P. Singh)

Independence Day

15<sup>th</sup> August, 2018

# A Guide to Student Induction Programme

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## 1 Introduction

Transition from school to university/college life is one of the most challenging events in a students' life. When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment, and many of them have little knowledge of a university/college. An important task, therefore, is to welcome new students to Higher Education and prepare them for their new role.

Currently, precious little is done by most institutions, except for an orientation Programme lasting a couple of days. Student Induction is designed to help in the whole process. Therefore, it should be taken seriously, and as something more than the mere orientation Programme.

## 2 Student Induction Programme

Purpose of Student Induction Programme is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration.

The term induction is generally used to describe the whole process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it is a well planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it.

Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

Students Induction could cover a number of different aspects (SAGE):

**Socializing:** meeting other new students, senior students, students union, Lectures by Eminent People;

**Associating:** visits to University / college, visits to Dept./Branch/ Programme of study & important places on campus, local area, city and so on;

**Governing:** rules and regulations, student support etc;

**Experiencing:** Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

**List of activities to be included:**

1. Physical Activity
2. Mentoring
4. Familiarization to Dept./Branch.
5. Creative Arts and Culture
6. Literary Activity
7. Lectures by Eminent People
8. Visits to Local Area
9. Extra-Curricular Activities in College

Besides this a check list is provided at **Appendix 1** to help concerned staff organise induction Programme.

### **3 Daily Activities**

The following activities during Induction Programme would fully engage the students for the entire duration of the Programme.

#### **3.1 Physical Activity**

This would involve a daily routine of physical activity with games and sports. There can be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for the duration of the induction Programme and hopefully, continue with it later.

#### **3.2 Mentoring**

Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty.

Mentoring takes place in the context and setting of universal human values. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc. Human values as enshrined in our constitution like justice, liberty, equality, fraternity, human dignity and the unity and integrity



of the Nation can also be part of this discussion. Focus should be on inculcating values of equality and responsibility towards one's fellow citizens of any caste, class or creed. During discussion issues and requirements of SC/ST/OBC students should be assessed and addressed. Mentor- mentee relationship can help students form a bond with faculty members which can be of great help during various tough times in courses.

Methodology of mentoring this content is extremely important. It must not be through do's and don'ts, but by getting students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values. The teachers must come from all the departments rather than only one department or from outside of the Institute.

The following topics may be discussed during the Mentoring sessions.

1. Day 1: Student aspirations, family expectations
2. Day 2: Gratitude towards people helping me
3. Day 3: Human needs of (a) self and (b) body
4. Day 4: Peer pressure
5. Day 5: Prosperity
6. Day 6: Relationships

Small groups of about preferably 20 students with a faculty mentor each can be used for discussions and open thinking towards the self. Discussion on Universal Human Values could even continue for rest of the semester and not stop with the induction Programme. A follow up in a later semester could even be considered.

Besides drawing the attention of the student to issues of life and their role in larger society, it would build relationships between teachers and students which last for their upcoming 3 to 4- years and possibly beyond. It is important, therefore, that it be conducted by faculty members of the University/College, the ones who would teach them.

A suggestive primer for mentoring on Universal Human Values is at **Appendix 2** for reference.

## **4 Other Activities**

The activities which can be offered during Induction Programme are discussed in this section. Activities or short term courses for upgrading communication skills of students can also be included in this programme. All HEIs can adapt scheduling and organisation of such activities depending on the type of resources available to the College/University. However, it would be preferable if all of these could be accommodated in the Programme.

### **4.1 Familiarization with School/Department**

Students should be familiarised with their school/department/Programme of study/laboratories/workshops/ICT facilities and other facilities. Besides an orientation helping them differentiate between college life and school life along with career prospects offered by specific courses should be organised.

### **4.2 Creative Arts and Culture**

Students should be exposed to culture and art forms like painting, sculpture, pottery, music, dance etc. These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into their studies later.

### **4.3 Literary Activity**

Literary activity will encompass reading a book/article, writing its summary, and possibly, debating, enacting a play, etc.

### **4.4 Lectures by Eminent People**

Lectures by eminent people should be organized to provide exposure to students. People who are alumni, socially active, in profession, or in public life should be invited.

### **4.5 Visits to Local Area**

Organize a visit to a monument or a landmark of the city, like a picnic, for bonding. One or more visits could also be organized to a hospital or orphanage. This would expose them to the under privileged. These are to be arranged after the induction Programme is over, perhaps on a Saturday or as decided by the University / College.

### **4.6 Extra-Curricular Activities in College**

The new students should be introduced to the extra-curricular activities at the college/university. They should be shown the facilities and informed about activities related to different clubs etc. This is when selected senior students involved in or leading these

activities can give presentations. Various other activities which could be included are role playing/street play, alumni/industry interaction etc.

## 5 Schedule

The activities during the Induction Programme can have an Initial Phase and a Regular Phase.

### 5.1 Initial Phase

Day	Time	Activity
Day 0	09:30 am - 04:00 pm	Academic registration & admission formalities
Day 1	09:30 am - 12:25 pm	Institution orientation
	12:30 pm - 01:25 pm	Lunch break
	01:30 pm - 03:55 pm	Department orientation
	04:00 pm - 05:00 pm	Mentor-mentee groups - Introduction within group

### 5.2 Regular Phase

Regular Phase of induction will start after the first day. In this phase regular Programme should be followed every day.

#### 5.2.1 Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Programme. The Sessions on Mentoring with Universal Human Values can be organised as per section 3.2 or Appendix 2.) A typical daily timetable, which starts from the 2<sup>nd</sup> day is mentioned below:

#### Example Daily Schedule (Day 2 onwards)

Session	Time	Activity	Remarks
I	09:30 am - 10:55 am	Morning session	Lectures by eminent people
II	11:00 am - 12:25 am	Mentoring with Universal Human values	
	12:30 pm - 01:25 pm	Lunch break	
III	01:30 pm - 02:25 pm	Afternoon Session	See below.
IV	02:30 pm - 03:55 pm	Afternoon Session	See below.
V	04:00 pm - 05:00 pm	Games	

## 5.2.2 Afternoon Activities (Non-Daily)

The following activities can be scheduled at different times during the Induction Programme, as per the context and the feasibility of the HEIs.

1. Familiarization to School/Department
2. Creative Arts and Culture
3. Literary Activity
4. Lectures by Eminent People
5. Visits to Local Area
6. Extra-Curricular Activities in College

Tentative activity schedule for the afternoons (session may be adapted to suit local needs):

Activity	Session	Remarks
Familiarization with School / Dept.	III & IV	Day 1
Creative Arts and Culture	IV	Day 2, 3 and 4
Literary (Play acting / Reading/ Writing )	III	Day 2, 3 and 4
Lectures by Eminent People	I	As scheduled - 3-5 lectures
Visits to Local Area	-	On Saturdays (After the Induction program is over)
Extra-Curricular Activities	III & IV	Day 5
Report on the Induction Programme (group wise)	III and IV	Day 6

### Daily Additional Schedule for Hostellers

Session	Time	Activity	Remarks
Morning	06:00 am	Wake up call	
	06:30 am - 07:10 am	Physical activity	(mild exercise and yoga)
	07:15 am - 08:55 am	Bath, Breakfast, etc.	
Evening	05:00 pm - 05:25 pm	Snacks break	
	05:30 pm - 08:25 pm	Rest and Dinner	
	08:30 pm - 09:25 pm	Informal Interactions (not daily)	(in hostels)

### **5.3 Follow Up after Induction**

The purpose of Induction Programme is to help students in getting familiarized with the institution as well as ethos. Undoubtedly time is an important factor for such processes and that is why, it is suggested that the groups which are formed during Induction Programme function as mentor-mentee network. These groups can work on fulfilling requirements of newly admitted students with regards to linguistics / communication skills. Bridge / preparatory courses may be offered for weak students in other subjects also. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological etc. For every 10 undergraduate first year students, there would be a senior student as a student guide, and for a group of 20 students, there would be a faculty mentor. Such a group should remain for the entire duration of stay of the student in the college. The groups with the students as well as teachers would be from the same school/department (On the other hand, it is good to mix the students of different departments in the hostel.)

#### **5.3.1 Follow Up after Induction {Same Semester}**

It is suggested that the mentor groups meet with their faculty mentors for an hour every week, within the same semester after the induction is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their respective faculty mentor's home for dinner or tea would be welcome. There could also be other activities such as nature walk, etc which help in building relationships among students and teachers beyond classroom) Further, following may also be included:

1. Organize 3 day field visits for social sensitization during the semester, for example to a village, hospital, orphanage, etc.
2. Organize 1 visit to monument for the purpose of bonding as well as awareness about history or city.

#### **5.3.2 Follow Up {Subsequent Semesters}**

It is advised to maintain continuity in subsequent semesters. It is suggested that at the start of the subsequent semesters, three days be set aside for full days of activities related to follow up. Show inspiring films, arrange collective art work and cultural Programme, conduct group discussions, and organize lectures by eminent people. Subsequently, the group discussions can also be arranged once a month.

## 6. Summary

The goal of higher education is to nurture human beings responsible for their own betterment and capable of sustaining society and nature, besides enabling them to procure a position to earn their livelihood. The incoming undergraduate students are often influenced by their parents and society to join higher study without understanding their own interests and talents. There is high probability that students fail to develop an understanding about the goals of Educational Institutes as well as higher education. The graduating student must have knowledge and meta-skills related to his/her work, and as a citizen.

The Student Induction Programme should be designed for the new students to help them feel comfortable, draw their attention towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, open new horizons of life and leading to character building.

Mentoring based on Universal Human Values such as Truth, Righteous conduct, Love, Non-violence and Peace can act as an anchor or pivot of the induction, and help in developing self awareness and sensitivity, feeling of equality, compassion and oneness. Students' attention need to be drawn to society and nature. Help them reflect on their relationship with their families and which is extended to college as a family, connects students among themselves and with teachers, so that they can share any difficulty they might be facing and seek help.

## References and Acknowledgement

- Foundation Programme running at IIT Gandhinagar since July 2011,
- Human Values course running at IIIT Hyderabad since July 2005
- Motivating UG Students Towards Studies, Rajeev Sangal, IITBHU Varanasi, Gautam Biswas, IIT Guwahati, Timothy Gonsalves, IIT Mandi, Pushpak Bhattacharya, IIT Patna, (Committee of IIT Directors), 31 March 2016, Report available from IIT Directors' Secretariat, IIT Delhi.

# Appendix 1

## Preparing for Student Induction Programme - Check List

## Preparing for Student Induction Programme - Check List

### A.1.1 Induction Policy

1. Every institution shall have induction policy in line with quality mandate of the UGC and UGC guidelines for induction of students
2. Induction shall be mandatory for all the fresh students admitted to any/UG Programme offered by the institution.
3. Induction policy must detail out the guidelines, objectives and procedure of conducting induction
4. Lectures/talks should be no more than 20%, with activities taking most of the time.
5. Activities to be conducted by grouping students into small groups (including group discussions).

### A.1.2 Partners in Induction

1. Newly admitted students
2. Head of the institutions
3. Important functionaries/ Administrative staff
4. Faculty mentors
5. Selected alumni
6. Students council/association
7. Selected senior students
8. Civil society
9. Invited distinguished people

### A.1.3 Broader Areas

1. Meaning, purpose and relevance of higher education in realising the purpose of life.
2. National Development concerns, development perspectives and priorities.
3. Connect with community, world of work and global society.
4. Self-empowerment, motivation, team work and leadership development



5. Elective living in constructive and creative way with competence and confidence ; life skills including elective communication, decision making, problem solving, creative thinking, critical /scientific thinking, interpersonal skills, self awareness, empathy, equanimity, coping with stress and resilience
6. Building a bond with faculty and mentoring.
7. Institutional rules and regulations, norms, academic and administrative structure and learning resources.
8. Institutional culture ethos, etiquettes and manners and value system.
9. Available internal and external sources (curricular, co-curricular and extracurricular) for all-round and holistic development.
10. Sports, cultural, creative, counselling, welfare activities pursued by the institution.
11. Emerging career opportunities and challenges.
12. Introduction and importance of subjects/courses of study selected by the students.
13. Awareness about the institutional mechanism that exists with regard to anti-ragging, prevention of sexual harassment, Swachh Bharat Abhiyaan, anti-intoxicants awareness etc. (Only selected items be taken in the induction Programme.)
14. Health/ hygiene/ yoga/ time management, etc.
15. E-learning resources, application of ICT and social media for making education employable

#### **A.1.4 Preparations before Induction**

Induction should be a well planned process of introducing the new students to higher education, the institutional culture. Before it is conducted, it is essential to plan all the activities in advance. The following preparations are recommended:

1. A hyper link on Induction of new students is to be created on the web-site of the institution having information about the induction, detailed schedule, provision for daily reporting, feedback, etc.
2. Joint meeting of all the partners involved in influencing the process of education.
3. Full support from head of the institution and top management.
4. New students be informed that the Induction is mandatory non-credit course for which a certificate will be issued by the institution

5. Ensuring compulsory participation by teachers and other partners
6. Detailed scheduling of the activities based on the nature, size and location of the institution
7. Preparing Induction Policy and charter for students stating their responsibilities.
8. Composition of Induction committee which will prepare detailed induction Programme in consultation with head of the institution, facilitate the conduct, monitor and coordinate the whole induction Programme
9. Appoint Mentor Coordinator before the Induction Programme begins. His/her responsibility is to form mentor groups, ensure smooth running of the group discussions, and hold meetings of mentors periodically.
10. Conducting a half-day workshop for partners on how to conduct induction.
11. Training Programme for faculty to be conducted for mentoring students and imparting holistic education and larger vision of life.

#### **A.1.5 Levels of Induction**

1. The induction is to be conducted at the level of institution, faculty/school, department, mentor groups and individual.
2. Face to face interaction, virtual (internet and audio-visual material) and field visits.
3. Pre induction, interface and continuation during course of study even after induction Programme is over.

#### **A.1.6 Induction Program Follow up**

Activities to be carried out beyond 1-week in the 1st semester:

1. Mentor groups to meet once a week and continue meeting till the end of semester.
2. Organize 3 field visits for social sensitization during the semester, for example to a village, hospital, orphanage, etc.
3. Organize a visit to a monument or landmark for the purpose of bonding as well as awareness about history or city.

### **A.1.7 Important Points**

1. Induction Committee of the institution will decide about the detailed Programme depending upon the type of institution, Programmes offered, levels of Programmes, number of teachers and students, location, etc.
2. Induction should be given wider publicity through web-site and media
3. The institution must keep all records relating to induction and evolve mechanism for regular interaction with the students
4. Mentor Coordinator should be appointed before the Induction Programme begins. His/her responsibility is to form mentor groups, ensure smooth running of the group discussions, and hold meetings of mentors periodically.
5. Institution must conduct half day workshops for orienting the teachers on how to conduct induction.
6. The mentor groups will continue for the whole duration of a Programme of study, assist students through interaction on contemporary concerns and develop their competencies/talents to be successful in their future ventures.
7. Use of technology in learning should form integral part of higher education.
8. Institution must conduct half day workshops for orienting the teachers on how to conduct induction Programme
9. All teachers should be encouraged to attend induction / orientation Programme
10. In case of large institutions/ geographically scattered campuses, the institutional level induction may be done in batches / or through video conferencing.

### **A.1.8 Recommended Actions during the student Induction Pro-gram**

- Set objectives for induction Programme
- Make induction a team efforts
- Prepare a well-structured Induction Programme
- Provide a timetable of events
- Have induction co-ordinators acting across Programmes Opportunities for active engagement

- Make induction student-centred, and respond to diversity Incorporate Icebreaking Activities
- Reduction of Lectures
- Provide opportunities for group events
- Include Creative & Performing Arts and Literary Activities Alumni / Industry expert interaction
- Use senior student buddies
- Give attention to stimulating early social integration of students amongst themselves and with teachers
- Ensure that unit and course information is up-to-date and provided to students Provide an early introduction to the issues of plagiarism
- Information on safety and security Health and Hygiene facilities
- IT and virtual learning (SWAYAM)
- Environmental Consciousness, Human Values Movie shows, Clubs
- Information about sports and cultural opportunities Various funding schemes
- NSS/NCC
- Evaluate induction regularly – collect feedback

### **A.1.9 Student Responsibilities**

All students have a responsibility to:

- Treat all members of the University / college community with respect.
- Represent the University / college as responsible ambassadors through their good conduct on and o campus.
- Ensure their actions have a positive impact on the University /College; the local and wider community.
- Assimilate with the University / colleges culture.
- Pursue the academic and professional studies in a diligent, honest and responsible manner.

- Engage with the University / college initiatives to promote well being of humankind.
- Comply with the University / Colleges policies and procedures.
- Seek appropriate support and guidance by asking for help when it is needed
- Be well informed about their responsibilities and rights as a student.
- Work collaboratively with the University / college to shape their experience.

# Appendix 2

## Primer for Mentoring sessions on Universal Human Values

## A Student Aspirations, Family Expectations

### A.1 Get to Know the Students of Your Group

You can begin by introducing yourself (in brief) and that you would be their Human Values mentor. Get students to introduce themselves one-by-one (in a language they are comfortable with):

#### (i) At personal as well as family level

- Place/city where I come from (I stands for the student)
- Family & schooling background (the extent to which the student is comfortable to share)
- Hobbies & interests
- Place/city where I come from (I stands for the student)

#### (ii) At thought level

- What I wish to be? (What kind of professional career and personal goals, how I project myself, etc.)
- What I wish to do in my life? (What to do in life through career or otherwise)

Thereafter, the students may be asked the following to continue interaction:

- Understanding my own goals, desires, feelings
- Reflecting on my own actions/behaviour

### ASSIGNMENT-A.1

Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons one from family and the other from the extended circle.)

Students can write in Hindi, English or their mother tongue. Encourage use of mother tongue.

### A.2 My Expectations from My Family

Ask students to talk about their family. My expectations from my family members from mother, father, brother, sister, grandfather, grandmother, chacha, chachi, etc.

- You may respond in between if the students are focussing on only material or non-material aspects.

- We may divide the responses into two categories material requirement (tangible things) for the body and non-material requirement (intangible things) like love, respect, care, etc. for the mind. Having done so, the mentor may create the platform for self introspection by the students that how they prioritise these two types of requirements in their own life.
- Conclude what we want from our family members.

### **ASSIGNMENT-A.2**

Observe people around you observe their behaviour. Whose behaviour influences you a lot? for your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.



## **B Gratitude**

### **B.1 Expectations within Family**

In the past session, expectations within the family have been discussed. Goal was to move the focus from material to non-material aspects. Now we expand the circle from family to people who help us live.

### **B.2 Recognizing the Role of Others**

You may ask students to list people who have done things in the past or are doing things for them.

For example, I had meals today in college mess/canteen. Who are the people helped me so that I was able to have my meals? Some students might answer, I am grateful towards my father as he has paid for it. Ask who else? Some students might say no one else.

One of the answers that might come is: parents paid for the meals, so persons concerned have received their due.

We may revert back: think, can their contribution be fully repaid in terms of money alone?

Someone had served the food, someone cooked the food, someone bought the raw materials from the market, someone brought food from farms to market, and someone grew the food. There is a long chain of people who helped us in this process. Do you know who served, who cooked, who ..? We do not know most of them. In hostel, it may happen that we do not even know who had cooked our food today!!

Do you feel gratitude towards each one of the people in the chain?

To exemplify the above case, we may narrate a situation like below: During scorching summer, on the road someone felt so thirsty that it was difficult to sustain without water. You shared your water. Next day the person came with a bucket of water to repay. How would you feel? Do you think even money could repay your contribution?

Think, for such situations, how the contributions can be repaid.

(We may create the spark in the students: how about helping others in similar situations!)

### **B.3 Our Help to Others**

How many people have we helped? - ask the students to think from their past experience.

How many people are we helping now? Most students might realize that they are doing very little for others.

#### **Assignment B.1**

Try to know at least one person whom you do not know well who is in the long chain of people helping to get your meal, or in maintaining living condition or in educating you, etc.

Get to know the person, his or her family, background, current state of thinking and well being. Submit a write-up one week from today. Can you ever repay?

[For future: The Assignment may be kept open beyond the induction program. Encourage students to get to know one/two persons and their detailed background. How do you feel for them? Can we ever repay? What best can we do for them?]

## **C Self and Body**

### **C.1 Introduction**

#### **C.1.1 Opening up Larger View**

Have a discussion on the role we play as a human being at multiple levels: self, family, hostel, institution, city, nation, world and in nature. What are our responsibilities?

#### **C.1.2 Making Desire/Aspiration List**

Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out some of their desires (if they are comfortable doing so). Write the desires so spoken in the form of a list on the board (in the form of bullet points with one or two keywords each). Avoid duplication.

After writing a desire on the board, you could ask why to get the underlying thought. For example, a student might say money. On asking why, he might say to be richest man, on again asking he might say fame or buy whatever I want. These are two different things and the desire listed as money be changed to money - fame or money - get goods. Make sure that you are not judgmental. Do not deride or make fun of any desire. Nor should you allow the other students to do so.

#### **C.1.3 Classify Desires**

After the board is reasonably complete, you may classify each desire into two categories based on what it is fulfilling:

- Mental need
- Physical need

For example, clothes fulfils a physical need to protect our body from heat or cold. What do "branded clothes" fulfill? Is brand our attempt to fulfill our need for respect and recognition?

Would it ever fulfill the need by clothes? Even if it apparently fulfills it, would it have continuity or break down very soon?

#### **C.1.4 Conclusion**

At the end, you can conclude the following:

- The list is not infinite, but finite. It is only some tens in number.
- Most desires relate to mental rather than physical need.

We would like our desires to be free of mutual conflicts (between desires), free of internal contradictions or contradictions to our naturalness.

## ASSIGNMENT C.1

- Make a list of your desires/aspirations. (You may use the list you have already made in the class).
- For each desire, ask why. When you come up with an answer, ask why again! Keep doing it to get to underlying thought.
- Write the underlying need that you get (need for feeling or physical need for body).

## C.2 Needs of Self and Body

Discuss the needs of Self and Body in tabular form with respect to continuity in time, nature of need (qualitative or quantitative), finite or infinite, fulfilled by, activities etc. [Gaur et.al, 2010; p.61-67]

	<i>I</i>	<i>Body</i>
Example needs	Trust, Respect	Food, Clothing
Needs are ...	Happiness	Physical Facilities (Suvidh)
In Time, needs are	Continuous	Temporary
In Quantity, needs are	Qualitative (no quantity)	Quantitative (limited in quantity)
Needs are fulfilled by	Right understanding and right feelings	Food, clothing, etc.
Activities are	Desiring, Thinking, etc.	Breathing, heart-beat, etc.
Activities	Knowing, Assuming, Recognizing, Fulfilling	Recognizing, Fulfilling
It is of type	Conscious (non-material)	Physico-Chemical (material)

(If time available) Knowing, assuming, recognizing and fulfilling (Jaanana, Maanana, Pahchaanana, Nirvaha Karna) [Gaur et.al, 2010; p.73-76]

### C.2.1 Distinguishing between Needs of Self and Body

**ASSIGNMENT C.2** Go through the list of desires/aspirations prepared by students earlier, and classify them as satisfying the needs of "I" or the needs of the Body or of Both. You may have done so already. [Gaur et.al, 2010; p.78-83].

## ASSIGNMENT C.3

- Give five examples in which you mix your mental and physical needs.
- For each example, what issues do you see due to which inter-mixing takes place and what can be done to resolve them.
- How do you relate some problems in society (e.g. corruption, global warming) due to this inter-mixing. Give four such problems and discuss.

## D Peer Pressure

### D.1 Pressure Related to Appearance

The following scenario may be used to start a discussion on the topic.

#### Scenario 1:

You are wearing plain clothes but pleasantly dressed, and going to a party. Before entering the hall you could peep in and find that everybody else is wearing expensive/stylish clothes. What would you do? Leave the place before anyone notices you, or walk in as usual without a concern?

#### Issues/Questions:

- Do you identify yourself (i.e. do you associate respect) with your clothes?
- Are clothes the most important part of you?
- Do you look at yourself based on others perception of you?

#### D.1.1 Asymmetric Situation

In Scenario-1, consider YOU are wearing expensive/stylish clothes and others are wearing plain clothes. Would you act differently in this case?

#### Cultural issue

In Scenario-1, consider, instead of plain clothes vs. expensive clothes, the situation is between kurta-pyjama vs. coat-pant, or sari vs. slacks-jeans. What would be your action?

#### D.1.2 Valuable/costly gadgets

#### Scenario 2:

Your friends are using valuable/costly gadgets like mobile, laptop etc. which your family cannot afford for you. Issues/Questions: Do you feel Internal Pressure that they are different class of people than you? Do you feel hesitation in making friendship and behave normally with them?

#### D.1.3 Latest Model Gadgets

In Scenario-2, if the issue is of latest model having attractive outward look, what would your feeling be?

#### A Note of Caution to Mentors:

After attending so many HV classes, it is likely that the students (feeling the pulse of the

subject) would smartly respond to the above questions in idealist / right way to show that they are above these petty issues. In that case, you may provoke them to think whether they would do it in a Real Situation. You may bring it closer to their Life Situation. Would they wear it in their Class Tomorrow? ]

## **D.2 Clarifying the Meaning of Peer Pressure**

### **D.2.1 Peer Pressure – Some Basics**

Peer: A 'peer' is someone in your own age group.

Peer group: Persons of equal rank / quality/ worth

Pressure: Pressure is the feeling that you are being pushed toward making a certain choice – good or bad.

### **D.2.2 Definition of peer pressure**

Peer Pressure on a person is the influence of a Peer Group that encourages to change the persons attitudes, values, behaviours or action to conform to the Peer Group.

- a. In all the above situations, if somebody feels any Internal Pressure leading to Inferiority / Superiority Complex, it can be said that the person is under Peer Pressure.

Peer Pressure is a psychological pressure one experiences when one holding some Pre-Conditions (like Belief, Thought, Feeling, Behavior, Action) which is different from the pre-conditions of people around.

Peer Pressure forces one to Change / Alter ones Own Values and adopt the Values of the Others though the latter are actually NOT of substance.

In other words, it may be said that We act under peer pressure when we try to adopt pre-conditions Only to Please Others even though we feel it is Not good.

- b. A few more statements on Peer Pressure

Peers influence your life, even if you don't realize it, just by spending time with your peer group. You learn from them, and they learn from you.

Peers play a large role in the social and emotional development of children and adolescents. Their influence begins at an early age and increases through the teenage.

Responding to peer pressure is part of human nature but some people are more likely to give in, and others are better able to resist and stand their ground.

Peer pressure is NOT always Negative. But the goal is to be self organized.

### **D.2.3 Purpose of Material/Physical Facilities, say Clothes**

We may put this issue before the students for deliberation. And finally, it may be summed up as follows. Purposes of dress are to:

- Protect the body as per climatic need, and

- Cover the body parts as per social norms.

The following questions may be put regarding costly or branded clothes (e.g., branded Jeans & T-shirt) : Is it a demand of the body to go for costly & branded clothes OR body needs comfortable clothes?

Which one is more comfortable cotton or polyester?

What needs does a costly or branded dress (or Jeans/T-shirt) satisfy?

Ans : Need for identity, respect etc.

Are these need of the body or need of the self?

Ans : Self

#### **D.2.4 - Satisfaction of Needs of Self**

Can needs of self be satisfied by feelings or by goods?

Thereafter, the students may be asked to examine, if the same thought is applicable for the physical facilities like Mobile, Laptop, Watch etc.

Answer might be that brand ensures quality of product. But are you buying the brand for the sake of so called quality or show off value. Would you be willing to remove the visible brand label from your dress!

Observe yourself. Note that the observation is possible in the light of the right proposal. For example, it is possible here in the light of by separating the needs of the self and the needs of the body.

#### **ASSIGNMENT D.1**

- Take one or two example issues where you have mixed your mental & physical need (from Exercise 7.2), and re-examine why mixing is taking place.
- What insecurities come to your mind? (This is self observation.)
- Do you see any conflicts between desires?

## E Prosperity

### E.1 Basics

Prosperity is a feeling that I have more than my physical needs. It implies that:

1. I *know* my physical needs.
2. I *have more* than my physical needs.
3. I *know that I have more* than my physical needs.

In the above, (2) is objective, but (1) and (3) have to do with knowledge in the self.

1. Knowledge in the self
2. Physical assessment
3. Knowledge in the self

In the absence of such knowledge, one feels (*poor*) *daridra*, even when one has a lot of physical resources or wealth. Two brothers fight over the family possessions, even after possessing one hundred lakh crores of Rupees!

### E.2 Conditions

1. I should know my physical needs.

I cannot feel prosperous if:

- My needs are not definite. They keep changing based on the other person.

If my needs are based on or comparing with what the other person has, they will keep fluctuating. For example, if the other person gets item X, I would also need to have it. Or if the other person gets a bigger item Y, I feel that I do not have such an item, even when my needs are fulfilled.

2. I should be able to differentiate between the *needs of the self* and the *needs of the body*, and know that one cannot be fulfilled by the other.

If I try to satisfy the needs of the self, by physical goods, it can never be fulfilled.

- One is continuous in time, the other is discrete.
- One is qualitative, the other is quantitative (and finite),
- One relates to feelings, the other to physico-chemical things.

For example, if one tries to satisfy the need for respect by goods (e.g., a larger car or a bigger house), it can never be fulfilled. Or if I try to get respect by position (IAS officer, politician), it cannot be obtained; or if I try to get it by wealth, it cannot be obtained.

3. Similarly, to satisfy the needs of the body, I need physico-chemical things, and not feelings. No amount of respect would satisfy hunger, for example.



### E.3 Result

It is a common mistaken belief today that needs of the body are the sole need. If they are satisfied, all the needs would be satisfied.

Education today teaches skills with hardly any thought of values. As a result, needs of the self remain unfulfilled.

There are two type of people, predominantly:

- Sadhan viheen dukhi daridra (SVDD) – Without resources, unhappy and deprived
- Sadhan sampanna dukhi daridra (SSDD) – With resources, unhappy and deprived

Our education system at best takes students from SVDD to SSDD state. Check this point: What did your parents say, you will get after IIT education?

What is needed is to go to the state of:

- Sadhan sampanna sukhi samriddha (SSSS) – With resources, happy and prosperous!

This will happen only when we *understand (possess knowledge)* what are my needs, that the needs of self and body are different, and they both need to be fulfilled separately. If one mixes the two needs, neither can be fulfilled.

### E.4 Advanced Topic

Prosperity also extends towards future. Not only now, I have more than my needs, but in future also I shall have more than my needs.

This comes out of two key understandings:

1. Nature has more resources than needed by me and all the people. (India produces 2.6 times the food needed by all its people. But then, why are so many people hungry? Wrong social systems, produce shortages for some, riches for others. It happens when there is lack of understanding of relationships.)
2. Ultimately, feeling of prosperity comes out of relationships! That is what gives us *assurance about the future*. We will be discussing relationships next.

#### Assignment E.1

1. What is the meaning of prosperity? Give the areas of living (e.g., food, mobile, house) where you feel prosperous and areas where you feel not. Explain with examples.
2. Give examples from your life where you think the lack of prosperity is due to your mixing the needs of the self with needs of the body (i.e., you are trying to satisfy the need of the self by physical things, which cannot be satisfied). What would you do about it?

## F Relationship in Family

### F.1 Seven Relations

1. Parents-children (maataa & pitaa – putra-putri)
2. Teacher – student (guru-shishya)
3. Brother – sister (bhair-behan)
4. Friend (mitra)
5. Saathi-sahayogi (leader-assistant at work place)
6. Husband-wife (pati-patni)
7. System related (Vyavasthaagata sambandh)

### F.2 Justice (Nyaya) in Relationship

We have discussed expectations. Now we would like to introduce feeling (Bhaav) in relationship. The feelings are in us (namely, in self). We can experience the feelings.

The important point is that expectations in relationships are of feelings. (We usually assume that expectations are for goods. For example, expectation in parent-children relationship is the feelings of mamataa (feeling of caring), vaatsalya (feeling of guidance). Outcome of this would be providing food etc. not vice versa. If there is only transaction of goods, it is not a relationship, but a transaction or sauda.

Fulfilment of expectation of feeling leads to justice (nyaya).

Justice (Nyaya) consists of four elements:

1. Recognition/identification of values (mulya ki pehchan) in human-human relationship,
2. Effort made for fulfilment of expectation in relationship (mulya kaa nirvah),
3. Right Evaluation of the effort for fulfilment of values and its success etc. (mulyankan), and
4. In case of success, feeling of Mutual Happiness (Ubhay-tripti).

For example, in Parent-Child relationship, parent recognises the feeling of Affection, and child recognises feeling of Gratitude. If child is hungry, parent makes effort to feed the child with feeling of Care (mamta). And the child, in turn, feels fulfilled and feels Gratitude. Thus, in the process of fulfilment of values, parent as well as child feels Happiness leading to Ubhay-tripti.

#### F.2.1 Related topics for discussion

- Sambandh and Sampark
- There are mulya (values) in relationship

### F.2.2 Follow up questions are:

1. Do you want nyaya only on a few occasions or every moment?

Answer: Every moment

2. Do you think, it is the court of jurisdiction that can ensure Nyaya or only open-hearted discussion within the family members is the way for ensuring Nyaya?

Answer: Discussion within family members.

Elaborate on how the court cannot ensure nyaya. Court can proclaim only judgement (faisala), cannot ensure ubhay-tripti. Nyaya would be there if all parties recognize their role in fulfilling expectations.

## F.3 Transaction and Relationship

A *transaction* is where two people work together or exchange something according to some agreed terms. Many functions in a society are accomplished by means of transactions.

In a relationship, expectations are of feelings. The difference between a relationship and a transaction is that in a relationship, the *feelings* are primary.

### F.3.1 An Example - Restaurant Operating through Gifts

*Consider the following example. A family went to a restaurant, and had a meal. After it was over, they asked for the bill. The bill which came, surprised them. It listed the expenses for the meal, but at the end, it said you do not have to pay anything because your bill has been paid! The surprised family looked around as it asked, but who has paid our bill?*

*The waiter replied that the previous customer had paid the bill. As the family, started to get up, the waiter asked, would you like to gift a meal to the next customer?*

### F.3.2 Feel the Feelings

The students were asked, what would you feel if you were in that situation? After a couple of jovial comments, they replied that it obviously would feel good. When asked to close their eyes and feel those feelings, some replied that there would be positive feelings, they would feel gratitude towards the unknown donor, etc. These feelings are what we have earlier called "continuous happiness".

When the customers would give, they would also feel happy that they are leaving a gift for someone (rather than paying for a service).

### F.3.3 Chain of Life

One of the students pointed out that this is what life is. We get gifts from our ancestors, unknown people, and the humanity at large. And when we pass away (go out), we leave gifts to the coming generation. This is how life is.

#### **F.3.4 Gift Culture**

When we build a society in which gift culture (give and give) is inculcated, it gives happiness to all around – to the giver as well as to the recipient (who in turn can give for someone else).

In the example, when asked how much money would you leave for the next customer? Many students replied that they would leave an amount slightly more than the bill.

Now consider two situations, first, the one above, and second, a normal restaurant. In both the cases, the meal is eaten, and the money is paid; however, in the former, feelings are generated as well!

#### **F.4 Fair Transaction**

The conversation moved to transaction, we are not against it. But the transaction should, of course, be a *fair transaction*.

What is fair? Fairness is not determined by only legal viewpoint, which can give us the minimum basis.

A wise society builds its culture and practices in which feelings get generated or enhanced in day to day functioning, in its practices, in the transactions.

##### **F.4.1 Example - Tea Vendor at a Station**

*I was travelling on a train from Delhi to Kanpur on a cold wintery night. It was 3rd January 2011 and the time was about 5 am. The train came to a stop, and I woke up. On peering through the window, I noticed that it was a very small station, where even the platform was of quite low height. On getting down, we learnt that a train, just three trains ahead of our train, has had a major accident.*

*While waiting to find out what would happen next, I went to a tea shop. It was the only tea shop, and it was full because of the train and the cold wintery morning. The tea shop owner declared: Tea will be served to everyone, at the same price, with the same amount of tea leaves, sugar and milk. I have phoned for milk, and more milk would be arriving soon. And sure enough, a couple of milk men with milk containers on their scooters, started arriving.*

##### **F.4.2 Values Imparted by Modern Education**

Suppose the vendor had said that I am raising the price of tea to Rs.10. how would you feel? Most students said that they would feel cheated. But legally, as long as he has announced the new price beforehand, it is not cheating.

If an person educated in economics or MBA was there, what would he have said about the tea vendor?

Probably he would have said, "He is a fool; he should increase his price." And he would justify it by referring to the Theory of Supply and Demand.

Where would such an educated person might have studied? Perhaps in the best of our business schools and have done an MBA. So the best of our institutions are teaching this to the best of our students, through the best of our teachers!

### F.4.3 Societal Values

Under what values is the tea vendor operating, when he is not raising the tea prices? It is the value which says that it is wrong to take advantage of a person, in his time of need or helplessness. And his behaviour generates a good feeling.

*At the time of payment for the tea, there were many people wanting to pay and go. All I did was pay Rs.50. currency note and went away before the vendor could return the money. This is the least I could do to acknowledge the values of that vendor.*

Wise societies build their practices and laws which promote values/feelings, even in ordinary transactions.

### F.5 Justice Leads to Harmony

The feeling of justice is experienced or realised at the level of family first. Then it pervades at the society level and gradually to the world family (vasudhaiwa kutumbakam).

### F.6 Nine Values (Mulya)

There are nine types of feelings or values in relationships.

1. Trust (Vishwas)
2. Respect (Samman)
3. Affection (Sneha)
4. Care (Mamataa)
5. Guidance (Vaatsalya)
6. Gratitude (Kritagyataa)
7. Reverence (Shraddha)
8. Glory (Gaurav)
9. Love (Prema)

## G Mulya in Relationship: Trust(Vishwas)

### G.1 Definition

Everybody wants to be Happy and Prosperous. The assurance within myself that the other human being wants to make me happy and prosperous continuously and unconditionally is known as Trust.

#### G.1.1 Exploring into Trust

Verify the following four statements by asking yourself whether you agree: Proposition regarding want or chaahanaa # Likely Answer of students (But write actual answers on the board)

1. I WANT to make myself always happy. # Yes
2. I WANT to make the other always happy. # Yes
3. The other WANTS to make himself/ herself always happy. # Yes
4. The other WANTS to make myself always happy. # ?

Now verify the following four statements on the basis of your competence: Proposition regarding competence or yogyataa. # Likely Answer

1. I am ABLE to make myself always happy. # ?
2. I am ABLE to make the other always happy. # ?
3. The other is ABLE to make himself/ herself always happy. # ?
4. The other is ABLE to make myself always happy. # ??

Take the example of a friend with whom you had a fight feeling of unhappiness

- The first set of four questions [1-4] are related to my intention or chaahanaa – in other words, what I really want to be.
- The next four [1-4] are related to my competence or yogyataa, in other words, whether I am capable of rendering what I want.

Contrast between doubt on intention vs. doubt on competence. In terms of competence, trust can be viewed as: To be assured that the intention of the other is always correct. Let us examine, in general, where we go wrong in judging the intention and competence.

1. We generally evaluate ourselves on the basis of our intention and others on the basis of their competence.
2. We seldom look at our competence and others intention.

A few examples of the above two statements demonstrate my perception:

My perception about the Other # My perception about Myself

The other broke a glass # The glass broke due to slip of my hand

The other did not come on time # I tried really hard to reach on time

The other makes mistakes intentionally # I make mistakes by accident

The other is at fault # I am right

If we can see the intention of others, it might work miracles, as seen below:

1. If we have trust on others intention, we have a feeling of being related to the other and spontaneously start helping the other to improve his competence, if he is lacking.
2. If we do not have trust on others intention, we have a feeling of opposition with the other which leads to fights, struggle, and ultimately to war.

### G.1.2 Further Exploration

A demanded/ asked for/ expected something from B which B could not fulfil. Let us explore, who is at fault for such non-compliance A or B. Mentors may ask from students the various reasons for which B could not fulfil the expectation of A. Possible responses may be like the following:

- B is not having the thing.
- B does not want to help A.
- In the past, A did not fulfil the expectation of B. And examples like that.

Mentor (requires some dexterity) would prove from each of the responses that A could not build up requisite Trust in B for fulfilling his expectation, hence the blame rests on A alone for such non-compliance.

**Take-away:** The Intention of the Other is always positive (like myself) only the Competence may be lacking.

### G.1.3 ASSIGNMENT G.1

1. List the names of persons on whom you have complete Trust on their intention – continuously & unconditionally.
2. Name persons you feel close to but not coming in the above list. Why do you lack complete Trust in them? Describe.
3. Also list how many people have complete Trust on you. How do you know it?

## H Mulya in Relationship: Respect(Sammaan)

### H.1 Definition

Sammaan = Sam (right) + maan (evaluation), that is,

Respect = Right evaluation

### H.2 Disrespect (Apmaan)

Whenever the evaluation is not right, it is disrespect. If we observe, we will find in our day to day relationship, we tend to do one of the following four, leading to disrespect:

Over Evaluation (Adhi-mulyan) to evaluate for more than what it is

Under Evaluation (Ava-mulyan) to evaluate for less than what it is

Otherwise Evaluation (Anyatha-mulyan) to evaluate for other than what it is

No Evaluation (Amulyan OR Nirmulyan) ignoring to evaluate

### H.3 Right Evaluation on the basis of the Self (I) (of a human being)

Seeing that the other is like me (points (i) to (iii)):

1. Our purpose is the same since our Natural Acceptance is the same:
2. As I want to be and remain continuously happy, so does the other.
3. Our program is the same: My program is to live happily through Understanding and living in Harmony at all levels, so it is for the other.
4. Our capacity (khsamata) is the same: I have the ability to understand (samajh) and so does the other. As I continuously operate in the form of Desire, Thought & Selection, same is the other.
5. The difference is only be at the level of Understanding (not just information):
  - If the Other has Better Understanding than Me, I need to understand from the Other.
  - If the Other has Lesser Understanding than Me, I accept the Responsibility to improve the Understanding of the Other.

### H.4 A Grave Mistake in evaluating human being

Human being is a coexistence of Self and Body. The needs of Body and those of the Self are different. The activities of the Body and those of the Self are also different. But we evaluate human being based on body or society:

- based on rupa (body): e.g. race, color, size, gender.
- based on bala (body): e.g. physical strength.



- based on pada : e.g. position.
- based on dhan : e.g. wealth, money.
- based on beliefs: e.g. based on caste, religion, ideology, and any other beliefs.

In the process, one totally ignores the Self. This is a Grave Mistake and Disrespect to human being. It has led to differentiation among human beings on the basis of race, nationality, caste, religion, ideology etc. and is the prime cause of war.

### ASSIGNMENT H.1

Narrate five interactions you had with others and check whether you had evaluated them based on 5 wrong properties i.e. rupa, bala, pada, dhana & buddhi.

### Reference

*Human Values and Professional Ethics*, RR Gaur, R Sangal, GP Bagaria, Excel Books, New Delhi, 2010.

## List of Students eligible for award of degree in 4th Convocation

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
1	CUP/MPh-PHD/SBAS/BIO/2009-10/03	Praatek Sharma	Vimla Sharma	Rajesh Kumar Sharma	Doctor of Philosophy	Philosophy	School of Basic and Applied Sciences	2009-10	-	2018
2	CUP/MPh-PHD/SEES/EVS/2009-10/04	Manohari Kumari	Jhamika Devi	Laloo Ram Choudhary	Doctor of Philosophy	Philosophy	School of Environment and Earth Sciences	2009-10	-	2018
3	CUP/MPh-PHD/SBAS/BIO/2010-11/01	Shweta Thakur	Veena	Hari Singh	Doctor of Philosophy	Philosophy	School of Basic and Applied Sciences	2010-11	-	2018
4	CUP/MPh-PHD/SBAS/BIO/2010-11/04	Ravi Parkash Cholla	Santro Devi	Gopli Ram Cholla	Doctor of Philosophy	Philosophy	School of Basic and Applied Sciences	2010-11	-	2018
5	CUP/MPh-PHD/SBAS/BIO/2010-11/08	Bibekanda Sarkar	Nomita Sarkar	Nitish Kumar Sarkar	Doctor of Philosophy	Philosophy	School of Basic and Applied Sciences	2010-11	-	2018
6	CUP/MPh-PHD/SEES/EVS/2010-11/01	Gurpreet Kaur	Kashmir Kaur	Jaswant Singh	Doctor of Philosophy	Philosophy	School of Environment and Earth Sciences	2010-11	-	2018
7	CUP/MPh-PHD/SEES/EVS/2010-11/07	Shilpa Nag	Bawneesh Nag	Surinder Nag	Doctor of Philosophy	Philosophy	School of Environment and Earth Sciences	2010-11	-	2018
8	CUP/MPh-PHD/SBAS/BIO/2011-12/02	Balraj Singh Gill	Kamlesh Gill	Budhi Singh Gill	Doctor of Philosophy	Philosophy	School of Basic and Applied Sciences	2011-12	-	2018
9	CUP/MPh-PHD/SLLC/CPL/2011-12/01	Chitra	Sudha Rani	Onkar Singh	Doctor of Philosophy	Philosophy	School of Languages, Literature and Culture	2011-12	-	2018
10	CUP/MPh-PHD/SEES/EVS/2011-12/04	Archana Kumari Sharma	Kamala Sharma	D.N. Sharma	Doctor of Philosophy	Philosophy	School of Environment and Earth Sciences	2011-12	-	2018
11	CUP/MPh-PHD/SGR/SCA/2011-12/08	Amandeep Kaur	Narinder Kaur	Surjit Singh	Doctor of Philosophy	Philosophy	School of Global Relations	2011-12	-	2018
12	CUP/MPh-PHD/SLLC/CPL/2012-13/08	Devendra Kumar Gora	Kaushalya Devi	Kishore Singh Gora	Doctor of Philosophy	Philosophy	School of Languages, Literature and Culture	2012-13	-	2018
13	CUP/MPh-PHD/SSS/CEES/2012-13/02	Manisha	Saroj	Jagdish Chand	Doctor of Philosophy	Philosophy	School of Social Sciences	2012-13	-	2018
14	CUP/MPh-PHD/SSS/CEES/2012-13/14	Mumtaz Ahmed	Ghulam Bee	Mohd Sharief	Doctor of Philosophy	Philosophy	School of Social Sciences	2012-13	-	2018
15	CUP/MPh-PHD/SGR/SCA/2012-13/09	Ghulam Mohi Din Naikoo	Khateega	Ghulam Hassan Naikoo	Doctor of Philosophy	Philosophy	School of Global Relations	2012-13	-	2018
16	CUP/MPh-PHD/SGR/SCA/2012-13/11	Bhupinder Singh	Sukhpal Kaur	Ranjeet Singh	Doctor of Philosophy	Philosophy	School of Global Relations	2012-13	-	2018
17	CUP/MPh-PHD/SLLC/CPL/2010-11/01	Barjinder Singh	Amarjeet Kaur	Avtar Singh	Doctor of Philosophy	Philosophy	School of Languages, Literature and Culture	2010-11	-	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
18	CUP/MPh-PhD/SGR/SCA/2010-11/02	Maninderjit Singh	Ranjeet Kaur	Anoop Singh	Doctor of Philosophy	South and Central Asian Studies	School of Global Relations	2010-11	-	2018
19	CUP/MPh-PhD/SGR/SCA/2010-11/03	Kovid Kumar	Prem Kania	Ashok Kumar	Doctor of Philosophy	South and Central Asian Studies	School of Global Relations	2010-11	-	2018
20	CUP/MPhM-PhD/SBAS/CP5/2011-12/03	Ramit Singla	Rajshri Singla	Adesh Singla	Doctor of Philosophy	Pharmaceutical Sciences & Natural Products	School of Basic and Applied Sciences	2011-12	-	2018
21	CUP/MPh-PhD/SBAS/BIO/2011-12/03	Satej Bhushan	Sarla Koul	Bhushan Lal Koul	Doctor of Philosophy	Biosciences	School of Basic and Applied Sciences	2011-12	-	2018
22	CUPB/MPh-PhD/SSS/CE5/2012-13/10	Irfana Unjum	Hassina Sofi	Mohd Maqbool Malik	Doctor of Philosophy	Economic Studies	School of Social Sciences	2012-13	-	2018
23	CUPB/MPh-PhD/SGR/SCA/2012-13/06	Mansoor Ahmad Lone	Sara Banu	Gh Ahmad Lone	Doctor of Philosophy	South and Central Asian Studies	School of Global Relations	2012-13	-	2018
24	CUPB/MPh-PhD/SGR/SCA/2012-13/10	Parvaz Ahmad Thoker	Seja Banoo	Ab Salam Thoker	Doctor of Philosophy	South and Central Asian Studies	School of Global Relations	2012-13	-	2018
25	CUPB/MPh-PhD/SSS/CE5/2013-14/08	Musavir Ul Habib	Shafiq Begum	Habibullah Hajam	Doctor of Philosophy	Economic Studies	School of Social Sciences	2013-14	-	2018
26	15phdlaw02	Tripta	Raj	Manohar Lal	Doctor of Philosophy	Law	School of Legal Studies and Governance	2015-16	-	2018
27	CUP/MPh-PhD/SGR/SCA/2010-11/04	Dinesh Bassi	Phoolan Gera	Narinder Kumar	Doctor of Philosophy	South and Central Asian Studies	School of Social Sciences	2010-11	-	2018
28	CUPB/MPh-PhD/SSS/CE5/2013-14/14	Harpreet Kaur	Pritpal Kaur	Pritam Singh	Doctor of Philosophy	Economic Studies	School of Social Sciences	2013-14	-	2018
29	15phdgd04	Prabhat Suman	Lalmati Devi	Raghunandan Prasad	Doctor of Philosophy	Medicine	School of Health Sciences	2015-16	-	2018
30	16llmlaw01	Satish Singh	Krishna Kumar Singh	Mithlesh Singh	Master of Laws	Law	School of Legal Studies and Governance	2016-17	7.89	2018
31	16llmlaw02	Pratibha Verma	Kuldip Kumar Verma	Kiran Verma	Master of Laws	Law	School of Legal Studies and Governance	2016-17	7.93	2018
32	16llmlaw03	Nitin Shukla	Siddh Kumar Shukla	Archana Shukla	Master of Laws	Law	School of Legal Studies and Governance	2016-17	8.01	2018
33	16llmlaw04	Gurveer Kaur	Sarbjot Singh	Manbir Kaur	Master of Laws	Law	School of Legal Studies and Governance	2016-17	7.38	2018
34	16llmlaw05	Vruti Upadhyaya	Ajay Upadhyaya	Nutan Upadhyaya	Master of Laws	Law	School of Legal Studies and Governance	2016-17	7.86	2018
35	16llmlaw06	Anjali	Sunil Dhawan	Vipan Dhawan	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.84	2018
36	16llmlaw09	Vikrant Menanwal	Surendra Singh	Rekha Rani	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.08	2018
37	16llmlaw10	Shehnila	Mohd Shamshad	Shehnaaz	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.45	2018
38	16llmlaw12	Sukhjeewan Singh	Balwinder Singh	Baljit Kaur	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.67	2018
39	16llmlaw13	Mohd Jameel	Mohd Sharief	Salma Bl.	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.56	2018
40	16llmlaw14	Akashdeep Garg	Sukhdarshan Lal Garg	Geeta Rani	Master of Laws	Law	School of Legal Studies and Governance	2016-17	7.63	2018
41	16llmlaw16	Rambha Kumari	Gopal Krishna Jha	Rama Kumari	Master of Laws	Law	School of Legal Studies and Governance	2016-17	6.70	2018
42	16maecos02	Keshav	Kundalakrao	Satyabhama	Master of Arts	Economics	School of Social Sciences	2016-17	5.58	2018
43	16maecos03	Aman Singh	Kamleshwar Singh	Anita Singh	Master of Arts	Economics	School of Social Sciences	2016-17	6.40	2018
44	16maecos05	Jagdeep Kaur	Harbans Singh	Jaspal Kaur	Master of Arts	Economics	School of Social Sciences	2016-17	6.99	2018
45	16maecos06	Manpreet Kaur	Baljit Singh	Paramjit Kaur	Master of Arts	Economics	School of Social Sciences	2016-17	6.07	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
46	16maec07	Sudheer Babu	Ashu Ram Meghwal	Rukmani Devi	Master of Art	Economics	School of Social Sciences	2016-17	5.83	2018
47	16maec08	Mohd Irshad	Abdul Majid	Ghulam Fatima	Master of Art	Economics	School of Social Sciences	2016-17	6.47	2018
48	16maec09	Mid Rahat Hasan Khan	Md Mobin Hasan Khan	Saleha Khatoon	Master of Art	Economics	School of Social Sciences	2016-17	5.66	2018
49	16maec11	Ghafoor Ahmed	Wazir Mohd	Sakina Bi	Master of Art	Economics	School of Social Sciences	2016-17	6.33	2018
50	16maec12	Amritpal Singh Sachdeva	Avtar Singh Sachdeva	Gursharan Kaur Sachdeva	Master of Art	Economics	School of Social Sciences	2016-17	6.61	2018
51	16maec14	Utsav Anand	Rajinder Anand	Vanita Anand	Master of Art	Economics	School of Social Sciences	2016-17	6.78	2018
52	16maec16	Sanoop M.K.	Khedher. M.A	Nafeesa	Master of Art	Economics	School of Social Sciences	2016-17	5.61	2018
53	16maec01	Qamber Ali	Mohd Jaffer	Zanab	Master of Art	Education	School of Education	2016-17	6.69	2018
54	16maec02	Samita Devi	Narsingh Dass	Sudesh Kumari	Master of Art	Education	School of Education	2016-17	7.79	2018
55	16maec03	Pooja Devi	Deep Chand	Trishla Devi	Master of Art	Education	School of Education	2016-17	7.75	2018
56	16maec04	Wasim Akram	Lail Hussian	Monshaid Begum	Master of Art	Education	School of Education	2016-17	7.58	2018
57	16maec05	Mohd Mushtaq	Mohd Rashid	Ramim Akhter	Master of Art	Education	School of Education	2016-17	7.29	2018
58	16maec06	Mohd Zabeer	Nazir Hussain	Jameel Begum	Master of Art	Education	School of Education	2016-17	6.31	2018
59	16maec07	Muhammed Rasid. K.T	Abdulgafoor. K.T	Rasiya	Master of Art	Education	School of Education	2016-17	6.41	2018
60	16maec08	Mohd Sarifraz	Saif Din	Hanifa Begum	Master of Art	Education	School of Education	2016-17	7.54	2018
61	16maec10	Kehar Singh	Mohn Lal	Guddo Devi	Master of Art	Education	School of Education	2016-17	7.39	2018
62	16maec11	Mohd Saliman Khan	Ghayas Ahmed Khan	Noshad Begum	Master of Art	Education	School of Education	2016-17	6.55	2018
63	16maeng01	Vinoy. K.V	Vavachan. K.G.	Valsamma Vavachan	Master of Art	English	School of Languages, Literature and Culture	2016-17	7.62	2018
64	16maeng02	Rupal	Uday Mishra	Vineta Mishra	Master of Art	English	School of Languages, Literature and Culture	2016-17	6.40	2018
65	16maeng03	Padma Kalyani Mohapatra	Kailash Chandra Mohapatra	Anupama Mohapatra	Master of Art	English	School of Languages, Literature and Culture	2016-17	7.57	2018
66	16maeng04	Divya P Poulse	P.A.Kunjaapan Poulse	Sheela Poulse	Master of Art	English	School of Languages, Literature and Culture	2016-17	5.80	2018
67	16maeng05	Harpreet Singh	Gurjeet Singh	Rajinder Pal Kaur	Master of Arts	English	School of Languages, Literature and Culture	2016-17	6.74	2018
68	16maeng07	Fameel. P.K	Abdul Jaleel. P.K	Saifunnisa. K	Master of Arts	English	School of Languages, Literature and Culture	2016-17	5.08	2018
69	16maeng09	Susmita Mohanta	Siva Mohanta	Sunita Mohanta	Master of Arts	English	School of Languages, Literature and Culture	2016-17	6.32	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
70	16maengs11	Rakhi Krishna S	Radhakrishna Pillai V	Shesja Kumari T	Master o <sup>2</sup> Arts	English	School of Languages, Literature and Culture	2016-17	7.34	2018
71	16maengs12	Aiswarya John	John	Shiny	Master o <sup>2</sup> Arts	English	School of Languages, Literature and Culture	2016-17	7.27	2018
72	16maengs13	Manjit Kaur	Amarjit Singh	Raj Kaur	Master o <sup>2</sup> Arts	English	School of Languages, Literature and Culture	2016-17	5.39	2018
73	16mahind01	Mitali Sharma	Rakesh Kumar Sharma	Vandana Tripathi	Master o <sup>2</sup> Arts	Hi-Fi	School of Languages, Literature and Culture	2016-17	7.81	2018
74	16mahind02	Mahesh Kumar Bugaliya	Bhanwar Lal Bugaliya	Maliku Devi	Master o <sup>2</sup> Arts	Hi-Fi	School of Languages, Literature and Culture	2016-17	6.08	2018
75	16mahist01	Shekhar Chauhan	Yashpal Singh	Sanjay Rani	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.54	2018
76	16mahist02	Beant Kaur	Gurjant Singh	Manjit Kaur	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	5.47	2018
77	16mahist03	Subramanoj K	P. Karthikeyan	Selvi. R	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.89	2018
78	16mahist04	Nazam Udi Din	Mohd Ashraf	Parveen Akhter	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.29	2018
79	16mahist05	Dharam Kumar	Topram	Prem Bai	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.46	2018
80	16mahist06	Sandesh Kumar	Kaku Ram	Veeno Devi	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.51	2018
81	16mahist09	Deb Kumar Barman	Munindra Barman	Biju Barman	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	5.70	2018
82	16mahist10	Sumandeep Kaur	Rajwinder Singh	Gurmeet Kaur	Master o <sup>2</sup> Arts	History	School of Global Relations	2016-17	6.04	2018
83	16mzplsc02	Khushdeep Singh	Shamsher Singh	Rajpreet Kaur	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	6.09	2018
84	16mzplsc03	Gurmit Singh	Jagsir Singh	Jaspreet Kaur	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	6.65	2018
85	16mzplsc04	Neerudi Gopal	Neerudi Pechaiah	Neerudi Anushamma	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	6.51	2018
86	16mzplsc05	Hafiz Mohammad Ikramulhaq	Mohammad Aslam	Subza Begum	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	6.90	2018
87	16mzplsc07	Jitendra Kumar	Bhopal Singh Olla	Savitri Devi	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	7.42	2018
88	16mzplsc08	Husanpreet Singh	Tej Singh	Chhinder Kaur	Master o <sup>2</sup> Arts	Political Science	School of Global Relations	2016-17	6.46	2018
89	16mzpunj01	Jaspal Kaur	Shivraj Singh	Sukhjeet Kaur	Master o <sup>2</sup> Arts	Punjabi	School of Languages, Literature and Culture	2016-17	6.66	2018
90	16mzpunj03	Veerpal Kaur	Gurjant Singh	Paramjit Kaur	Master of Arts	Punjabi	School of Languages, Literature and Culture	2016-17	6.11	2018
91	16mzpunj04	Rajvir Kaur	Surjit Singh	Amarjit Kaur	Master of Arts	Punjabi	School of Languages, Literature and Culture	2016-17	6.47	2018
92	16mzpunj05	Manpreet Singh	Jagdev Singh	Jasveer Kaur	Master of Arts	Punjabi	School of Languages, Literature and Culture	2016-17	6.63	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
93	16mapun06	Lovepreet Singh	Om Parkash	Surjeet Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	6.15	2018
94	16mapun07	Kulvir Kaur	Jeet Singh	Jaswinder Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	5.41	2018
95	16mapun09	Maminder Singh	Ram Singh	Jaspal Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	6.32	2018
96	16mapun10	Kuldip Singh	Jagmohan Singh	Charanjit Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	6.06	2018
97	16mapun11	Kuldeep Singh	Rajpal Singh	Karnjeet Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	6.65	2018
98	16mapun13	Sukhdeep Kaur	Iqbal Singh	Amanpreet Kaur	Master of Arts	Fur_jabi	School of Languages, Literature and Culture	2016-17	6.67	2018
99	16masol01	Shah Din	Abdul Gani	Zeenat Begum	Master of Arts	Sociology	School of Social Sciences	2016-17	6.31	2018
100	16masol02	Gugulothu Santhosh	Somla	Bharathi	Master of Arts	Sociology	School of Social Sciences	2016-17	7.07	2018
101	16mageog01	Ravindra Singh	Gopal Singh	Santosh Kanwar	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.50	2018
102	16mageog03	Harminder Singh	Rashem Singh	Jaswinder Kaur	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	6.65	2018
103	16mageog04	Akash Dattusalia	Mahendra Singh	Manoj	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	5.75	2018
104	16mageog05	Jyoti Meena	Harsingh Meena	Harimaya Meena	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.61	2018
105	16mageog07	Mandeep Kaur	Santa Singh	Harjinder Kaur	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.73	2018
106	16mageog09	Shiva	Shakti Singh	Shashi Kala	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	6.48	2018
107	16mageog10	Rahul Mazumder	Dulal Krishna Mazumder	Laxmi Mazumder	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	6.41	2018
108	16mageog12	Mukhtar Ahmed	Hakim Din	Sakeena Bi	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	5.43	2018
109	16mageog13	Navjotpreet Kaur	Gurdev Singh	Gurpreet Kaur	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.33	2018
110	16msgeog14	Vishabh Salgotra	Kuldeep Raj	Darshna Devi	Master of Science	Geography	School of Environment and Earth Sciences	2016-17	6.74	2018
111	16mageog15	Arshdeep Kaur	Karamjeet Singh	Rani	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.37	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
112	16msgeog16	Ishtiaq Ahmed	Mohd Iqbal	Rafia Begum	Master of Science	Geography	School of Environment and Earth Sciences	2016-17	6.39	2018
113	16mageog17	Sarfraz Ahmed	Choudhary Chandi	Zanib Bi	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	5.25	2018
114	16mededu01	Shabir Ahmad Dar	Gh Hassan Dar	Hafeeza Banco	Master of Education	Education	School of Education	2016-17	8.09	2018
115	16mededu02	Varinder Singh	Karamjit Singh	Charanjit Kaur	Master of Education	Education	School of Education	2016-17	8.04	2018
116	16mededu03	Divya Kumari	Raj Kumar Singh	Meera Singh	Master of Education	Education	School of Education	2016-17	7.93	2018
117	16mededu04	Ishtiaq Majid	Ab Majid Pandit	Nigeena	Master of Education	Education	School of Education	2016-17	8.02	2018
118	16mededu06	Deepika Katiyar	Ravindra Kumar	Pushpa Devi	Master of Education	Education	School of Education	2016-17	7.94	2018
119	16mededu09	Suranjan Kumar	Suresh Paswan	Poonam Devi	Master of Education	Education	School of Education	2016-17	6.65	2018
120	16mededu11	Pankaj Vashisth	Satya Narayan Vashisth	Kamlesh Kumari	Master of Education	Education	School of Education	2016-17	8.05	2018
121	16mededu12	Waseem Hassan Sheikh	Gh Hassan Sheikh	Azi Begum	Master of Education	Education	School of Education	2016-17	7.55	2018
122	16mpfarm01	Sachin Sharma	Satish Kumar	Reeta Rani	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.53	2018
123	16mpfarm02	Ram Sharma	Lakshmi Das	Soorta	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.97	2018
124	16mpfarm03	Ashima Sharma	Shashi Kant	Shashi Bala	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.66	2018
125	16mpfarm06	Vishakha Pandey	L.M Pandey	Lata Pandey	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.82	2018
126	16mpfarm07	Sahil Arora	Madan Gopal Arora	Shashi Bala	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.79	2018
127	16mpfarm09	Manu Bala	Kapoor Singh	Suman	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.32	2018
128	16mpfarm11	Diksha Choudhary	Vinod Kumar	Anjana Kumari	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.53	2018
129	16mpfarm12	Haris. E	Abu. E	Fathima. P.P	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.18	2018
130	16mpfarm13	Azhar Juman P	Abdu Pari	Sakkeena VP	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.19	2018
131	16mpfarm14	Arvind Kumar	Ashwani Kumar	Kanta Devi	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.21	2018
132	16mpfarm15	Amandeep Thakur	Suresh Chand	Subhadra Thakur	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.50	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
133	16mpfarm16	Sonia Verma	Rakesh Kumar	Sangeeta Devi	Master of Pharmacy	Pharmaceutice Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.13	2018
134	16mpphyto01	Souvik Mukherjee	Kanailal Mukherjee	Purnima Mukherjee	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	6.41	2018
135	16mpphyto02	Saptarshi Samajdar	Archan Samajdar	Mousumi Samajdar	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	7.20	2018
136	16mpphyto03	Aditi	Man Mohan Saxena	Preeti Saxena	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	7.00	2018
137	16mpphyto04	Neha Pathak	Munna Pathak	Mithalesh Pathak	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	7.12	2018
138	16mpphyto05	Partha Pratim Das	Bimal Kr Das	Chinmoyee Das	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	6.55	2018
139	16mpphyto06	Poornima Sajeevan	Sajeevan M K	Anitha Sajeevan	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	6.93	2018
140	16mpphyto07	KM Priyanka Dixit	Pramod Kumar Dixit	Babli Dixit	Master of Pharmacy	Pharmaceutice Sciences (Pharmacognosy and Phytochemistry)	School of Basic and Applied Sciences	2016-17	6.54	2018
141	16mscchs01	Pratibha Agarwala	Prakash Chandra Agarwala	Swapna Agarwala	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.22	2018
142	16mscchs02	Kanika Garg	Satya Prakash Garg	Neelam Garg	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.43	2018
143	16mscchs03	Anupama Sharma	Dilip Kumar Sharma	Poonam Sharma	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.88	2018
144	16mscchs04	Desoshree Ghosh	Makhan Ghosh	Bhabani Ghosh	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.02	2018
145	16mscchs05	Geetika Saini	Gurdial Singh Saini	Surender Kaur Saini	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.42	2018
146	16mscchs09	Pooja Kumari	Beer.Singh	Sushila Devi	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.01	2018
147	16mscchs11	Shabana Parveen	Anwar Alam	Ruqaiya Sultana	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.41	2018
148	16mscchs12	Ajit Kumar Dhanka	Kallash Chand Dhanka	Saroj Devi	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	5.58	2018
149	16mscchs13	Anita	Gulshan Singh	Pawana Devi	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.84	2018



Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
150	16mscchs14	Avantika Bhardwaj	Satish Bhardwaj	Raksha Bhardwaj	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.92	2018
151	16mscchs17	Uttam Kumar Mishra	Rabindra Nath Mishra	Sabita Mishra	Master of Science	Chemical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	6.33	2018
152	16mscchm01	Rathindranath Biswas	Rakshakar Biswas	Basumati Biswas	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	8.22	2018
153	16mscchm02	Jitender Singh	Phool Singh	Roshni Devi	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.99	2018
154	16mscchm03	Sambit Shashanka Sekhar Rout	Bijay Kumar Rout	Annapurna Rout	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.55	2018
155	16mscchm04	Bhupender Kumar	Bhim Sain	Kalawanti	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.27	2018
156	16mscchm05	Vishal Sharma	Gilan Chand	Gita Devi	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.53	2018
157	16mscchm06	Sandeep Kaur	Amarjeet Singh	Kiranpal Kaur	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	8.06	2018
158	16mscchm07	Swayamprakash Biswal	Somanath Biswal	Pratima Biswal	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	7.32	2018
159	16mscchm08	Rakesh Ghosh	Naresh Ghosh	Saraswati Ghosh	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.76	2018
160	16mscchm09	Rohtash Kumar	Chhotu Ram	Meera Devi	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	8.04	2018
161	16mscchm10	Nikhil Das Mehar	Gopal Das	Rekha Bai	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.68	2018
162	16mscchm11	Imtiaz Ahmed	Shabir Ahmed	Nasim Akhtar	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	5.85	2018
163	16mscchm12	Sonali Gohit	Dayal Singh	Jyoti Singh	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	7.57	2018
164	16mscchm13	Harshita Gupta	Ram Chander	Beena Gupta	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.68	2018
165	16mscchm14	Mange Ram	Ompakash	Bimla Devi	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	6.47	2018
166	16mscchm15	Manoj Kumar Sharma	Deep Chand	Kiran	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	7.82	2018
167	16mscchm16	Ram Singh Jat	Hanuman Jat	Muli Devi	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	7.54	2018
168	16mscsc01	Vishal Kumar	Shashi Bhushan Prasad	Kiran Devi	Master of Science	Chemistry (Computational Chemistry)	School of Basic and Applied Sciences	2016-17	7.20	2018
169	16mscsc02	Vikas Yadav	Satyawir Yadav	Santosh Yadav	Master of Science	Chemistry (Computational Chemistry)	School of Basic and Applied Sciences	2016-17	6.64	2018
170	16msfood06	Sandeep Kaur	Jagraj Singh	Kulvir Kaur	Master of Science	Food Science & Technology	School of Basic and Applied Sciences	2016-17	8.28	2018
171	16msfood08	Santosh Uddhav Phule	Uddhav Rajaram Phule	Sharda	Master of Science	Food Science & Technology	School of Basic and Applied Sciences	2016-17	6.79	2018
172	16msfood09	Jaipreet Singh	Balraj Singh	Simarjeet Kaur	Master of Science	Food Science & Technology	School of Basic and Applied Sciences	2016-17	6.95	2018
173	16msfood12	Mohammad Ubaid	Mohammad Zubair	Noor Bi	Master of Science	Food Science & Technology	School of Basic and Applied Sciences	2016-17	6.19	2018
174	16mscegs01	Ujjwala Rout	Kahnu Charan Rout	Lovabati Rout	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.80	2018
175	16mscegs02	Adarsharanjan Pati	Rajendra Narayan Pati	Puspanjali Pati	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.46	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject:	School	Batch	CGPA	Year of Issued Degree
176	16mscegs03	Nandan Boral	Lekhnath Boral	Kamala Boral	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.14	2018
177	16mscegs05	Mahmud Hassan	Abu Taleb	Mahmuda Khatun	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.80	2018
178	16mscegs06	Mohd Yusuf	Shakeel Ahmad	Angum Ara	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.44	2018
179	16mscegs07	Subhransu Swain	Manidhar Swain	Sukanti Swain	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.88	2018
180	16mscegs08	Somesh Kumar Panigrahi	Satrugna Panigrahi	Chandramani Mishra	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.32	2018
181	16mscegs09	Binaya Sankar Bej	Ajay Kumar Bej	Jayanti Bej	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.21	2018
182	16mscegs10	Bikashit Gogoi	Sadananda Gogoi	Hiramoni Gogoi	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.00	2018
183	16mscegs11	Santanu Kumar Mohanta	Jogendra Nath Mohanta	Meera Mohanta	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.29	2018
184	16mscegs12	Johnson Haobijam	Haobijam Bhagyachandra	Haobijam Merma Devi	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.54	2018
185	16mscegs13	Yousuf Ali	Ghulam Mehdi	Marzia Banoo	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.57	2018
186	16mscegs15	Shabeer Hussain	Mohd Ishaq	Kulsoom Banoo	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.06	2018
187	16mscegs16	Bikash Jyoti Gogoi	Dalbir Gogoi	Late Dipika Chetia Gogoi	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	6.96	2018
188	16mscegs101	Nischal Sharma	Raj Kumar	Susham Lata	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	8.04	2018
189	16mscegs102	Sunayana Peechat	John Joseph	Bright John	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.56	2018
190	16mscegs103	Prashant Singh	Narender Singh	Sarvesh Singh	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	7.27	2018
191	16mscegs107	Mariyam Joseph	Joseph Cherlan	Anie Joseph	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.37	2018
192	16mscegs103	Ravindra Prasad Sharma	Prem Chand Sharma	Rajeshwari Sharma	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.25	2018
193	16mscegs111	Picky Pang A Sangma	Kritwell Ch Marak	Leobina A Sangma	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.75	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
194	16mscst11	Peyyala Ashoka Chakravarthy	Peyyala S Prasad Rao	Peyyala Jyothi	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	5.27	2018
195	16mscst12	Mamini Kumari Parida	Dillip Kumar Parida	Urmila Kumari Nahak	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	7.78	2018
196	16mscst13	Anu Radha	Gouri Ram	Kamlesh Kumari	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.78	2018
197	16mscst14	Avimanu Sharma	Kali Dass	Kunti Devi	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	5.88	2018
198	16mscst15	Stanzin Chenlak	Paldan Chewang	Tsering Dolma	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	6.33	2018
199	16mslscs01	Sukriti Mishra	Shiv Mangal Mishra	Sunita Mishra	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	7.72	2018
200	16mslscs02	Uttam Sharma	Raj Kumar Sharma	Manju Devi	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	7.10	2018
201	16mslscs03	Nishibala N Behera	N Behera	Sabita Behera	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	6.02	2018
202	16mslscs04	Nisha Sharma	Ashwani Kumar Sharma	Anu Sharma	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	8.12	2018
203	16mslscs05	Sneha Santra	Somnath Santra	Hena Santra	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	7.76	2018
204	16mslscs07	Kanika Singh	Har Govind Singh	Thakur Asha	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	7.15	2018
205	16mslscs08	Kapil Kumar	Dharam Raj	Savitri	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	5.54	2018
206	16mslscs09	Sunil Kumar Birua	Matha Birua	Tulasi Birua	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	5.60	2018
207	16mslscs10	Aishwarya Pruseth	Raj Kishor Pruseth	Namita Pruseth	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	7.23	2018
208	16mslscs11	Ankita Mukherjee	Ashes Kumar Mukherjee	Jayasri Mukherjee	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	6.56	2018
209	16mslscs12	Sureshgopi D	Dhandapani S	Kalpana D	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	5.40	2018
210	16mslscs13	Bindubalaya Dash	Trilochan Dash	Suprava Dash	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	6.14	2018
211	16mslscs14	Pooja Bharti	Manjeet Kumar	Anita Kumari	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	6.38	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
212	16mslsas15	Arifa. P.P	Muhammad	Rabiya	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	5.94	2018
213	16mslsbc01	Aditi Banerjee	Subodh Banerjee	Rashmi Banerjee	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.58	2018
214	16mslsbc02	Rohit Raj	Rajdeo Pandey	Anita Pandey	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.42	2018
215	16mslsbc04	Anjna Kumari	Jagveer Singh	Raj Kumari	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.20	2018
216	16mslsbc05	Priyanka Kumari	Lal Bihari Singh	Poonam Devi	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	5.86	2018
217	16mslsbc06	Gunjan	Ritesh Kumar	Anju	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.52	2018
218	16mslsbc07	Arjun Kumar Mehara	Balkrishna Mehara	Sushila Devi	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	5.73	2018
219	16mslsbc08	Chayan Mukherjee	Chandra Nath Mukherjee	Champa Mukherjee	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.89	2018
220	16mslsbc09	Rebati Malik	Damodar Malik	Kausalya Malik	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.12	2018
221	16mslsbc10	Arti Negi	Late. Devender Negi	Asha Negi	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.54	2018
222	16mslsbc11	Priyanka Padhi	Manoj Kumar Padhi	Geetarani Padhi	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.07	2018
223	16mslsbc12	Debasis Sahoo	Naresh Kumar Sahoo	Suvadra Sahoo	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.05	2018
224	16mslsbc13	Swagata Das	Jagadish Das	Kalpana Das	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.27	2018
225	16mslsbc14	Swastika Dash	Subhashish Dash	Anupama Dash	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.53	2018
226	16mslsbc15	Prareeta Mahapatra	Pravash Chandra Mahapatra	Reena Rani Mahapatra	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.93	2018
227	16mslsbc16	Nitin Dogra	Bikramjit Singh	Sushila Devi	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	6.12	2018
228	16mslsbf01	Swati Saha	Subrata Saha	Nita Saha	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	7.61	2018
229	16mslsbf02	Pooja Archana Sahani	Ajaya Kumar Sahani	Lalita Sahoo	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	6.71	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
230	16mslsb06	Miriganki Singh	Sanjeev Singh	Anita	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	5.65	2018
231	16mslsb07	Teena Bansal	Sunil Bansal	Veena Bansal	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	5.79	2018
232	16mslsb09	Aashi Agrawal	Sanjay Kumar Agrawal	Uma Agrawal	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	5.86	2018
233	16mslsb11	Megha Ujirwal	Ashok Kumar	Kiran	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	6.47	2018
234	16mslsb12	Shubani Kumari	Joginder Nath	Sunita Kumari	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	5.89	2018
235	16mslsb15	Preety Kumari	Satyapal Singh	Neeraj Devi	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	6.96	2018
236	16mslsb16	Usha	Ram Parsad	Om Kala Devi	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	7.09	2018
237	16mslshg01	Debparna Nandy	Chinmoy Nandy	Anita Nandy	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	7.81	2018
238	16mslshg02	Neha Gupta	Jagdish Prasad Garg	Suman Garg	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	7.04	2018
239	16mslshg03	Swati Gupta	Jai Prakash Gupta	Sheela Gupta	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	6.30	2018
240	16mslshg04	Kamaliyoti Chakravorty	Birendra Kumar Chakravorty	Rina Chakravorty	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	6.97	2018
241	16mslshg05	Ritesh Khanna	Mukesh Khanna	Nirmala Khanna	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	6.92	2018
242	16mslshg06	Deepthi Chaudhary	Balendra Singh	Pushpa Singh	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	5.97	2018
243	16mslshg07	Kamlesh Bham	Jeet Singh	Savitra Devi	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	7.21	2018
244	16mslshg08	Manas Ranjan Sahu	Sudarsan Sahu	Rajeswari Sahu	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	8.10	2018
245	16mslshg10	Sukhvir Kaur	Surinder Pal	Satwinder Devi	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	6.03	2018
246	16mslshg11	Harkanwal Jit Singh	Tara Singh	Jaswinder Kaur	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	5.01	2018
247	16mslshg13	Md Momtin Ali	Md Roja Ali	Rozidon Khatun	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	5.05	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
248	16mslshg14	Dharmendra Kumar	Rambali Das	Asha Devi	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	5.14	2018
249	16mslshg15	Saksham Gautam	Shyam Kumar Gautam	Santosh Sharma	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	7.06	2018
250	16mslsm02	Riya Bansal	Pawan Kumar Bansal	Neeru Bansal	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	7.88	2018
251	16mslsm04	Ritu Kumari	Loknath Dubey	Pramila Dubey	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	6.85	2018
252	16mslsm05	Pallavi Samal	Pabitra Kumar Samal	Namita Samal	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	7.06	2018
253	16mslsm06	Manikonda Vamshi Krishna	M Krishna	M Sriatha	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	5.90	2018
254	16mslsm07	Ekta Kashyap	Anil Kumar Kashyap	Yashoda Kashyap	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	7.18	2018
255	16mslsm11	Gourav Chamblial	Kartar Singh	Prem Lata	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	6.11	2018
256	16mslsm12	Jahnavi Kumari Singh	Veeresh Pratap Singh	Neelkamal Singh	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	6.93	2018
257	16mslsm13	Dimple Garg	Naresh Kumar	Usha Devi	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	6.14	2018
258	16mslsm14	Sarita	Jagdish Prasad	Hansa Devi	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	6.29	2018
259	16mslsmm01	Tashvinder Singh	Sukhpal Singh	Parvinder Kaur	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	5.69	2018
260	16mslsmm02	Amit B Tewari	Satish Chandra Tewari	Anjana Tewari	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	6.50	2018
261	16mslsmm03	Garima Singh	Fateh Bahadur Singh	Ramawati Singh	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	7.78	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
262	16mslsmm04	Anchal Thakur	Puran Chand Thakur	Najo Devi Thakur	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	6.78	2018
263	16mslsmm05	Ankita Sharma	Laxmi Narayan Sharma	Santosh Sharma	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	7.12	2018
264	16mslsmm06	Divya Sharma	Arun Sharma	Renu Sharma	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	6.74	2018
265	16mslsmm07	Bharti Sharma	Jayanti Prasad Sharma	Raj Bala Sharma	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	6.69	2018
266	16mslsmm09	Uradanda Praveen	U R Rao	U Ramanamma	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	5.70	2018
267	16mslsmm10	Ameetha G	C. Asokakumar	Geetha	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	5.58	2018
268	16mslsmm12	Sapna Goyal	Laxman Goyal	Sunita Goyal	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	7.69	2018
269	16mslsmm13	Shouvik Paul	Shyamal Kanti Paul	Saswati Paul	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	6.25	2018
270	16mslsp01	Vandana	Bacha Mishra	Vimla Mishra	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	7.34	2018
271	16mslsp02	Reetu	Manjeet Singh	Sushila Devi	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	6.68	2018
272	16mslsp03	Archana Samal	Narendra Kumar Samal	Swarnalata Samal	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	6.68	2018
273	16mslsp05	Diksha Bisht	Bishan Singh Bisht	Pratima Bisht	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	7.36	2018
274	16mslsp06	Sayanya Acharya	Amal Acharya	Sriparna Acharya	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	5.92	2018
275	16mslsp07	Alokesh Ghosh	Krishna Ghosh	Hemlata Kalita Ghosh	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	6.03	2018
276	16mslsp08	Ajay Prakash Uniyal	Ram Sharan Uniyal	Vinita Uniyal	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	7.95	2018
277	16mslsp09	Agrah Subash Pradhan	Subash Pradhan	Susama Swain	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	5.78	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
278	16mslps10	Upasana Suman	Bijay Kumar Sharma	Manju Kumari	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	6.43	2018
279	16mslps13	Shweta Selpair	Suresh Kumar	Sunita	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	6.81	2018
280	16mslps15	Rajneesh Kumar	Karam Chand	Jogindra Devi	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	5.60	2018
281	16msmath01	Deepali Goyal	Sunil Kumar Goyal	Veena Goyal	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	8.82	2018
282	16msmath02	Vijeta Jakhar	Subha Chand Jakhar	Jyotsna Jakhar	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.31	2018
283	16msmath03	Sujeeta Kumari	Dilbag Singh	Sunita Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.34	2018
284	16msmath04	Poulami Paul	Pradip Kumar Paul	Swapna Paul	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.21	2018
285	16msmath06	Arpita Devi	Dipu Nath Sharma	Dulmoni Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.27	2018
286	16msmath07	Minakshi Yadav	Sarjeet Singh	Kamlesh Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.96	2018
287	16msmath08	Minakshi Moond	Shivpal Singh	Sumitra Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	6.95	2018
288	16msmath09	Harish Yadav	Narshi Yadav	Hansa Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	6.47	2018
289	16msmath10	Rajesh Kumar	Devi Lal	Sushila	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	5.89	2018
290	16msmath11	Noor Hassan	Mohd Ibrahim	Rakhat Bi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	6.01	2018
291	16msmath12	Pramod Kumar Nehara	Gordhan Singh	Kamla Devi	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	6.10	2018
292	16msmath14	Garima Garg	Vijay Kumar Garg	Kiran Garg	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	7.61	2018
293	16mscphy01	Sambit Panda	Jagabandhu Panda	Damayanti Padhi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	5.24	2018
294	16mscphy02	Debalina Chakraborty	Jayanta Chakraborty	Keya Chakraborty	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	6.89	2018
295	16mscphy05	Deepak Kumar Mishra	Ajai Kumar Mishra	Neelam Mishra	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	6.02	2018
296	16mscphy06	Ashirbad Padhan	Dharmadaya Padhan	Padmasini Padhan	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	6.93	2018
297	16mscphy07	Ritu Kumari Pillania	Dinesh Kumar	Santosh Devi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	6.92	2018
298	16mscphy08	Sharshad. K	Abdul Azeez. K	Soudabi. K	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	5.72	2018
299	16mscphy09	Ajay Kumar	Pritam Dass	Santosh Kumari	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	7.13	2018
300	16mscphy10	Anamika Kumari	Pawan Kumar	Vibha Devi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	7.80	2018
301	16mscphy11	Rachana Sain	Raja Ram Sain	Kaushalya Devi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	7.19	2018
302	16mscphy13	Rohit Singh Dagar	Sitaram Dagar	Kamla Devi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	6.44	2018
303	16mscphy14	Asha Sheoran	Sumer Singh	Urmila Sheoran	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	7.41	2018



Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
304	16msphcp01	Mywish Anand	Shiv Anand	Madhu Anand	Master of Science	Physics (Computational Physics)	School of Basic and Applied Sciences	2015-17	6.38	2018
305	16msphcp02	Sawan Kumar Das	Subodh Kumar Das	Kalpna Das	Master of Science	Physics (Computational Physics)	School of Basic and Applied Sciences	2015-17	6.26	2018
306	16msphcp03	Mukesh Jakhhar	Ganesha Ram Jakhhar	Kamla Devi	Master of Science	Physics (Computational Physics)	School of Basic and Applied Sciences	2016-17	6.83	2018
307	16msphcp04	Moumita Mukherjee	Dipak Mukherjee	Jhunu Mukherjee	Master of Science	Physics (Computational Physics)	School of Basic and Applied Sciences	2016-17	7.16	2018
308	16msstat01	Rishabh Garg	Ravi Garg	Sudesh Devi	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	7.15	2018
309	16msstat02	Pratibha Pareek	Mahesh Kumar Pareek	Suchitra Pareek	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	6.40	2018
310	16msstat03	Purushottam Kumar Nirala	Raj Kishor Sharma	Shanti Devi	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	6.11	2018
311	16msstat04	Niharika Bhootna	Jagdish Bhootna	Krishna	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	7.62	2018
312	16msstat05	Shivani	Somvir	Babita	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	5.97	2018
313	16mtcsnt01	Rajendra Singh Rawat	Kheem Singh Rawat	Champa Devi	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	6.95	2018
314	16mtcsnt02	Simran Sidhu	Ranjit Singh Sidhu	Simrajit Kaur Sidhu	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	7.87	2018
315	16mtcsnt03	Harshvardhan Deo Solanki	Surendra Deo Solanki	Nalini Solanki	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	6.28	2018
316	16mtcsnt04	Mir Mohammad Yousuf	Mohammad Amin Mir	Shameema	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	7.67	2018
317	16mtcsnt05	Gousia Habib	Habib Ullah Rather	Mehbooba	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	7.89	2018
318	16mtcsnt06	Astha	Mahendra Singh	Raj Bala Devi	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	7.34	2018
319	16mtcsnt07	Moha Gupta	Manoj Gupta	Anju Gupta	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-17	7.27	2018
320	16mtcsnt08	Daljinder Kaur	Balveer Singh	Jasveer Kaur	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	8.24	2018
321	16mtcsnt09	Udit Narayan	Indra Dev Prasad	Kusum Devi	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	6.43	2018
322	16mtcsnt10	Akashdeep Kaur	Baldev Singh	Joginder Kaur	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	7.52	2018
323	16mtcsnt13	Abhishek Kumar	Kameshwer Prasad	Sangeeta Devi	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	6.36	2018
324	16mtcsnt14	Karasala Surya Prakash	Karasala Premanandam	Karasala Gnana Sundari	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	5.97	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
325	16mtcsnt15	Masrat Rasool	Gulam Rasool Dar	Manzoora	Master of Technology	Comp.ter Science and Technology	School of Engineering and Technology	2016-17	7.95	2018
326	16mtcsnt16	Aroof Aimen	Bashir Ahmad Bhat	Zamrooda Akhtar	Master of Technology	Comp.ter Science and Technology	School of Engineering and Technology	2016-17	8.53	2018
327	16mtcsnt17	Sheikh Irfan Akbar	Mohd Akbar Sheikh	Haleema Bano	Master of Technology	Comp.ter Science and Technology	School of Engineering and Technology	2016-17	6.35	2018
328	16mtcsnt20	Rayeesa Mehmood	Gh Mohd Lone	Shafiq Bano	Master of Technology	Comp.ter Science and Technology	School of Engineering and Technology	2016-17	7.45	2018
329	16mtcysc02	Harpreet Singh	Karan Singh	Rvinder Kour	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.32	2018
330	16mtcysc03	Jyotiraditya Tripathi	Gangotri Prasad Tripathi	Rudra Devi	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.90	2018
331	16mtcysc04	Harsh Srivastava	Ram Awadh Lal Srivastava	Sudha Srivastava	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	5.81	2018
332	16mtcysc05	Bhawana Gautam	Govind Narain Sharma	Suman Sharma	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.30	2018
333	16mtcysc06	Kamaljeet Kumar	Pali Ram Sharma	Manjeet Kaur	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	5.97	2018
334	16mtcysc07	Toshajjeet Kaur	Baljit Singh	Surinder Kaur	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.09	2018
335	16mtcysc08	Priya Raj	Arun Raj	Manju Raj	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.12	2018
336	16mtcysc09	Nayeema Ji	Gh Nabi Kumar	Rafiq	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.57	2018
337	16mtcysc11	Ubaid Ullah Nagoo	Mohammad Yousuf	Hanifa Yousuf	Master of Technology	Comp.ter Science and Technology (Cyber Security)	School of Engineering and Technology	2016-17	6.86	2018
338	16mbagri01	Sabeel Mohammed K	Abdul Samad K	Lahia NV	Master of Business Administration	Agribus ness	School of Basic and Applied Sciences	2016-17	7.30	2018
339	16mbagri02	Kamaksh Panwar	Rajesh Panwar	Vineeta Panwar	Master of Business Administration	Agribus ness	School of Basic and Applied Sciences	2016-17	5.68	2018
340	16mbagri03	Priyanka Kumari	Gajendra Singh	Renu Devi	Master of Business Administration	Agribus ness	School of Basic and Applied Sciences	2016-17	4.96	2018
341	16mbagri04	Binali	Diwan Chand	Deepa Rani	Master of Business Administration	Agribus ness	School of Basic and Applied Sciences	2016-17	7.34	2018
342	16mbagri05	Kuldeep Singh	Jagvir Singh	Jaswinder Kaur	Master of Business Administration	Agribusness	School of Basic and Applied Sciences	2016-17	7.42	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
343	16mbagr06	Abinash Kumar Mohanta	Chakradhara Mohanta	Janaki Mohanta	Master of Business Administration	Agribusiness	School of Basic and Applied Sciences	2016-17	6.40	2018
344	15maecos02	Merry Elizabeth John	A. J. John	Litty John	Master of Arts	Economics	School of Social Sciences	2015-2016	7.02	2018
345	15mscegs07	Priyanka Arya	Om Prakash Arya	Indravati Arya	Master of Science	Earth and Geological Sciences	School of Environment and Earth Sciences	2015-2016	6.22	2018
346	15mslsb11	Jagdeep Kumar	Ummed Singh	Raju Devi	Master of Science	Life Sciences with specialization in Bioinformatics	School of Basic and Applied Sciences	2015-2016	5.82	2018
347	15mslsm10	Puja Jaiswal	Ashok Choudhary	Ranjan Kumari	Master of Science	Life Sciences with specialization in Molecular Medicine	School of Health Sciences	2015-2016	5.18	2018
348	15mslsm09	Prinu Kumari	Rakesh Kumar Singh	Nutan Kumari	Master of Science	Life Sciences with specialization in Microbial Sciences	School of Basic and Applied Sciences	2015-2016	5.2	2018
349	15mslsbc09	Pooja Yadav	Khemram Yadav	Rajkumari Yadav	Master of Science	Life Sciences with specialization in Biochemistry	School of Basic and Applied Sciences	2015-2016	5.14	2018
350	15mscest13	Fahreen Fazal	Fazallah Ansari	Shaeeda Bano	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2015-2016	4.57	2018
351	15mtcsnt15	Usurumati Vinod Kumar	Usurumati Anjaiah	Usurumati Kobamma	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2015-2016	4.81	2018
352	15limlaw03	Sonia Devi	Ram Mehar Singh	Kamla Devi	Master of Laws	Law	School of Legal Studies and Governance	2015-2016	6.48	2018
353	15mphcp107	Satnam Singh	Sukhdev Singh	Kuldeep Kaur	Master of Philosophy	Comparative Literature	School of Languages Literature and Culture	2015-2016	8.01	2018

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Year of Issued Degree
354	15mphsca03	Hushiar Singh	Pritam Singh	Sinderpal Kaur	Master of Philosophy	South and Central Asia Studies	School of Global Relations	2015-2016	7.72	2018
355	15mphsca12	Manish Kumar	Ishwar Singh	Kela Devi	Master of Philosophy	South and Central Asia Studies	School of Global Relations	2015-2016	6.87	2018
356	15mphsca08	Balinder Singh	Gurcharan Singh	Mander Kaur	Master of Philosophy	South and Central Asia Studies	School of Global Relations	2015-2016	5.95	2018
357	15mpfarm04	Subhajit Makar	Uttam Makar	Kanchan Makar	Master of Pharmacy	Pharmaceutical Sciences (Medical Chemistry)	School of Basic and Applied Sciences	2015-2016	6.96	2018

List of Students Provisionally eligible for Award of Gold Medal in 4<sup>th</sup> Convocation

Sr. No.	Registration No.	Name	Father's Name	Mother's Name	Degree	Degree which Subject	School	Batch	CGPA	Passing Year	Date of Completion
1	16lmlaw03	Nitin Shukla	Siddh Kumar Shukla	Archana Shukla	Master of Laws	Law	School of Legal Studies and Governance	2016-17	8.01	2018	31.05.2018
2	16maeduc02	Samita Devi	Narsingh Dass	Sudesh Kumari	Master of Arts	Educator	School of Education	2016-17	7.79	2018	31.05.2018
3	16maengs01	Vinoy. K.V	Vavachan. K.G.	Valsamma Vavachan	Master of Arts	English	School of Languages, Literature and Culture	2016-17	7.62	2018	31.05.2018
4	16mahind01	Mitali Sharma	Rakesh Kumar Sharma	Vandana Tripathi	Master of Arts	Hindi	School of Languages, Literature and Culture	2016-17	7.81	2018	31.05.2018
5	16mageog07	Mandeep Kaur	Santa Singh	Harjinder Kaur	Master of Arts	Geography	School of Environment and Earth Sciences	2016-17	7.73	2018	31.05.2018
6	16meeduc01	Shabir Ahmad Dar	Gh Hassan Dar	Hafeeza Banoo	Master of Education	Educator	School of Education	2016-17	8.09	2018	31.05.2018
7	16mpfarm03	Ashima Sharma	Shashi Kant	Shashi Bala	Master of Pharmacy	Pharmaceutical Sciences (Medicinal Chemistry)	School of Basic and Applied Sciences	2016-17	7.66	2018	31.05.2018
8	16mscchm01	Rathindranath Biswas	Rakshakar Biswas	Basumati Biswas	Master of Science	Chemistry	School of Basic and Applied Sciences	2016-17	8.22	2018	31.05.2018
9	16msfood06	Sandeep Kaur	Jagraj Singh	Kulvir Kaur	Master of Science	Food Science & Technology	School of Basic and Applied Sciences	2016-17	8.28	2018	22.05.2018
10	16mscegs07	Subhransu Swain	Manidhar Swain	Sukanti Swain	Master of Science	Geology	School of Environment and Earth Sciences	2016-17	7.88	2018	31.05.2018
11	16mscest01	Nischal Sharma	Raj Kumar	Susham Lata	Master of Science	Environmental Science and Technology	School of Environment and Earth Sciences	2016-17	8.04	2018	31.05.2018
12	16mslsas04	Nisha Sharma	Ashwani Kumar Sharma	Anu Sharma	Master of Science	Life Sciences (Specialization in Animal Sciences)	School of Basic and Applied Sciences	2016-17	8.12	2018	31.05.2018
13	16mslsbc01	Aditi Banerjee	Subodh Banerjee	Rashmi Banerjee	Master of Science	Life Sciences (Specialization in Biochemistry)	School of Basic and Applied Sciences	2016-17	7.58	2018	31.05.2018
14	16mslsbf01	Swati Saha	Subrata Saha	Nita Saha	Master of Science	Life Sciences (Specialization in Bioinformatics)	School of Basic and Applied Sciences	2016-17	7.61	2018	31.05.2018
15	16mslsbh08	Manas Ranjan Sahu	Sudarsan Sahu	Rajeswari Sahu	Master of Science	Life Sciences (Specialization in Human Genetics)	School of Health Sciences	2016-17	8.10	2018	31.05.2018
16	16mslsms02	Riya Bansal	Pawan Kumar Bansal	Neeru Bansal	Master of Science	Life Sciences (Specialization in Microbial Sciences)	School of Basic and Applied Sciences	2016-17	7.88	2018	31.05.2018
17	16mslsmm03	Garima Singh	Fateh Behadur Singh	Ramawati Singh	Master of Science	Life Sciences (Specialization in Molecular Medicine)	School of Health Sciences	2016-17	7.78	2018	31.05.2018
18	16mslsps08	Ajay Prakash Uniyal	Ram Sharan Uniyal	Vinita Uniyal	Master of Science	Life Sciences (Specialization in Plant Sciences)	School of Basic and Applied Sciences	2016-17	7.95	2018	31.05.2018
19	16msmath01	Deepali Goyal	Sunil Kumar Goyal	Veena Goyal	Master of Science	Mathematics	School of Basic and Applied Sciences	2016-17	8.82	2018	31.05.2018
20	16mscphy10	Anamika Kumari	Pawan Kumar	Vibha Devi	Master of Science	Physics	School of Basic and Applied Sciences	2016-17	7.80	2018	31.05.2018
21	16msstat04	Niharika Bhootra	Jagdish Bhootra	Krishna	Master of Science	Statistics	School of Basic and Applied Sciences	2016-17	7.62	2018	31.05.2018
22	16mtcsnt16	Aroof Aimen	Bashir Ahmad Bhat	Zamrooda Akhtar	Master of Technology	Computer Science and Technology	School of Engineering and Technology	2016-17	8.53	2018	31.05.2018



प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(मानव संसाधन विकास मंत्रालय, भारत सरकार)  
(Ministry of Human Resource Development, Govt. of India)

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002  
Bahadur Shah Zafar Marg, New Delhi-110002

Ph.: 011-23236288/23239337

Fax : 011-2323 8858

E-mail : [secy.ugc@nic.in](mailto:secy.ugc@nic.in)

✓ B.O. No. 14-13/2018 (CPP-II)

July, 2018

16 AUG 2018

Dear Sir / Madam,

As you are aware, the Nation is commemorating 150<sup>th</sup> birth anniversary of the Father of the Nation, Mahatma Gandhi. The Hon'ble Prime Minister of India had announced Swachha Bharat Mission to achieve a clean India by the 150<sup>th</sup> Birth anniversary of Mahatma Gandhi in 2019. To make swachhhta a part of education in order to bring about behavioural changes in the country, necessary actions on the following points may be undertaken:

- To make necessary amendments in the curricula at educational institutions to provide credit to the student's practical projects on recycling and reusing the biodegradable and dry waste.
- To provide credit for the efforts of the students towards maintenance of hygiene, cleanliness in the campus and surroundings.
- To hold seminars among all students on Importance of Cleanliness and Sanitation.
- Sensitization programme for students and staff.
- Mass pledge taken by all students and employees.

You are requested to kindly ensure that these activities are undertaken in your university and colleges affiliated with your university. A report with regard to the action taken may be uploaded on the Activity Monitoring Portal of UGC at [www.ugc.ac.in](http://www.ugc.ac.in).

With regards,

Yours sincerely,

(Prof. Rajnish Jain)

To the Vice Chancellors of all universities

# SUSTAINABLE DEVELOPMENT GOAL 6

Ensure availability and sustainable management of water and sanitation for all



[PROGRESS & INFO \(2017\)](#) | [PROGRESS & INFO \(2016\)](#) | [TARGETS & INDICATORS](#)

The global indicator framework was developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and agreed to, as a practical starting point at the 47th session of the UN Statistical Commission held in March 2016. The report of the Commission, which included the global indicator framework, was then taken note of by ECOSOC at its 70th session in June 2016. More information.

## TARGETS

## INDICATORS

<b>6.1</b>	By 2030, achieve universal and equitable access to safe and affordable drinking water for all	<b>6.1.1</b>	Proportion of population using safely managed drinking water services
<b>6.2</b>	By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations	<b>6.2.1</b>	Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water
<b>6.3</b>	By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally	<b>6.3.1</b>	Proportion of wastewater safely treated
		<b>6.3.2</b>	Proportion of bodies of water with good ambient water quality
<b>6.4</b>	By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity	<b>6.4.1</b>	Change in water-use efficiency over time
		<b>6.4.2</b>	Level of water stress: freshwater withdrawal as a proportion of available freshwater resources
<b>6.5</b>	By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate	<b>6.5.1</b>	Degree of integrated water resources management implementation (0-100)
		<b>6.5.2</b>	Proportion of transboundary basin area with an operational arrangement for water cooperation
<b>6.6</b>	By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes	<b>6.6.1</b>	Change in the extent of water-related ecosystems over time
<b>6.A</b>	By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies	<b>6.A.1</b>	Amount of water- and sanitation-related official development assistance that is part of a government-coordinated spending plan
<b>6.B</b>	Support and strengthen the participation of local communities in improving water and sanitation management	<b>6.B.1</b>	Proportion of local administrative units with established and operational policies and procedures for participation of local communities in water and sanitation management

Access to safe water and sanitation and sound management of freshwater ecosystems are essential to human health and to environmental sustainability and economic prosperity.

United Nations logo

## SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM

HOME HIGH-LEVEL POLITICAL FORUM STATES SIDS SDG3 TOPICS UN SYSTEM STAKEHOLDER ENGAGEMENT PARTNERSHIPS RESOURCES ABOUT  
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and sub-Saharan Africa.

Effective water and sanitation management relies on the participation of a range of stakeholders, including local communities. A 2016-2017 survey found that over 80 per cent of 74 responding countries had clearly defined procedures for engaging service users/communities in water and sanitation management.

More than 2 billion people globally are living in countries with excess water stress, defined as the ratio of total freshwater withdrawn to total renewable freshwater resources above a threshold of 25 per cent. Northern Africa and Western Asia experience water stress levels above 60 per cent, which indicates the strong probability of future water scarcity.

In 2012, 65 per cent of the 130 countries that responded to a survey on integrated water resources management reported that management plans were in place at the national level.

ODA for the water sector has been rising steadily, but has remained relatively constant as a proportion of total ODA disbursements, at approximately 5 per cent since 2005. In 2015, ODA disbursements in the water sector totalled about \$8.6 billion, which represents an increase of 67 per cent in real terms since 2005.

Water and sanitation

Source: Report of the Secretary-General, "Progress towards the Sustainable Development Goals", E/2017/66

### PROGRESS OF GOAL 6 IN 2016

Water and sanitation are at the very core of sustainable development, critical to the survival of people and the planet. Goal 6 not only addresses the issues relating to drinking water, sanitation and hygiene, but also the quality and sustainability of water resources worldwide.

In 2015, 4.9 billion people globally used an improved sanitation facility; 2.4 billion did not. Among those lacking adequate sanitation were 946 million people without any facilities at all, who continued to practise open defecation. In 2015, 68 per cent of the global population was using improved sanitation facilities compared to 59 per cent in 2000. Nevertheless, the unsafe management of faecal waste and wastewater continues to present a major risk to public health and the environment.

More progress has been made in access to drinking water. In 2015, 6.6 billion people, or 91 per cent of the global population, used an improved drinking water source, versus 82 per cent in 2000. Despite that improvement, an estimated 663 million people were using unimproved water sources or surface water that year. While coverage was around 90 per cent or more in all regions except sub-Saharan Africa and Oceania, widespread inequalities persist within and among countries. Moreover, not all improved sources are safe. For instance, in 2012 it was estimated that at least 1.8 billion people were exposed to drinking water sources contaminated with faecal matter.

Holistic management of the water cycle means taking into account the level of "water stress", calculated as the ratio of total fresh water withdrawn by all major sectors to the total renewable fresh water resources in a particular country or region. Currently, water stress affects more than 2 billion people around the world, a figure that is projected to rise. Already, water stress affects countries on every continent and hinders the sustainability of natural resources, as well as economic and social development. In 2011, 41 countries experienced water stress, an increase from 36 countries in 1998. Of those, 10 countries, on the Arabian Peninsula, in Central Asia and in Northern Africa, withdrew more than 100 per cent of their renewable fresh water resources.

Integrated water resources management, one of the follow-up actions to the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation), aims to address this urgent situation. In 2012, 65 per cent of the 130 countries that responded to a survey question on integrated water resources management reported that management plans were in place at the national level.

Total official flows for water and sanitation were \$10 billion in 2014, of which total aid flows from DAC donors amounted to \$8 billion. Aid for water and sanitation nearly doubled as a share of ODA during the International Drinking Water Supply and Sanitation Decade (1981-1990). Since that time, on average, it has remained at around 7 per cent of total aid flows. Better targeting and tracking of water aid within the context of national situations is needed. For instance, numerous countries with limited access to water supply and/or sanitation have been receiving minimal external assistance (typically less than \$2 per capita annually), while other countries with higher levels of access have received much more (at least \$30 per capita a year).

Effective water and sanitation management also depends on the participation of stakeholders. According to a 2013-2014 Global Analysis and Assessment of Sanitation and Drinking-Water survey, 83 per cent of the 94 countries surveyed reported that procedures for stakeholder participation were clearly defined in law or policy. In the Sustainable Development Goals, the focus is being refined to also include the participation of local communities, which will be captured in the next cycle of Global Analysis and Assessment of Sanitation and Drinking-Water monitoring.

Source: Report of the Secretary-General, "Progress towards the Sustainable Development Goals", E/2016/75

DIVISION FOR SUSTAINABLE DEVELOPMENT GOALS, UN-DESA

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RESOURCES

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# 7.

## Hygiene education

### 7.1 Scope of hygiene education

#### 7.1.1 Community-based surveillance

Effective and sustainable programmes for the surveillance of water supplies require the active support of local communities, which should be involved at all stages in such programmes, including initial surveys; monitoring and surveillance of water supplies; reporting faults, carrying out maintenance, and taking remedial action; and supportive actions including sanitation and hygiene practices. This will involve setting up a comprehensive educational programme to ensure that the community:

- is aware of the importance of water quality and its relation to health, and of the need for safe water supplies;
- accepts the importance of surveillance and the need for a community response;
- understands and is prepared to play its role in the surveillance process;
- has the necessary skills to perform that role.

#### 7.1.2 Hygiene behaviours

The provision of a good drinking-water supply alone is insufficient to ensure health. There are many stages in the collection, storage, and handling of food, the disposal of excreta, and the care of children at which drinking-water can become contaminated and the community exposed to pathogens in excreta.

Children, especially those under 5 years of age, are particularly vulnerable to diarrhoea. A common belief is that children's faeces are harmless, whereas in fact they are the main source of infection of other children. Parents may not hygienically dispose of their young children's faeces, young children may not use latrines, and the yards surrounding homes are often contaminated.

There are many transmission routes for water-related and sanitation-related diseases, and hygiene education can therefore cover a wide range of actions. The most important behaviours from the point of view of health will depend on the community, the disease pattern, and the climate. One of the functions of the initial field inspection and surveillance (see Chapters 1 and 2) is to determine which behaviours the hygiene educational programme should seek to promote in the community (see Table 7.1).

*Table 7.1 Behaviours to be recommended in hygiene education*

---

**Water source:**

- All children, women, and men in the community should use safe water sources for drinking and food preparation.
- Adequate water should be used for hygiene purposes such as bathing, household cleanliness, and clothes washing.
- Water should be efficiently used and not wasted. Wastewater should be properly drained away.
- Improved water sources should be used hygienically and be well maintained.
- There should be no risk of contamination of water sources from nearby latrines, wastewater drainage, cattle, or agricultural chemicals.

**Water treatment:**

- Simple purification procedures, e.g. chlorination, should be carried out on the water source if necessary.
- If necessary, water should be filtered to remove any solid material, guinea worm, etc. (see section 6.7.1).

**Water collection:**

- Drinking-water should be collected in clean vessels without coming into contact with hands and other materials.
- Water should be transported in a covered container.

**Water storage:**

- Water should be stored in vessels that are covered and regularly cleaned.
- Drinking-water should be stored in a separate container from other domestic water wherever possible.

**Water drinking:**

- Drinking-water should be taken from the storage vessel in such a way that hands, cups, or other objects cannot contaminate the water.

**Water use:**

- Adequate amounts of water should be available and used for personal and domestic hygiene. (It is estimated that a minimum of 30–40 litres per person per day are needed for personal and domestic hygiene.)

**Food handling:**

- Hands should be washed with soap or ash before food is prepared or eaten.
- Vegetables and fruits should be washed with safe water, and food should be properly covered.
- Utensils used for food preparation and cooking should be washed with safe water as soon as possible after use and left in a clean place.

**Excreta disposal:**

- All men, women, and children should use latrines at home, at work, and at school.
- The stools of infants and young children should be safely disposed of.
- Household latrines should be sited in such a way that the pit contents cannot enter water sources or the groundwater table.
- Hand-washing facilities and soap or ash should be available, and hands should always be washed after defecation and after helping babies and small children.

**Wastewater disposal:**

- Household wastewater should be disposed of or reused properly. Measures should be taken to ensure that wastewater is not allowed to create breeding places for mosquitos and other disease vectors or to contaminate safe water.
-

## 7.2 Planning hygiene education

Planning hygiene education in a community involves the following steps:

- dialogue with the community and local agencies;
- selection of priority hygiene behaviours to be changed, based on surveillance data and felt needs within the community;
- analysis of influence on selected behaviours and the implications for hygiene education.

Preparation of an *action plan* for hygiene education requires answers to the following questions:

- How will community participation be mobilized?
- Who should the education be directed at (target group)?
- What should the content of the education be?
- Who should carry out the hygiene education?
- What educational methods should be used?
- What support should be provided by the surveillance agency?

### 7.2.1 Community participation and empowerment

The importance of community participation has been stressed in earlier chapters. Hygiene behaviours are particularly difficult to change because they relate to daily activities, they are shared by the whole community, and they form part of the culture and traditions of the community. The improvement of water supply, sanitation, and hygiene should be seen as part of an overall process of community development. It is important, therefore, to work with the whole community and particularly with schoolchildren, and to involve them in all stages of hygiene education, including selecting priority hygiene behaviours, understanding the influences on such behaviours, selecting educational methods, and implementation. The educational methods used should be those that strengthen and empower individuals and communities to work for change.

There are no set rules for developing a community participation programme, but the stages described in Table 7.2 are common to many such programmes.

The community may already be highly organized and taking action on health issues. If so, only a few visits by surveillance field staff will be needed to introduce the concepts of surveillance and involve the community in the surveillance programme. However, it may be that there is no well developed structure, that sections of the community, such as women, are poorly represented, and that there are disagreements or factional conflicts. In this situation, achieving community participation will take more time and require many visits by field staff to bring people together, resolve differences, agree on common aims, and take action. Even after the community starts to become involved, further visits, possibly over several years, will be needed to provide support and encouragement, and ensure that the structures created continue to operate.

**Table 7.2 Stages in the community participation process**

**Getting to know the community:**

- learning about the community, its structure and leadership pattern
- initial contacts with families, leaders and community groups
- dialogue and discussion on concerns and felt needs

**Organization building:**

- strengthening of community organization
- establishment of new structures, e.g. water committees, women's groups
- educational activities within community structures
- decision-making on priorities
- selection of community members for training as water leaders

**Initial actions:**

- action by the community on achievable short-term goals that meet felt needs and bring the community together
- reflection on initial activities
- setting of priorities for future activities

**Further actions:**

- activities in which the community takes a greater share of responsibility for decision-making and management

### 7.2.2 Selection of behaviours to be changed

It is better to concentrate on a small number of behaviours than to attempt to influence all the hygiene behaviours listed in Table 7.1. The behaviours chosen should be selected on the basis of probable public health benefit to the community. Some of the questions that will need to be asked in order to determine priorities include the following:

- What is the evidence that the behaviour represents a problem in the community?
- Which behaviour changes will have the greatest impact on improving health?
- Which hygiene behaviours will be the easiest to change?
- What are the specific requirements of the water-supply and sanitation systems that are being promoted in the community?
- What are the felt needs and priorities of the community?

It is best to concentrate on those hygiene practices shown by the surveillance to be a priority for remedial action in the community concerned; these should be the practices which are likely to be of the greatest benefit to health. However, greater efforts will be required to change hygiene practices that the community does not see as important or that conflict with its culture and traditions.

### 7.2.3 Factors influencing hygiene behaviour and selection of content of education

Hygiene education programmes should be based on an understanding of the factors that influence behaviour at the community level. These might include:

- enabling factors such as money, materials, and time to carry out the behaviour;
- pressure from particular members of the family and community, e.g. elders, traditional healers, opinion leaders;
- beliefs and attitudes among community members with respect to the hygiene behaviour, and especially the perceived benefits and disadvantages of taking action, and the understanding of the relationship between health and hygiene.

An understanding of the factors that influence hygiene behaviours will help in identifying the resources (e.g. soap, storage containers), the key individuals in the home and community, and the important beliefs that should be taken into account. This will help to ensure that the content of the hygiene education is relevant to the community. Good advice should:

- result in improved health
- be affordable
- require a minimum of effort and time to put into practice
- be realistic
- be culturally acceptable
- meet a felt need
- be easy to understand.

One of the most important characteristics of effective health education is that it builds on concepts, ideas, and practices that people already have. Most communities already have beliefs about cleanliness, diarrhoea, and hygiene. In the short term, it may not be necessary to convince people of the correctness of the germ theory of disease in order to get them to use latrines and practise good hygiene. This is a long-term objective that is best achieved in schools. It is possible to find supporting ideas in many traditional belief systems, and to appeal, for example, to the desire for comfort and privacy.

### 7.2.4 Selection of target groups

Hygiene education is aimed at two kinds of target group:

- *Primary target group*—the members of the household, children, women, men, grandparents, and others who care for children.
- *Secondary target group*—people who need to be involved in the programme because of the influence that they have in the community (local leaders, field staff from other agencies, politicians, traditional healers, etc.).

A single hygiene education message and the associated materials are unlikely to be sufficient for all purposes. Ideally, the individual needs of each of the target groups in the community should be addressed, taking into account educational level and any cultural constraints.

### 7.2.5 Information needs for hygiene education

Before a formal hygiene education programme is begun, it is important to include in the sanitary survey (see Chapter 3) an assessment of the sociocultural factors that characterize the community, in order to determine:

- local beliefs and attitudes regarding water, sanitation, and health;
- traditional water use and defecation habits and excreta disposal practices;
- current levels of knowledge about disease transmission, especially among community leaders and other influential individuals;
- the priority given to improvements in water supply and sanitation in relation to other community needs;
- existing channels of communication in the community including books, newspapers, and magazines, radio or television, traditional drama, songs, and story-telling;
- the members of the community and field workers from other agencies who might be involved in hygiene education activities.

## 7.3 Educational methods

Some key characteristics of effective communication and health education are summarized in Table 7.3.

The choice of methods to be used should take account of the nature of what is to be conveyed and of local beliefs, values, and practices; the characteristics of the intended audience, including educational and literacy levels and exposure to,

**Table 7.3 Characteristics of effective health education**

- 
- Promotes actions that are realistic and feasible within the constraints faced by the community
  - Builds on ideas and concepts that people already have and on common practices
  - Is repeated and reinforced over time using different methods
  - Uses existing channels of communication, e.g. songs, drama, and story-telling, and can be appropriately adapted to these media
  - Is entertaining and attracts the community's attention
  - Uses clear simple language and local expressions, and emphasizes the short-term benefits of action
  - Provides opportunities for dialogue and discussion to allow learner participation and feedback
  - Uses demonstrations to show the benefits of adopting the practices recommended
-

and familiarity with, different educational methods; practical considerations, including the amount of money available and the experience of the staff.

Effecting the fundamental changes in lifestyle that are required to improve sanitation and hygiene will usually require an intensive programme of face-to-face communication in the community. This might include visiting individual householders or working with groups in community or other local settings: women's groups, mothers' groups, children in schools, or trade unions.

In hygiene education, it is important to emphasize *participatory learning methods*; these can include small-group teaching, simulations, case studies, group exercises, and role play. These methods:

- avoid formal lecture presentations
- encourage discussion between participants
- encourage interaction during the sessions
- use a variety of games, puzzles, and exercises
- use learning aids that stimulate discussion and comments.

Participatory learning methods have a number of advantages: their active nature means that participants are more likely to remember what they have learned; participants draw from their own experience and are allowed to discover principles for themselves; opportunities are provided for learning problem-solving skills; participants acquire the confidence to tackle problems and improve their conditions. However, many field staff will be unfamiliar with participatory learning methods and will require training.

Traditional media such as drama, songs, and story-telling are of great potential value and have been used for education in sanitation and hygiene. They combine entertainment with practical advice and can be used to stimulate discussion and community participation. The actors and musicians should be given the basic information on hygiene and health, and allowed to produce a performance that is both entertaining and understood by the community. It can also be valuable to involve members of the community in the performance.

One of the most powerful forms of communication is through real-life examples, e.g. a demonstration latrine can be constructed in a well-chosen location, correct practices can be demonstrated. Demonstrations are most effective if they can be seen to produce observable benefits in the short term. However, since the health benefits of sanitation and hygiene can take time to become apparent, it is best to emphasize immediate benefits such as convenience, comfort, and freedom from flies and smells.

Valuable messages can also be communicated by "satisfied acceptors"—people who have improved their sanitation or hygiene practices and are pleased with the results. They are the best people to explain the benefits to others, as they will use everyday language and will have greater credibility with the community.

A range of learning materials such as flannelgraphs, flip-charts, leaflets, posters, slide presentations, videos, and models can be developed to support the work. These should be pretested on a sample of the intended audience to ensure that their messages are easily understood, and that the advice is relevant and meets

the community's needs. Local artists can be used and encouraged to work with the community in preparing materials.

In general, health education messages should be reinforced by repetition, ideally through more than one medium.

Face-to-face education can be supported by the mass media such as radio, television, and newspapers if the initial survey shows that these will reach the community. Carefully designed and tested radio programmes, for example, can be used to spread simple information rapidly to large numbers of people, and to stimulate increasing awareness of, and interest in, the education programme. Broadcasts should use a variety of entertaining and interesting formats such as songs, dramas, quizzes, and interviews with members of the community. The timing of such broadcasts should fit in with community activities. Because the mass media reach large audiences, it is difficult to make messages specific to local communities; it may be useful to prepare radio programmes on cassettes, which can be played to small groups or through loudspeakers in public places.

A longer-term approach to improving hygiene in the community is working with children in schools. This enables the concepts of hygiene to become part of a general understanding of health and the influence of the environment. Schoolchildren can then introduce hygiene concepts to their parents. They learn from what they see around them, so that the school environment itself should meet the requirements of good hygiene, for example by providing latrines, water for hand-washing, generally clean surroundings, and hygienic facilities for the preparation and serving of school meals.

Hygiene education can take place in the classroom but also through activities in the school surroundings and community. It can be taught as part of a health education programme as well as of other subjects, such as mathematics, art, science, music, and drama, and should be integrated within a broad-based health-education programme with a limited number of predefined educational objectives focused on the health needs of the community. This should provide a basic knowledge of health in the first years of school that can be extended by a more detailed discussion of health and disease with older schoolchildren.

#### **7.4 Human resources for hygiene education**

For a hygiene education programme to be effectively implemented, management staff must be aware of its importance and committed to it in practice. Such staff include sanitary engineers and specialists in public health medicine, and hygiene education should form part of their professional training.

The effectiveness of hygiene education within surveillance programmes will depend on the extent to which local resources can be mobilized to support educational activities.

Most hygiene practices are established early in life and reinforced by parents and elders in the family. In particular, mothers play an important role in encour-



aging hygiene routines in their children and, in most communities, are involved in the organization of the home, the collection and storage of water, cleanliness, and child care. An essential priority in hygiene education is therefore to involve women, by working either with individual women in their homes or with women's groups within the community. Women should be represented in any community groups that are formed as part of the surveillance programme.

The most important resource for hygiene education is the community itself. A search should be made for any groups or organizations in the community that might be involved in hygiene education including village committees, water committees, health committees, young farmers' clubs, women's groups, and religious bodies.

Hygiene education is already part of the activities of many members of the community and field agencies (see Table 7.4), as well as of the staff of clinics and health centres. Community health workers in primary health care programmes are key health educators at the village level. Public health inspectors and rural health assistants are heavily involved in hygiene education as part of their promotion of safe water, environmental sanitation, and hygiene. Health workers in hospitals have a health education role as part of the treatment and rehabilitation process.

**Table 7.4 Potential human resources for hygiene education in the community**

<p><b>Health services:</b>            Doctors and nurses in primary health care            Midwives            Health visitors            Public health nurses            Medical assistants            Nutrition programmes            Immunization programmes            Special disease programmes            Village health workers            Sanitary technicians            Veterinarians</p>	<p><b>Agricultural and development workers:</b>            Agricultural extension workers            Community development workers            Nutrition programme staff            Cooperative workers            Employment-generating programme staff            Women's programme staff</p>
<p><b>Public health services:</b>            Public health inspectors            Water supply staff            Sanitary technicians            Hygiene inspectors            Refuse management staff            Sanitary engineers</p>	<p><b>Education services:</b>            Teachers in primary and secondary schools            Adult education staff            Literacy programme staff            Preschool programme staff            Vocational trainers</p>
	<p><b>Informal resources in the community:</b>            Elders            Parents            Traditional birth attendants            Traditional healers            Village leaders            Religious leaders</p>

Outside the health services, those who may become involved in hygiene education include teachers in schools, adult education, and literacy programmes. In order to enable them to fulfil this role, the ministry of education or its equivalent should ensure that subjects such as the environment, hygiene and health are included in educational programmes, where appropriate.

Other workers in the community can also be mobilized for hygiene education. Agricultural extension workers who advise communities on growing crops can also provide education on health and nutrition. Community development officers engaged in promoting community organizations and cooperatives can play a key role in promoting community action on health issues.

In addition to government agencies, many voluntary bodies are actively involved in health education, including nutrition groups, family-planning associations, and the Red Cross and Red Crescent and other societies.

When potential resources for hygiene education are being sought, the following questions should be asked: Are any groups involved in hygiene education at present? How likely is it that they will support hygiene education? What support would they need to become involved in hygiene education, e.g. training, learning resources?

Field staff and volunteers may need training in hygiene education, particularly in the newer participatory learning methods. The aim should be to develop self-sustaining programmes of hygiene education as part of the normal workload of local fieldworkers in the community. Although initially such fieldworkers may need training, support, and encouragement to undertake hygiene education, with time they should be capable of doing so with minimal external support.

## 7.5 Role of the surveillance agency in hygiene education

Hygiene education is only one of the many responsibilities of surveillance field staff. Many agencies may play a role in hygiene education, including government bodies (e.g., ministries of water, the environment, health, education, rural development, and local government), nongovernmental organizations (both national and international), and private institutions. Typically, a government agency will play a coordinating role which, because of the intersectoral nature of the activity, may involve the following:

- At the national level:*
- Working with other agencies including health education services, water supply services, and NGOs, and involving them in hygiene education activities.
  - Undertaking hygiene education through the mass media to support activities at the community level.
  - Reviewing, analysing and interpreting surveillance data in order to evaluate hygiene education activities and determine priority areas for future action.

- Collecting information on innovative and effective methods of hygiene education including national and foreign experience, and disseminating it through reports, workshops and meetings.
- Providing regional training in hygiene education for surveillance field staff and support agencies.

*At the regional level:*

- Acting as a bridge between activities at a national level and those in the region, briefing regional officials in project areas, providing details of national activities, and mass media programmes.
- Working with regional agencies to involve field personnel from as wide a range as possible of agencies, e.g. health assistants and health inspectors, nurses, village health workers, teachers, agricultural and rural development staff, rural home-makers, adult literacy and adult education workers.
- Coordinating the activities of various field agencies involved in hygiene education including advising on the content of educational programmes to ensure that they are accurate, relevant, and appropriate to the needs of local communities.
- Providing training in sanitation and hygiene education, including practical communication skills.
- Distributing educational materials and working with field staff and the community to produce locally relevant educational materials.
- Working with other field agencies and the community to ensure that reports on surveillance activities include information on hygiene education needs, the effectiveness of local activities, and research on hygiene education.

*At the local level:*

- Working with families and communities to stimulate community participation and undertake hygiene education.
- Working with community organizations engaged in hygiene education and surveillance activities, e.g. water committees, to provide support and training, and involving them in hygiene education, monitoring, and surveillance activities.
- Working with field staff from different agencies active in the local communities, and coordinating hygiene education, training, support, and educational materials.

## 7.6 Funding hygiene education activities

Because of the intersectoral nature of hygiene education, a number of agencies will obviously make contributions both in financing and in kind. Thus, for example, the education sector may contribute significantly through schools and adult literacy or vocational training programmes, and the communities themselves may make significant contributions, especially in kind.

In practice, dedicated hygiene education programmes are most commonly the responsibility of the ministry of health or its equivalent. This is logical because of the responsibility of this agency for protecting health. Nevertheless, depending on local circumstances, other agencies can usefully link hygiene education activities to their programmes, e.g. mobile borehole drilling teams of the ministry responsible for water can be linked to hygiene educators.



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*Towards Better Programming*

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United Nations Children's Fund  
3 United Nations Plaza, TA-26A  
New York, N.Y. 10017  
e-mail: wesinfo@unicef.org  
Web site: www.unicef.org

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For further information contact:  
Water, Environment and Sanitation Section  
Programme Division, UNICEF  
3 United Nations Plaza, TA-26A  
New York, N.Y. 10017  
Tel (212) 824-6669; Fax: (212) 824-6480  
e-mail: wesinfo@unicef.org

IRC International Water and Sanitation Centre  
P.O. Box 93190  
2509 AD The Hague, The Netherlands  
Tel: +31 (0)70 3068930, Fax: +31 (0)670 3589964,  
E-mail: general@irc.nl

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Towards Better Programming

# A manual on school sanitation and hygiene

United Nations Children's Fund (UNICEF)  
IRC International Water and Sanitation Centre

1998

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## Course Outline for Health, Hygiene, and Sanitation with Scope & Sequence

- I. Introduction to Health, Hygiene, and Sanitation (2 hour)
  - A. Socialization Activity
    1. Self Introductions
    2. Community Stories
  - B. Water Missions – International
    1. What is Water Missions - Kenya and What Do They Do?
    2. The Need for Health, Hygiene, and Sanitation Education In Water Missions International projects?
    3. The “Living Water Message” to the Community
  - C. Overview of the Health, Hygiene, and Sanitation Program
    1. Identification of Subsequent Health Problems within the Community  
(see II, III, IV, V, etc.)
    2. As a Team, Draw a Bird’s Eye View (a map) of Your Community
- II. Qualities of Healthy Living (3 hours)
  - A. Health (1 hour)
    1. Individual member’s Understanding of Health:
    2. Desired Definition of Health:  
(*“The physical state of the body.”*)
    3. The broad definition of health as it pertains to an individual:  
(*“The state of one’s own body, its appearance, and general state of cleanliness including the skin and internal organs. General health can be affected by one’s posture while sitting and walking.”*)
    4. The Health Risks, especially to Water Borne Diseases, of the different categories of family members (small children, larger children, parents, and older or extended family members).
    5. Communal activities that directly affect the health of individuals and groups.
      - a. Farming
        - i. Soil Erosion
        - ii. Fertilizers
        - iii. Herbicides
        - iv. Insecticides
      - b. Waste Disposal
        - i. Human Waste
        - ii. Animal Waste
        - iii. Household Waste
        - iv. Commercial and Industrial Waste

**B. Hygiene (1 hour)**

**1. Individual Participant's Understanding of Hygiene:**

**2. Desired Definition of Hygiene.**

*(Hygiene refers to practices conducive to maintaining health and preventing diseases, especially through cleanliness.)*

**3. The broad definition of hygiene as it applies to an individual.**

*(Hygiene is the sum total of all the actions or inactions that effect the health of an individual.)*

**4. The Hygiene Practices of the different categories of family members (small children, larger children, parents, and older or extended family members) that negatively affects individual health.**

**C. Sanitation (1 hour)**

**1. Individual participant understands of sanitation:**

**2. Desired Definition of Sanitation:**

*(Sanitation is the set of plans and strategies designed to protect and promote health, especially as it relates to the disposal of household and human waste.)*

**3. The Importance of Proper Sanitation Practices**

**III. Water (3 hours)**

**A. Water Sources**

**1. Rain Water**

**2. Surface Water**

**3. Ground Water**

**B. The Water Cycle**

**C. Uses of Water**

**D. Water Storage Methods**

**E. Water Contamination (with "Water Contamination Routes" exercise)**

**F. Prevention of Water Contamination (Blocking the Routes of Water Contamination" exercise)**

**G. Purification of Water.**

**H. The Importance of Safe Water Usage**

**IV. Waterborne Diseases: Causes, Transmission, Symptoms, Treatment & Prevention: (2 hours)**

**A. Diseases Caused by Contaminated Water:**

1. Typhoid
2. Polio
3. Diarrhea
4. Dysentery
5. Cholera
6. Guinea Worm Disease

**B. Diseases Contracted by Parasites in Water:**

1. Malaria
2. Bilharzias / Schistosomiasis
3. Skin and Eye Infection
4. River Blindness
5. Intestinal Worms

**V. Sanitation/Hygiene Behaviors that Affect Your Daily Life (4 hours)**

**A. Translating Awareness and Knowledge into Behaviors (1 hour)**

1. "A Story With A Gap" (*Tell a story that relates to the student's daily practices, but which omits an important step that they should know.*)
2. Discuss the story "with a gap." (*For the lesson plan...and how knowing something does not always result in exercising appropriate behaviors.*)

**B. Appropriate and Inappropriate Sanitation & Hygiene Behaviors (3 hour)**

**1. Personal Hygiene**

- a. Hand Washing
- b. Bathing
- c. Washing (*tooth brushing to*)

**2. Disposal of Waste**

- a. Disposal of Human Feces
- b. Disposal and Appropriate Uses of Animal Feces
- c. Disposal of Household Trash and Garbage

**3. Water and Food Handling (The Good, The Bad, and The Ugly)**

- a. Water Sources and Protection of water sources
- b. Water Collecting and food handling

*(Lesson Plan....The teacher will ask the students to explain how they selected and how they maintain the containers they currently use to collect drinking water for their families. .. The teacher will say that one should select an appropriate container which can be closed and sealed tight. The container must be easily cleanable. One should be wary of containers that at one time held harmful chemicals)*

**c Water and food Storage**

*(Lesson Plan...The teacher will say that upon returning home with your water you should never open it and leave it open to possible contaminants. The teacher will say that larger storage containers within the home should be thoroughly cleaned and sanitized.*

**VI. Action Plans for Healthy Living**  
(see page 5 below)

## Action Plan Questionnaire

**Direction:**

Please read each of the following questions and respond by placing a   X   for the appropriate response as it applies to you. Please be as accurate as possible when you select your response. No names will be placed on this form so no one will know who completed this questionnaire. This questionnaire will be administered four times over the next twelve months. The purpose of administering this questionnaire is to measure change in community behaviors relative to health, hygiene, and sanitation practices. Thank you for agreeing to participate in this exercise.

Beverlyn  
Water Missions-International  
Kitale, Kenya

### Hand Washing

- |                  |  |
|------------------|--|
| Yes_____ No_____ | 1. Do you wash your hands prior to eating?                             |
| Yes_____ No_____ | 2. Do you wash your hands after using the restroom?                    |
| Yes_____ No_____ | 3. Do you use soap and water when you wash your hands?                 |
| Yes_____ No_____ | 4. Do you use ash or other natural materials when you wash your hands? |
| Yes_____ No_____ | 5. Do you wash your hands for at least one minute (60 seconds)?        |
| Yes_____ No_____ | 6. Do you wash your hand after cleaning your child's feces?            |
| Yes_____ No_____ | 7. Do you wash your hands before feeding your children?                |



Action Plan:

Drinking Water:

- Yes \_\_\_\_\_ No \_\_\_\_\_      1. Do you always drink clean water?
- Yes \_\_\_\_\_ No \_\_\_\_\_      2. Do you use clean containers to store your water at home?
- Yes \_\_\_\_\_ No \_\_\_\_\_      3. Do you use clean cups out of which to drink clean water?
- Yes \_\_\_\_\_ No \_\_\_\_\_      4. Do you always cover your clean water containers to prevent secondary water contamination?
- Yes \_\_\_\_\_ No \_\_\_\_\_      5. Do you wash and clean your water storage containers?
- Yes \_\_\_\_\_ No \_\_\_\_\_      6. Do you boil or purify your drinking water?
- Yes \_\_\_\_\_ No \_\_\_\_\_      7. Do you cover your food during and after cooking it?

Action Plan:

Sanitation:

Yes \_\_\_\_\_ No \_\_\_\_\_ 1. Do you have access to a toilet?

If your answer to question number 1. (above) was Yes X, please respond to the following questions:

Yes \_\_\_\_\_ No \_\_\_\_\_ 2. Does that toilet have a hand washing facility?

Yes \_\_\_\_\_ No \_\_\_\_\_ 3. Is that toilet and its surroundings clean?

Yes \_\_\_\_\_ No \_\_\_\_\_ 4. Do you dispose your household wastes and animal waste to a compost pit.

Yes \_\_\_\_\_ No \_\_\_\_\_ 5. Do you always use a toilet when one is available?

Yes \_\_\_\_\_ No \_\_\_\_\_ 6. If you find it necessary to have a bowel movement "in the open," do you always do so down slope and at least 33 meters from a water source?

Yes \_\_\_\_\_ No \_\_\_\_\_ 7. If you find it necessary to have a bowel movement "in the open", do you always excavate a hole and cover your "deposit" when completed?

\_\_\_\_\_

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(page 8: page 1 of the blank health, hygiene, and sanitation lesson plan format)

**Water Missions-International**

**Lesson Plan  
for**

**Health, Hygiene, & Sanitation**

TEACHER: \_\_\_\_\_

WATER MISSIONS OFFICE: \_\_\_\_\_

LESSON NAME: \_\_\_\_\_

STUDENT COMPETENCY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT WILL THE STUDENT BE ABLE TO DO BECAUSE HE OR SHE HAS MASTERED THE STUDENT COMPETENCY LISTED ABOVE?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION (HOW CAN THE ACHIEVEMENT OF THIS COMPETENCY BE MEASURED?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructional Equipment, Supplies, and Materials Required to teach this lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(page 9: page 2 of the bland health, hygiene, and sanitation format):

Lesson Name: \_\_\_\_\_

Student Competency: \_\_\_\_\_

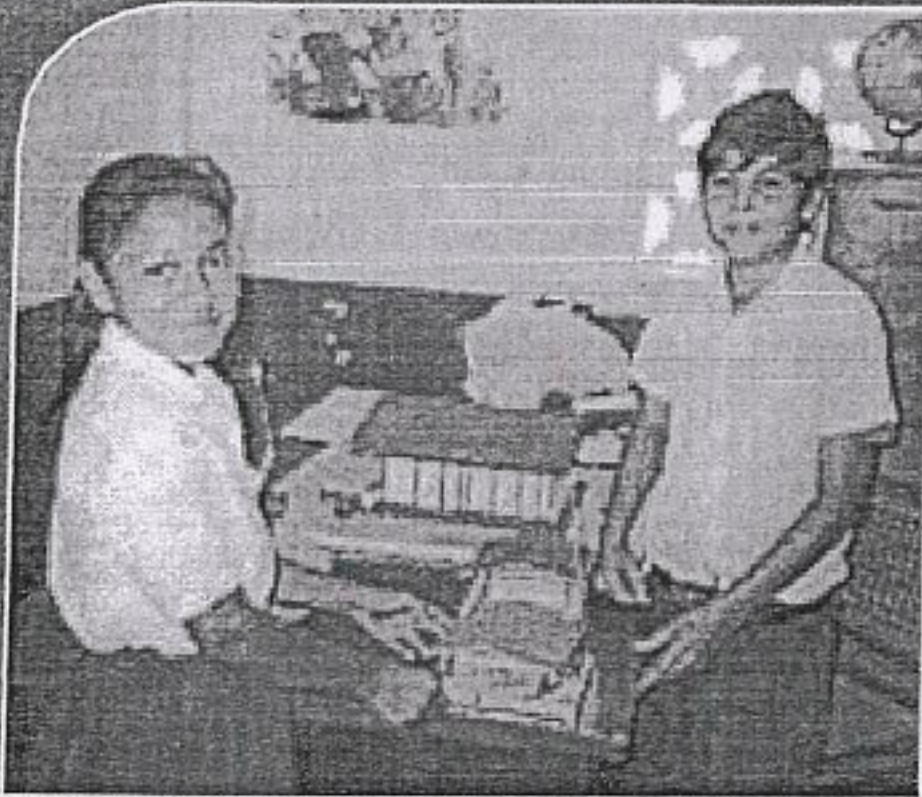
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Instructional / Learning Activities:

1. \_\_\_\_\_  
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# Life Skills-Based Hygiene Education

*A guidance document on concepts, development and experiences with life skills-based hygiene education in school sanitation and hygiene education programmes*



**Life skills-based hygiene education**

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# Life skills-based hygiene education

*A guidance document on concepts, development and experiences with life skills-based hygiene education in school sanitation and hygiene education programmes*

Leonie Postma, Renate Getkate and Christine van Wijk  
IRC International Water and Sanitation Centre  
Delft, The Netherlands  
2004





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## Foreword

Ensuring access to primary education is a major effort undertaken by national governments and international organisations such as UNICEF. This is rightfully so, since education is one of the prerequisites for development. School is not just a place to learn how to read, write and to do sums. It is also a social environment where children can learn about health, how to relate to one another, and how to deal with questions life poses them. This calls for the development of knowledge, attitudes, values and the life skills needed to make appropriate decisions and act upon them.

We have to make sure that schools are safe and healthy environments for children to learn these things. Children need schools where they have access to proper water and sanitation facilities, where they can practise the health-promoting behaviour they learn, and the life skills that help them become healthy citizens, physically, mentally and socially. They also need teachers who have the attitude and skills to go beyond teaching how to read, write and do sums. If we want to address the undesired school drop-out of girls, this becomes even more important. Proper sanitation facilities then need to be built for boys and girls separately. Girls need support in the development of additional mental strengths and skills that help them deal with their often disadvantaged position in society as compared to boys.

Life skills-based hygiene education offers teachers the opportunity to help children obtain life skills by addressing hygiene issues. IRC is pleased to present this guidance document for the planning and development of life skills-based education. It was prepared with financial support from UNICEF. It builds among others on the outcomes of the first life skills-based hygiene education workshop organised in New York and on experiences from a number of countries involved in a multi-year school sanitation and hygiene education programme.

The document provides a good introduction to life skills-based hygiene education. We look forward to receiving suggestions and ideas on how to further improve support to teachers who want to make hygiene education even more meaningful. Please let us know! Any feedback will be gladly received, acknowledged and built upon.

Mr. Paul van Koppen  
Director, IRC International Water and Sanitation Centre  
Delft, June 2004

## Preface

Children are eager to learn and schools are important places of learning for children. Promotion of personal hygiene and environmental sanitation in schools therefore helps children to adopt good habits during their formative childhood. What children learn in school they can and often do pass on in their families and communities, both at the time of learning, and during their lives as parents and grandparents. However, the learning potential of many children and adolescents is compromised by conditions and behaviours that undermine the physical and emotional well-being that makes learning possible. In many countries, schools are some of the most crowded places. These conditions facilitate the spreading of micro-organisms that cause diseases. When water, sanitation and hygiene conditions are poor, instead of safeguarding children from the transmission of infectious diseases, school environments are full of health hazards. Hence, education on health and hygiene has to go hand in hand with physically safe and well-kept hygiene facilities to make schools safe places for children's development.

Safe and hygienic schools and effective education require the participation of community members, parents, teachers and above all, children. At all ages, children and adolescents can be engaged actively in learning experiences that enable them to practise basic hygiene and sanitation and advocate it at home and in their community. It is also important to focus on children because they are the parents of the future. Life skills-based hygiene education can help to create effective education and hygienic schools by giving children not only knowledge but also attitudes and skills for coping with life (hence the term life skills). Part of this coping is in water, sanitation and hygiene and includes the learning of practical hygiene skills. Life skills-based hygiene education helps children to change behaviour and so reduce risks and prevent water and sanitation-related diseases. Teaching children through life skills-based hygiene education materials involves the use of interactive and participatory methods with room for information-focused sessions and child-centred sessions.

In collaboration with UNICEF, IRC has cooperated with school sanitation and hygiene education programme teams in six countries (Burkina Faso, Colombia, Nepal, Nicaragua, Vietnam and Zambia) and three states in India to address the above issues. This global school sanitation and hygiene education project is fully embedded in the FRESH framework (Focusing Resources for Effective School Health) supported jointly by WHO, UNICEF, UNESCO and the World Bank. As the FRESH framework includes skills-based education as one of its core elements, all participating teams have developed life skills-based materials and training and are sharing these with the teachers and students. The content of this paper is based on two years of experience and exchange of knowledge and skills in the project. In it, we give an overview of life skills-based education in general and the development of life skills-based hygiene education materials in school sanitation and hygiene education programmes in particular.

The focus of the document is life skills-based sanitation and hygiene education for primary school children. For ease of reading we have not made a distinction between

adolescents (13-14 years) and the other groups and have used the term 'children' to refer to all groups. Although the principles of life skills-based education apply also to nursery schools and some lesson plans for the youngest age group may also be useful for nursery schools, we hold the view that nursery school teachers and children need a programme, materials and a review document that are specifically tailored to their requirements.

The overall reason for writing this document has been to share the experiences of the project with all those involved in developing life skills-based hygiene education and to stimulate comments, additions and corrections, so that we can all learn and further develop the content and materials presented. It is therefore hoped that this start is well received by all people concerned with the education of children. Reactions are warmly invited. We also invite others to share curricula, lesson plans, educational materials and teachers' training materials for further development of the theme. All such contributions will be fully acknowledged in any updated version.

In addition, we have several specific objectives. The first is to introduce and clarify the concepts and methods of life skills-based hygiene education. Secondly, we hope to provide some guidance for the development of this type of hygiene education based on the activities of the project. A third objective is to present a general overview of the content that can be dealt with in life skills-based hygiene education. A set of lesson plans is presented as an example of how content and teaching methodologies can be combined to achieve all the objectives of a lesson. Throughout the document, the reader will find examples of work in progress in various UNICEF programmes, in order to facilitate exchange of experience and future cooperation among the country programmes.

The main envisaged users are government policy makers and decision makers and members of international organisations and non-governmental institutions involved in school sanitation and hygiene education programmes. In more general terms, the document is meant for everyone interested in initiating and strengthening life skills-based hygiene education as their approach to hygiene education in and around schools. The paper is divided into three sections:

Section 1 gives a general introduction to life skills-based hygiene education.

Section 2 gives a general overview of the content of life skills-based hygiene education.

Section 3 provides a set of examples of lesson plans for life skills-based hygiene education.

This paper could not have been written without the enthusiasm and work of many of our colleagues. Here, we want to thank first all the officers from the UNICEF country offices and ministries and our colleagues from the partner organisations involved in the project. Together we shared insights, exchanged and developed materials, worked for achievements and identified concerns. Thanks also go to the participants of the e-mail conference on school sanitation and hygiene education, organised by IRC and UNICEF in 2002. We express special thanks to Lizette Burgers and Amaya Gillespie from UNICEF New York for their constructive and challenging comments to the draft document.

Marielle Snel and Kathy Shordt gave valuable contributions while developing an overview for the content of life skills-based hygiene education. We thank Sascha de Graaf for her assistance in the production process. All the drawings were made by Jaap Zomerplaag.

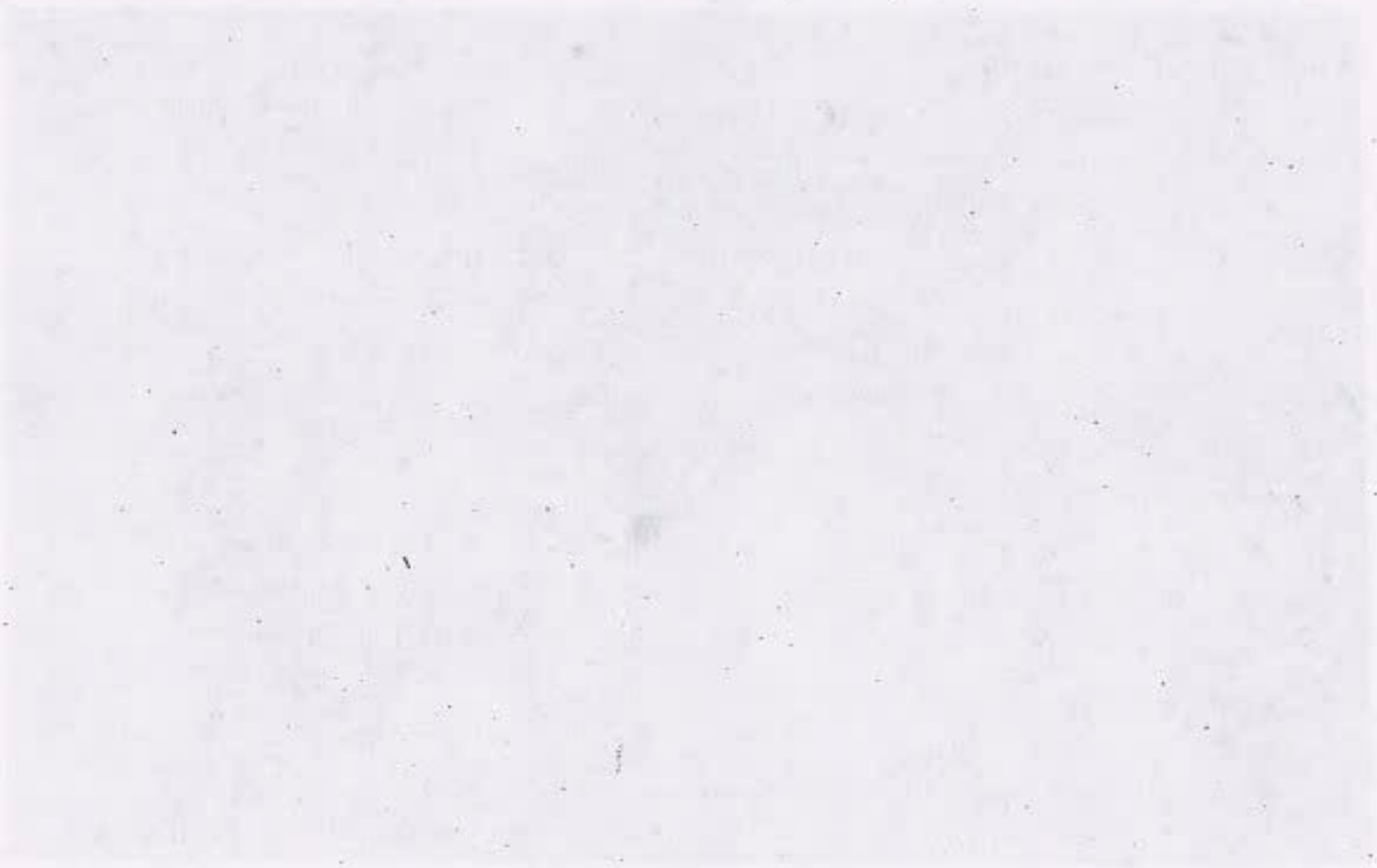
Leonic Postma, Renate Gètkate and Christine van Wijk

Reactions to this document and contributions on life skills-based school sanitation and hygiene education can be sent to:

IRC International Water and Sanitation Centre  
P.O. Box 2869  
2601 CW Delft  
The Netherlands  
e-mail: [portal@irc.nl](mailto:portal@irc.nl)  
web site: [www.irc.nl/sshe](http://www.irc.nl/sshe)



## Section 1 - Introduction to life skills-based hygiene education



## 1. Life skills-based education within school sanitation and hygiene education programmes

### School sanitation and hygiene education

School sanitation and hygiene education focuses on both the provision of hygiene facilities (latrines, water supply, hand washing facilities, solid waste disposal, etc.) and the development of necessary knowledge, attitudes, values and (life) skills that promote better sanitation and hygiene practices in families, schools and communities. In school settings, school sanitation and hygiene education makes safe water and sanitation facilities and hygiene part of the school curriculum.

Most school sanitation and hygiene education programmes focus on the following objectives:

- Creating a healthy and safe learning environment
- Helping children to develop knowledge, attitudes and life skills - that is, skills to cope with life - that support the adoption of good hygiene behaviours and better health
- Reaching out to families and communities to stimulate safe hygiene and sanitation practices by all community members

#### Two important acronyms

Readers are encouraged to commit to memory two acronyms that they will find repeated regularly throughout this publication. They are:

- SSHE = School Sanitation and Hygiene Education

Many readers will be familiar with this term, which has been used in advocacy and investment programmes by UNICEF and other agencies for a number of years. It is intended to focus attention on the vital need for safe water and sanitation facilities for boys and girls in all schools, and the incorporation of hygiene education in school curricula.

- LSBHE = Life Skills-Based Hygiene Education

This is a more recent term, and the subject of this publication. It seeks to combine the essential teaching of hygiene principles with children's developing experience of life at home, at school and in the community. Through participatory learning, the children acquire knowledge, develop positive attitudes and, critically, gain skills that enable them to improve their own lives and those of their families and communities.

So, look at the terms again, so that you can assimilate them each time they appear.

Safe water and sanitation are essential for a healthy learning environment.

Unfortunately having access to safe water and sanitation facilities is not enough.

Appropriate hygiene behaviour by all users (children and staff) is essential to derive the full health benefits from the facilities. Also active management is required to keep the facilities operational and hygienic. A school may have latrines, but when they are not properly maintained, they cannot or will not be used.



### *SSHE in different environments*

School sanitation and hygiene education programmes concentrate on the school environment, the water and sanitation facilities in this environment and hygiene education in the formal or non-formal curriculum. School sanitation and hygiene education deals with the total package of sanitary conditions and facilities available in and around the school compound, promoting hygienic conditions at the school and fostering practices of school staff and children that help to prevent water and sanitation-related diseases. School sanitation and hygiene education also promotes the linkage of improvements in school with improvements in the children's homes and community.

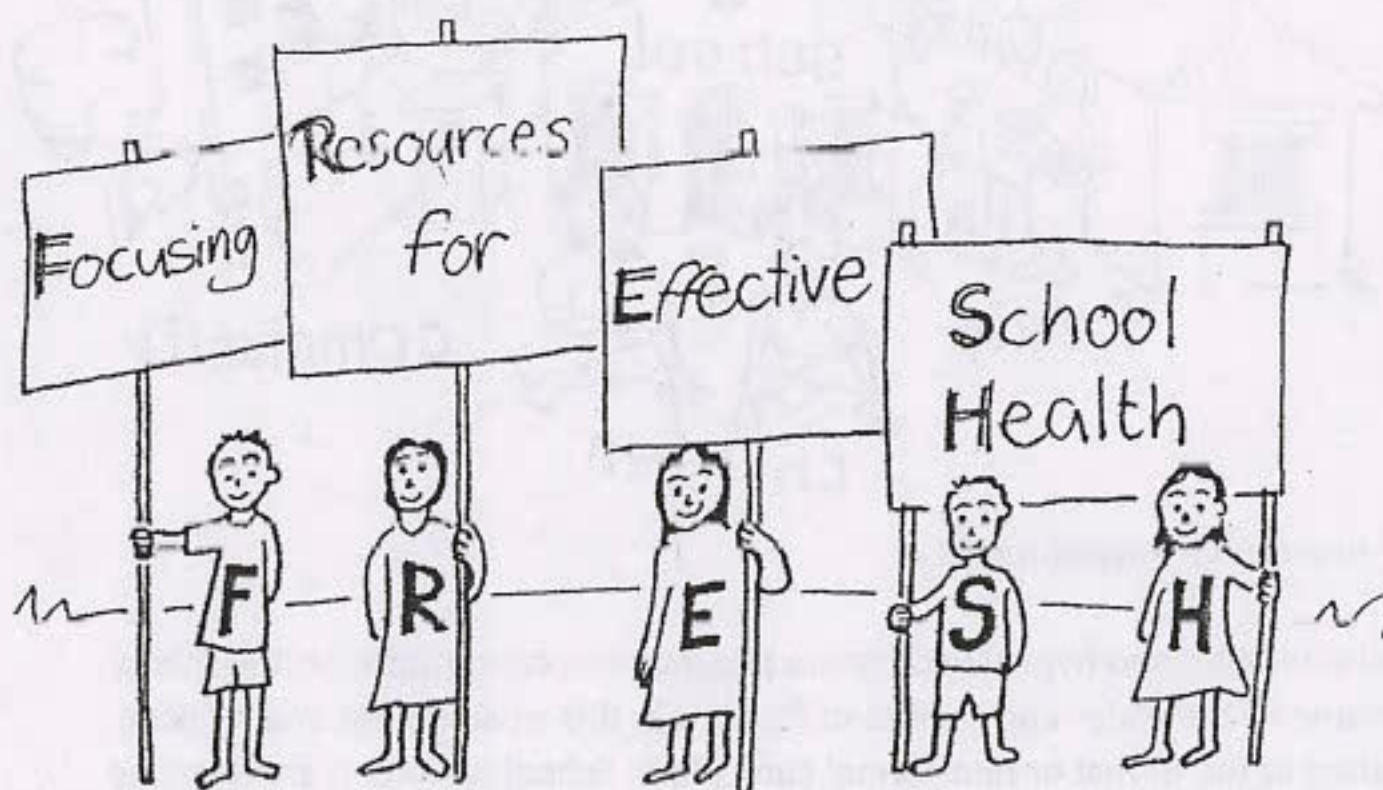
### **The 'FRESH' initiative**

The introduction of life skills-based hygiene education in school sanitation and hygiene education programmes implemented by UNICEF and partners is part of UNICEF'S commitment to the implementation of the FRESH framework. FRESH stands for Focusing Resources for Effective School Health. The initiative is supported by cooperating United Nation agencies such as WHO, UNICEF, UNESCO and the World Bank, donor agencies such as USAID and DFID, international organisations such as Education International and the private sector. FRESH is a framework for developing an effective health component in education plans, and can be linked to the broader effort to achieve more child-friendly schools.

FRESH advocates that the following four core components are implemented as one package in all schools across the world:

1. Introduction of school health policies from national to community level
2. Establishment, proper functioning and upkeep of safe drinking water and sanitation facilities within school premises, as a first step towards a safe and healthy environment
3. Introduction of life skills-based health and hygiene education
4. Establishment and proper functioning of health and nutrition services in schools

These components should be supported and implemented through effective partnerships among students, families, teachers, health workers and communities; and among education, health and other relevant sectors. (UNESCO; UNICEF; WHO and World Bank, 2000)



*The FRESH initiative*

## **Better hygiene education through a life skills-based education approach**

### *What is life skills-based education?*

Life skills-based education focuses on the development of knowledge, attitudes and skills that support people/children in taking a greater responsibility for their own lives. It helps children to acquire and practise good health behaviours along with the underlying knowledge and positive attitudes. It also helps children to develop and strengthen their general interpersonal and psycho-social capabilities or life skills. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and the challenges of everyday life (WHO 2000). Examples of interpersonal and psycho-social capabilities (or life skills) are assertion, negotiation, empathy building and stress-coping skills.

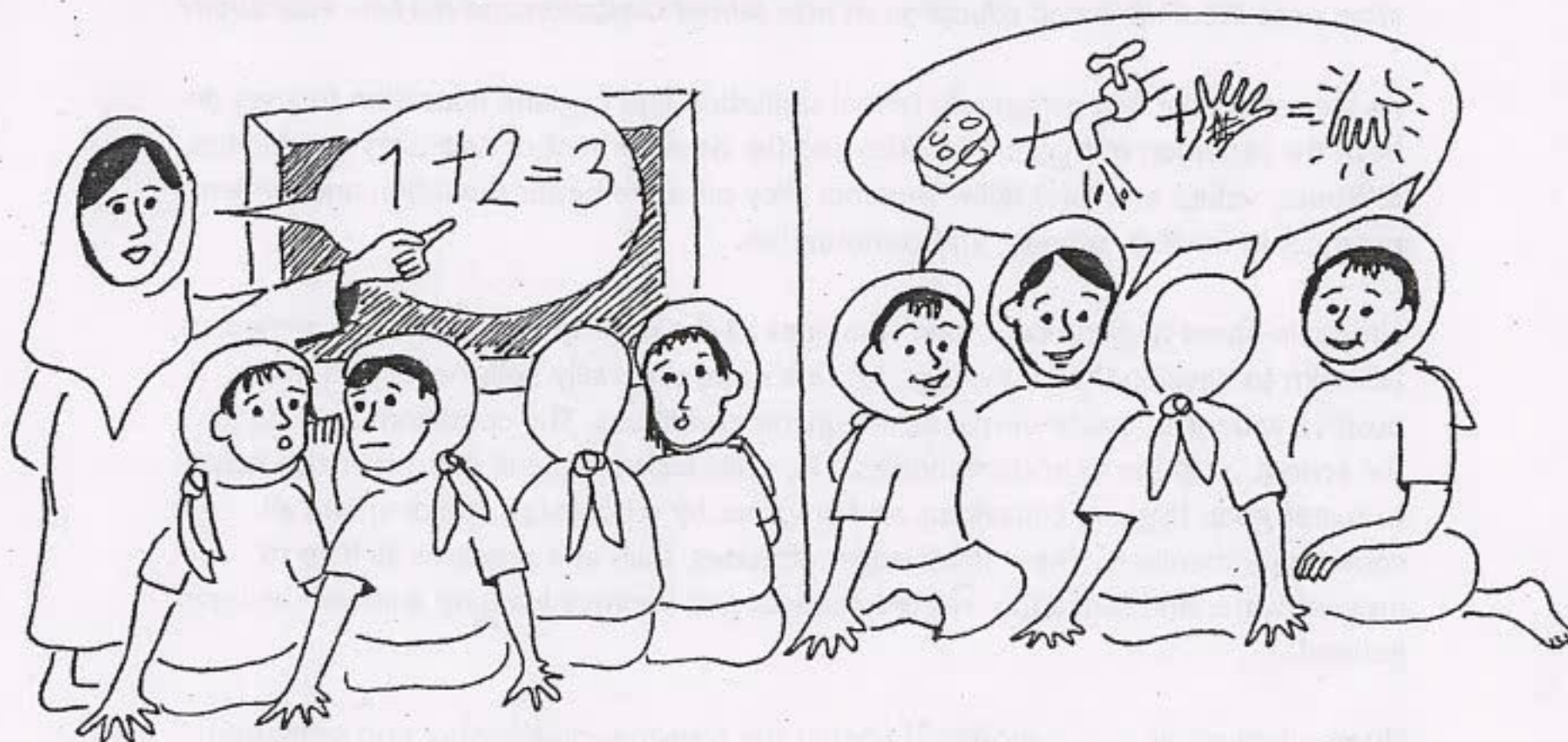
Life skills-based education addresses real-life applications of knowledge, attitudes and skills, and makes use of participatory and interactive teaching and learning methods. It can be applied to many issues and aspects of life such as peace, human rights, or the environment. A range of different terms are used to describe the concept of life skills-based education at the country level, such as skills-based health education when the focus is health issues; peace education when the focus is violence prevention or conflict management, or even civic education, depending on the objectives of the learning area. The scope of this document is limited to life skills-based education that focuses on the promotion of good hygiene behaviours associated with the prevention of water and sanitation-related infectious diseases.

*What is distinct about life skills-based education?*

Traditional education methods tend to emphasise academic knowledge but do not sufficiently apply curriculum content to real-life situations. They seldom deal with the kind of practical knowledge, attitudes and skills that children need in their own environment, while they are young and when they are growing up. Traditional methods, such as one-way teacher or invited expert lectures, overlook the need for interaction to develop and extend existing knowledge, attitudes and skills of the learners.

Current insights show that introduction of life skills-based education in schools next to traditional education has many advantages over teaching according to traditional methods alone. Life skills-based education gives room for children to develop knowledge, attitudes and skills together that they can use in daily life. It also gives the opportunity to the children to clarify uncertainties, to try out new knowledge and skills, to be creative and to learn from each other.

The role of the teacher is different from that in traditional education. In life skills-based education children do not learn only from the teacher, but also from their fellow students, for example through playing games and working in small groups. Use of participatory and interactive methods, which address skills, values and attitudes as well as information transfer, is not only useful for children in an academic sense, but also helps them to have better lives. More effective and relevant learning outcomes are likely to be the result. This does not mean that traditional education methods are useless, but rather that when the range of methods is expanded, benefits result for both teachers and students. Children still need to acquire knowledge, but to be more effective this can be extended to develop skills and attitudes as well.



*Traditional education and life skills-based education*

Life skills-based education is characterised by the following elements:

- Does the programme address relevant health and social issues?
- Are there objectives to influence behaviour?
- Is there a mix of knowledge, attitudes, and skills?
- Are participatory teaching and learning methods used?
- Is the programme participant-centred and gender-sensitive?

Table 1 summarises the differences between traditional education and life skills-based education.

Table 1: Differences between traditional education and the life skills-approach

Traditional education method	Life skills-based education
Teacher-centred	Child-centred
Emphasis on reproducing and learning by heart and academic knowledge	Emphasis on the application of the content and learning of skills and attitudes
The teacher uses one-way teaching, during which the teacher speaks and the students listen	Students learn from both the teacher and each other
Children sit in rows one behind another all the time and the teacher sits facing the class	Sitting arrangement is flexible and the teacher moves around the class, working with an individual a group or the whole class depending on the activity
Learning is mostly through written text (textbooks and taking notes)	Besides written text, teachers make use of participatory and interactive activities
The lesson content is not adjusted to local conditions	The content of the lesson is adapted to real-life situations

#### *How does life skills-based education fit into school sanitation and hygiene education?*

As we saw in the first paragraph, school sanitation and hygiene education focuses on both the provision of hygiene facilities and the development of necessary knowledge, attitudes, values and (life) skills. Together they promote better sanitation and hygiene practices in families, schools, and communities.

Life skills-based hygiene education combines all the participatory learning experiences that aim to develop the knowledge, attitudes and especially skills needed to take positive actions to create or maintain hygienic conditions. The conditions may be at the school, at home or in communities. Life skills-based hygiene education also helps to foster good hygiene behaviours and practices by school staff, children and all community members. These knowledge, attitudes, skills and practices all help to prevent water and sanitation-related diseases and improve learning and well-being in general.

Human behaviour is an important factor in the transmission of water and sanitation-related diseases. Good hygiene behaviours and practices can broadly be defined as a

wide range of actions that promote health, from eating a healthy diet to washing hands after defecation or to proper operation and maintenance of latrines (Boot 1993). Box 1 has definitions of 'hygiene' and 'human behaviour'.

New hygiene and sanitation skills and attitudes can be learned during creative and interactive classroom lessons, and through assignments carried out in the children's homes, neighbourhoods and communities. Further knowledge, attitudes and skills development, such as maintaining and cleaning the facilities, can be learned during the design and construction of hygiene facilities. These can be further enhanced during the subsequent upkeep and operation of the new facilities.

Box 1: Definitions of hygiene and human behaviour

**Human behaviour:** the way people act in general, especially in relation to the situation they are in or the people they are with.

**Hygiene:** the practice of keeping oneself and one's surroundings clean, especially in order to prevent illnesses or the spread of diseases.

Source: Boot, 1993

Life skills-based hygiene education offers an effective approach to equipping children with the knowledge, attitudes and skills that they need to help them avoid risk-taking behaviours and adopt healthier life styles. Central to effective life skills-based hygiene education are:

- development of knowledge most relevant to the elements of hygiene education being addressed;
- development of specific psychosocial (or life) skills – such as assertion, negotiation, empathy building – most relevant to the local challenges to health, hygiene, and well-being;
- development of positive attitudes and motivation to use the skills and knowledge to promote health and hygiene;
- development of necessary hands-on skills such as proper hand washing and use of latrines, as well as skills in proper operation and maintenance of facilities and, where relevant, building skills for construction of facilities;
- opportunities to model and practise the knowledge, attitudes and skills within the school context and local environment.

As a result of effective life skills-based hygiene education, children will have the skills to critically analyse local conditions and find solutions that fit local means and culture. They will also have the relevant knowledge to guide their actions. If this is supported by positive attitudes developed during life skills-based education, children will be more likely to adopt and sustain a healthy life style during their days in school and during the rest of their lives. However, life skills-based hygiene education alone is unlikely to be sufficient to overcome all obstacles in an unwelcoming environment. To maximise outcomes, life skills-based hygiene education should be combined with, and supported by, other reinforcing strategies such as consistent policies that are resourced and enforced, effective training and support for personnel, and provision of clean water.

In summary the focus of life skills-based hygiene education in the context of school sanitation and hygiene education is on developing better knowledge, attitudes, values and practices that are specific to hygiene, water and sanitation-related diseases. In addition to specific hygiene-related knowledge, attitudes and practices, over time, students also develop a broad foundation of attitudes and skills that can apply to other issues and situations, such as:

- attitudes of respect for the opposite sex;
- pride in their own culture;
- openness to and respect for habits of other groups and nations; and
- skills for cooperating constructively with others or for dealing with sensitive subjects.

*What are the elements of life skills-based hygiene education?*

The starting point for a skills-based hygiene education programme is clear objectives with related learning outcomes. From those, **content** and **methods** can be selected that will have the greatest impact on reducing local hygiene risks and promoting conditions and practices that will help to prevent water and sanitation-related diseases.

The **content** of life skills-based hygiene education combines knowledge, attitudes and skills for the promotion of positive conditions and practices with risk reduction. It should enable a person to apply the knowledge and develop attitudes and skills to make positive decisions and take actions to promote and protect both their own health and that of others<sup>1</sup>.

*Knowledge* relates to a range of information and understanding. Teaching knowledge may include a combination of facts – for example, how diarrhoea is transmitted – and some understanding of how facts relate to each other, for example how certain practices such as open defecation increase the risks of diarrhoea transmission.

*Attitudes* include personal biases, preferences and subjective assessments such as likes or dislikes, good or bad, important or not important, worth caring about or not worth caring about. Attitudes predispose people to act or respond in a predictable manner. For example, respecting one's body and believing that it is important to care for it are important to preserving health and functioning well, or to feeling the responsibility for personal, family and community hygiene and having the confidence to change unhygienic habits (UNICEF et al. 2003). An example of a lesson that mainly focuses on the development of values and attitudes can be found in box 2.

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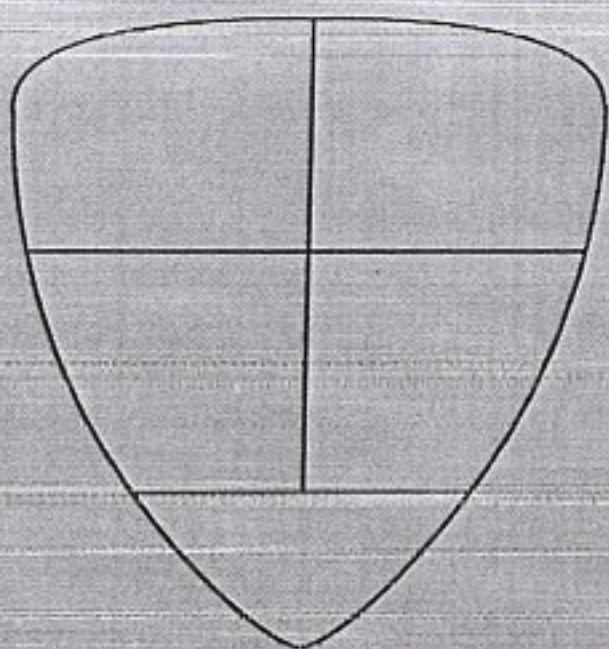
<sup>1</sup> The text of this paragraph has mainly been adapted from Greene, W.H. and Simons-Morton, B.G., 1984 and from UNICEF, WHO, World Bank, UNFPA, UNESCO, Development Centre, Education International, Partnership for Child Development, 2003



Box 2: Example of a lesson that mainly focuses on learning values and attitudes

**Shield exercise**

This exercise practises the identification of values. The children are asked to make a shield and divide this into five parts (2x2 and 1 at the bottom, see figure 1).



*Figure 1: Shield*

The children can then be asked to fill each of the parts with the following:

1. My least favourite place at school
2. My favourite place in school
3. The hygiene practice which I think is most important at school
4. The hygiene practice which I would like to promote at home
5. The way I would like to be remembered

After the children have filled in the shield, the results are discussed in small groups. The main focus of the discussion should be the explanations why children find a certain hygiene practice more important than other practices, why they would like to promote certain practices and how they would like to do this.

As mentioned earlier, life skills are various interpersonal and psycho-social skills such as assertion, negotiation, empathy building and coping skills. In particular, they are a group of psychosocial competencies and interpersonal skills that help people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner. Table 2 gives an overview of the main life skills that may be included in a life skills-based hygiene education curriculum. Life skills may be directed toward personal actions or actions toward others, as well as to actions to change the surrounding environment to make it conducive to health (UNICEF et al., 2003).

## Annexure-19.10

## Curriculum Audit Report

The guidelines for curriculum audit as approved vide item no. AC:18:2018:29 in the 18<sup>th</sup> meeting of Academic Council held on 8<sup>th</sup> June 2018 under the Chairmanship of Hon'ble Vice Chancellor, the curriculum audit of different departments (list attached at Flag - A) was conducted by a committee comprising of Dean Academic Affairs, Head of Department, senior member of the Department and one member nominated by IOAC. Dr. Satwinder Singh was invited member of the committee to check the coding structure of each programmes. The curriculum audit of the following programmes was conducted based on the criteria attached at Flag-B.

### Programmes

- |   |  |  |
|---|--|--|
| 1. M. Sc. Life Sciences<br>(Specialization in<br>Animal Sciences)   | 11. M.Sc. Mathematics  | 22. M.Sc.<br>Environmental<br>Science and<br>Technology              |
| 2. M.Sc. Food Science<br>and Technology                             | 12. M.Sc. Statistics   | 23. M.Sc. Geology  |
| 3. MBA (Agribusiness)   | 13. M. Pharm.<br>Pharmaceutical<br>Sciences (Medicinal<br>Chemistry)                 | 24. M.A./M.Sc.<br>Geography  |
| 4. M.Sc. Life Sciences<br>(Specialization in<br>Microbial Sciences) | 14. M. Pharm.<br>Pharmaceutical<br>Sciences<br>(Pharmacognosy and<br>Phytochemistry) | 25. M.A. Political Science   |
| 5. M.Sc. Life Sciences<br>(Specialization in<br>Biochemistry)       | 15. M.Sc. Chemical<br>Sciences (Medicinal<br>Chemistry)                              | 26. M.A. History   |
| 6. M.Sc. Chemistry  | 16. M.Sc. Physics  | 27. M.Sc. Life Sciences<br>(Specialization in<br>Human Genetics)     |
| 7. M.Sc. Chemistry<br>(Specialization in<br>Applied Chemistry)      | 17. M. Sc. Life Sciences<br>(Specialization in Plant<br>Sciences)                    | 28. M.Sc. Life Sciences<br>(Specialization in<br>Molecular Medicine) |
| 8. M.Sc. Chemistry<br>(Computational<br>Chemistry)                  | 18. M.Ed.  | 29. M.A. English   |
| 9. M.Sc. Physics<br>(Computational<br>Physics)                      | 19. M.A. Education   | 30. M.A. Hindi   |
| 10. M.Sc. Life Sciences<br>(Specialization in<br>Bioinformatics)    | 20. M.Tech. Computer<br>Science & Technology   | 31. M.A. Punjabi   |
|   | 21. M.Tech. Computer<br>Science & Technology<br>(Cyber Security)                     | 32. LL.M.  |
|   |  | 33. M.A. Economics   |
|   |  | 34. M.A. Sociology   |
|   |  | 35. M.A. Journalism &<br>Mass Communication                          |
|   |  | 36. M.Com.   |

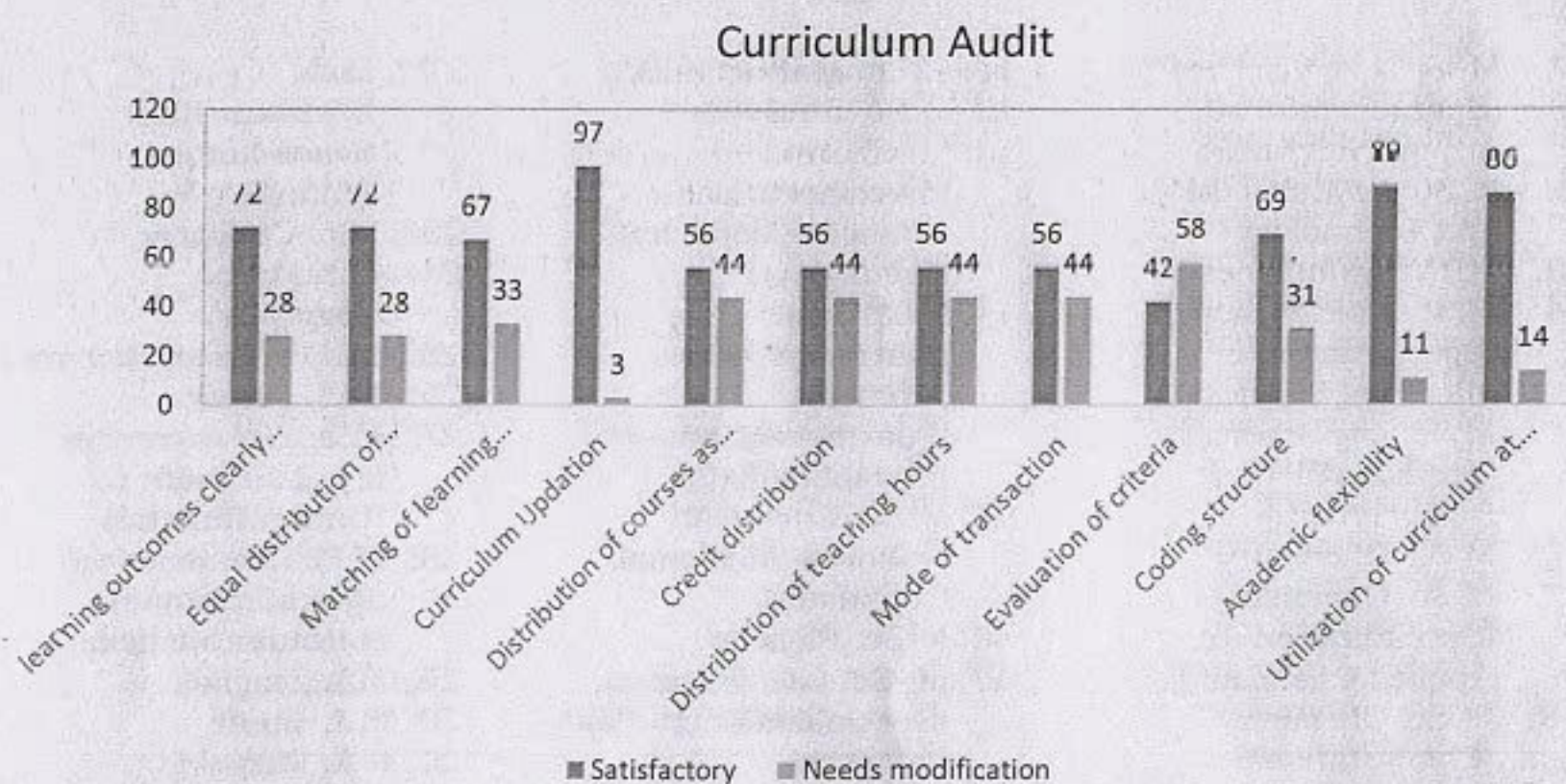
The schedule was prepared to conduct the Curriculum Audit from 17<sup>th</sup> May to 25<sup>th</sup> May 2018. The criteria for Curriculum Audit was prepared by IQAC which was sent to the convener of Curriculum Audit Committee. The report of Curriculum Audit of 36 programmes is given as below:

The learning outcomes of the courses were found satisfactory in case of 72% of the total courses whereas 72% of courses had equal distribution of contents into units. Similarly, matching of learning outcomes with contents of the courses was found satisfactory in 67% of the courses whereas the curriculum of 97% courses was updated.

In the curriculum audit, it was found that 56% of the courses were satisfactorily distributed as per guidelines and in the course structure, the credit distribution of 44% of the courses was modified as per guidelines.

Teaching hours of the courses were well distributed in 56% of the courses, but mode of transaction of 44% courses was not well defined and mode of transaction for 16% of courses was not given.

Evaluation criteria of 42% of the courses was well defined and coding structure of 31% courses was appropriate. However, academic flexibility was given in 89% of the courses and utilization of curriculum at local/national/international level in 86% of courses is defined.



### Actions taken

1. The deficiencies pertaining to different criteria in the curriculum of the programmes have been rectified.
2. The uniformity in all the programme structures and content in respect to format has been done

### Actions to be taken

1. There is a need to make the faculty aware of the formulation of learning outcomes and different transaction modes because, as per the new directions of NAAC to fill up AQAR (2.6), it is required to state the program outcomes, program specific outcomes and courses outcomes for all programmes to be offered by CUPB and to be uploaded on the website.

2. In new format of AQAR, the no. of teachers using ICT for effective teaching needs to be mentioned. To enhance the skill of using ICT, faculty may be requested to use e-learning resources and upload these in pdf format mentioning the date of updation before uploading in the knowledge repository of CUPB.

*S. K. Bawa*  
(Prof. S. K. Bawa) 27/6/18  
Director, IQAC

*Ramesh*  
Dean Academic Affairs 29/6/18

Vice Chancellor  
*Seema*  
*Shree S*  
29/6/18

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*Shree S*  
29/6/18

To  
Director, IQAC

**Central University of Punjab, Bathinda**

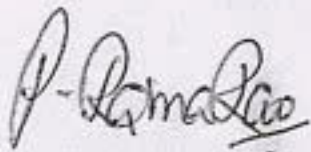
**Internal Quality Assurance Cell**

**Internal Academic Audit Report**

The Internal Academic Audit was conducted at Central University of Punjab, Bathinda by Prof. R. K. Kohli, Hon'ble Vice-Chancellor, Prof. P. Ramarao, Dean Academic Affairs and Dean of the concerned department.

The committee suggested the following points:

1. Every research scholar should give two seminars in each semester
  - a. Review of literature
  - b. Technique of research/current issues
2. Based on performance of the each faculty, the HoD will distribute the money for research.
3. There should be timely submission of synopsis & thesis. No scholar will be given extension in submission beyond UGC stipulated guidelines.
4. Work load of faculty members need to be re-assessed.
5. Steps to be taken to improve faculty-students ratio in few of the departments.



Prof. P. Ramarao  
Dean Academic Affairs

# Central University of Punjab

## External Academic Audit - 2018

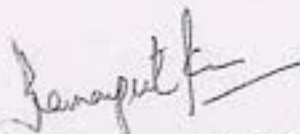
The External Academic Audit for **Humanities, Social Sciences, Education and Literature** was conducted on 10<sup>th</sup> and 11<sup>th</sup> July 2018.

The committee of the following members was constituted for external academic audit:

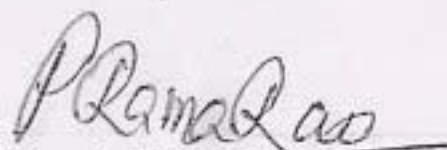
1. Prof. A. M. Shah, Former Vice Chancellor, Kashmir University
2. Prof. S. P. Singh, Former Vice Chancellor, GNDU
3. Prof. P. Ramarao, Dean Academic Affairs, CUPB
4. Dr. Ramanpreet Kaur, Member IQAC

The committee had the following observations:

1. The focus on research needs to be strengthened.
2. Publications in reputed journals need to be promoted.
3. MoUs with reputed institutions be initiated.
4. Teachers should be sponsored to attend national/ international conferences/seminars/workshops for improving their academic capabilities.
5. Teaching-learning process needs to be further strengthened to improve results.
6. Senior faculty members should be invited from reputed institutions for special lectures.
7. Efforts should be made for filling up the vacant post in the department of **Sociology**. The project of preparation of dictionary of sociology in English, Punjabi and Urdu be initiated.
8. Interdisciplinary research may be promoted in the Department of **Education**.
9. The Department of **South and Central Asian Studies** needs to focus on research to justify the nomenclature of the department. This department may also be bifurcated into the departments of Political science and History.
10. The focus on field work in local areas and in local language is required in the Department of **Mass Communication and Media Studies**. Also, adjunct/visiting faculty/senior journalist needs to be appointed.
11. Thrust areas of the department of **Language and Literature** needs to be identified.



Dr. Ramanpreet Kaur  
Member, IQAC



Prof. P. Ramarao  
Dean Academic Affairs

## Academic Audit -2018

### 1. Animal Sciences

- i. The Department name gives a wrong impression and more appropriate it is zoology.
- ii. Academic and research progress is good.
- iii. Space is limited currently.
- iv. Animal house is an urgent requirement for the further enhancement of research output.
- v. Feedback and placement data need to be collected more efficiently.

### 2. Applied agriculture

- i. Department is recently started.
- ii. Senior faculty is needed
- iii. Progress is satisfactory.
- iv. Grant position is good. Faculty Student ratio needs to be looked into.

### 3. Biochemistry & Microbiology

- i. Academic and research output is good.
- ii. Space is a problem.
- iii. Animal house will further enhance its research output.

### 4. Chemical Sciences

- i. Academic and research output is good.
- ii. M Sc (Applied Chemistry) needs to be reassessed w.r.t. time allocated for specialized subject (Applied Chemistry) need s separate assessment.
- iii. Space need to be increased.
- iv. Liquid nitrogen plant a centralized facility is recommended.

### 5. Computational Sciences

- i. Computational Sciences is an upcoming and important subject.
- ii. There is shortage of senior faculty.
- iii. Stake holder's response is poor. Needs lot of hand holding to sustain itself. The department may be reorganized as and when it is feasible.

### 6. Mathematics and Statistics

- i. Statistics faculty positions need to be filled.
- ii. Academic progress is satisfactory.
- iii. Attempts need to be made for more research grants and consultancy work ( statistics)
- iv. Use of ICT technology adequately.

### 7. Pharmaceutical Science & Natural Products

- i. Academic and research output is good.
- ii. Having Good interaction national/international.
- iii. Concentrating only on medicinal/ Pharmaceutical Chemistry.
- iv. Should expand to other areas Pharmacology/ Pharmaceutics/ pharmaceutical analysis.
- v. Animal House is need of the department.
- vi. Should concentrate on patents/ industrial Collaborations.
- vii. Shortage of faculty (not as per PCI Norms). More faculty with research interest is to be appointed.

*Perma*

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*h. J. S.*

*R. S.*

## Academic Audit -2018

### 8. Environmental Science & Technology

- i. Academic and department output is very good.
- ii. Shortage of Faculty.
- iii. Should give adequate publicity w.r.t. their achievements.
- iv. Inadequate space facility.
- v. Participation (National Level) in MOOC and E-Pathshala is also to be incorporated in their achievements.

### 9. Physical Sciences

- i. Academic and department output is good.
- ii. Areas of condensed matter (Theoretical and experimental) are the strengths of the department and should be further encouraged.
- iii. Area of Nuclear medicine can be explored as the future thrust area.

### 10. Plant Sciences

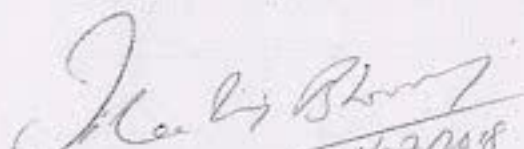
- i. Academic and research output is good.
- ii. Commercial output of the plant sciences can be explored.
- iii. Identification and quality control/ standardization of Herbal drugs can be explored/initiated.
- iv. Placement of the students is satisfactory.

### 11. Human Genetics and Molecular Medicines

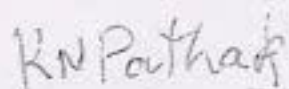
- i. Department degree needs to be M.Sc. Human Genetics; M.Sc. Molecular Medicines
- ii. Clinical training in the Hospitals can be initiated to give better experience to the students.
- iii. Faculty students ratio is good.

### 12. Computer Science & Technology

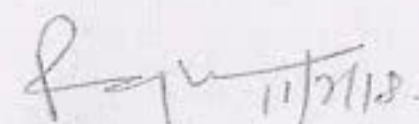
- i. Academic and department output is very good
- ii. Student faculty ratio is good.
- iii. More Faculty is required.
- iv. Better lab facilities are required.
- v. Some funding is to be provided by the CUPB as research fellowship to initiate the Ph.D. programme, which is found to be lacking.

  
11/07/2018

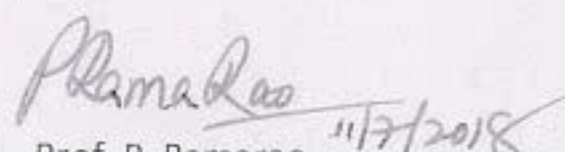
Prof. T.R. Bhardwaj  
Vice Chancellor  
Baddi University

  
11/07/2018

Prof. K. N. Pathak  
Former Vice Chancellor  
Punjab University, Chandigarh

  
11/7/18

Dr. Raj Kumar  
Member – IQAC

  
11/7/2018

Prof. P. Ramarao  
Dean Academic Affairs-CUPB



**Draft Consolidated Guidelines on Non-NET fellowship  
For  
M.Phil.-Ph.D. Integrated Programme upto Batch 2013-14**

1. Non NET fellowship shall be applicable to those students in Ph.D. Programme who are not in receipt of any financial assistance from any source and are registered in various Departments of the University.
2. This fellowship has been granted for minimum duration of Programme i.e. 1 ½ years to those students who joined in M.Phil. Programme. At present there is no M.Phil. student.
3. Fellowship resumed after registration in the Ph.D. Programme (Phase-II) will be for the period of 2 ½ years w.e.f. the date of registration.
4. After completion of minimum duration in Ph.D. Programme stated above, the fellowship may be extended for six months if the student has one published/accepted paper in indexed/referred journals on the day of completion of 2 ½ years and may be further extended for another six months if the student has another one published/accepted paper in indexed/referred journals on the day of completion of 3 years subject to following:-
  - (i) The student who has requested for extension shall be the main author or second author (in case main author is Supervisor) of that publication.
  - (ii) The publication must be from the research topic of the student.
  - (iii) The student must have submitted the Synopsis to the Examination Section before considering the case for extension of fellowship.
  - (iv) The conduct of student shall be good.

Further if the students have published/accepted paper in indexed/referred journals in between of above periods i.e. 2 ½ to 3 years and 3 to 3 ½ years from the date of registration, they will be entitled for the fellowship of remaining period of six months. E.g. if a student has published/accepted paper in indexed/referred journals after 2 ½ years but before 3 years from the date of registration in Ph.D., they will be entitled for fellowship w.e.f. the date of publication to completion of 3 years. Same way, if he has another published/accepted paper in indexed/referred journals after 3 years but before 3 ½ years from the date of registration in Ph.D., they will be entitled for fellowship w.e.f. the date of another publication to completion of 3 ½ years.

In case, the student does not fulfil the above requirement {point No. 4 (i to iv)}, he/she will not be eligible for fellowship however extension (without fellowship) can be granted.

5. The fellowship shall in no case be extended beyond 3 ½ years from the date of registration in Ph.D. Programme.
6. For eligible to have fellowship, the student must be on roll of the University and has paid all academic fees and all other dues of that particular Semester.
7. The fellowship shall be upto the date of submission of thesis.
8. There will be no relation of Semester with duration of fellowship.
9. The present rate of Non-NET fellowship is Rs.5,000/- & Rs.8,000/- per month for M.Phil. & Ph.D. respectively. Further Rs.10,000/- p.a. contingency will be for Science subject and Rs.8,000/- p.a. for Humanities & Social Sciences.
10. If a student drawing Non-NET fellowship from the University leaves his/her Programme of study mid-way without undertaking proper formalities with regard to cancellation of admission laid down by the University, the total fellowship drawn by him/her until that point of time shall be recovered by the University.
11. The above fellowship is liable for cancellation in following cases:-
  - (i) Misconduct,
  - (ii) Unsatisfactory progress report and recommendation of cancellation by the Departments.
  - (iii) Scholar furnishes misleading information or hides any information to claim eligibility for fellowship and later found ineligible.
  - (iv) Scholar taking unauthorized leave other than what is admissible.
12. The award and extension of fellowship will always be subject to actual release of funds and directives from the UGC and/or MHRD issued from time to time.
13. Fellowship will be released by the Accounts Section on receipt of monthly satisfactory report from the concerned Supervisor & HoD.
14. This consolidated guidelines on Non-NET fellowship supersedes all previous orders in this regards.

**Draft Consolidated Guidelines on Non-NET fellowship  
For  
Stand Alone Ph.D. Programme (Batch 2015-16)**

1. Non-NET fellowship shall be applicable to those students in Ph.D. Programme who are not in receipt of any financial assistance from any source and are registered in various Departments of the University.
2. This fellowship may be granted for minimum duration of Programme i.e. 3 years w.e.f. the date of registration in Ph.D. Programme.
3. After completion of minimum duration in Ph.D. Programme stated above, the fellowship may be extended for six months if the student has one published/accepted paper in indexed/referred journals on the day of completion of 3 years and may further be extended for another six months if the student has another one published/accepted paper in indexed/referred journals on the day of completion of 3 ½ years subject to following:-
  - (i) The student who has requested for extension shall be the main author or second author (in case main author is Supervisor) of that publication.
  - (ii) The publication must be from the research topic of the student.
  - (iii) The student must have submitted the Synopsis in the stipulated time to the Examination Section before considering the case for extension of fellowship.
  - (iv) The conduct of student shall be good.Further if the students have published/accepted paper in indexed/referred journals in between of above periods i.e. 3 to 3 ½ years and 3 ½ years to 4 years from the date of registration, they will be entitled for the fellowship of remaining period of six months. E.g. if a student has published/accepted paper in indexed/referred journals after 3 years but before 3 ½ years from the date of registration in Ph.D., they will be entitled for fellowship w.e.f. the date of publication to completion of 3 ½ years. Same way, if he has another published/accepted paper in indexed/referred journals after 3 ½ years but before 4 years from the date of registration in Ph.D., they will be entitled for fellowship w.e.f. the date of another publication to completion of 4 years.
4. In case, the student does not fulfil the above requirement {point No. 3 (i to iv)}, he/she will not be eligible for fellowship however extension (without fellowship) can be granted.
5. The fellowship shall in no case be extended beyond 4 years from the date of registration in Ph.D. Programme.

6. For eligible to have fellowship, the student must be on roll of the University and has paid all academic fees and all other dues of that particular Semester.
7. The fellowship shall be upto the date of submission of thesis.
8. There will be no relation of Semester with duration of fellowship.
9. The present rate of Non-NET fellowship is Rs.8,000/- per month for Ph.D. Programme. Further Rs.10,000/- p.a. contingency will be for Science subject and Rs.8,000/- p.a. for Humanities & Social Sciences.
10. If a student drawing Non-NET fellowship from the University leaves his/her Programme of study mid-way without undertaking proper formalities with regard to cancellation of admission laid down by the University, the total fellowship drawn by him/her until that point of time shall be recovered by the University.
11. The above fellowship is liable for cancellation in following cases:-
  - (i) Misconduct,
  - (ii) Unsatisfactory progress report and recommendation of cancellation by the Departments.
  - (iii) Scholar furnishes misleading information or hides any information to claim eligibility for fellowship and later found ineligible.
  - (iv) Scholar taking unauthorized leave other than what is admissible.
12. The award and extension of fellowship will always be subject to actual release of funds and directives from the UGC and/or MHRD issued from time to time.
13. Fellowship will be released by the Accounts Section on receipt of monthly satisfactory report from the concerned Supervisor & HoD.
14. This consolidated guidelines on Non-NET fellowship supersedes all previous orders in this regards.

Diploma in Sanskrit  
Paper – I

Duration of the course: 10 Months

Paper – I

Introduction to Sanskrit Literature

Max Marx: 100

- (I) **History of Sanskrit Literature** (Short notes on the following Topics)  
Rgveda, Atharvaveda, Upanisad, Ramayana, Mahabharata, Gita, Arthasastra, Kalidasa, Bharavi, Bhartrhari, Gitagovinda, Bhasa, Bhavabhuti, Kadaml ari, Panchatantra

(II) **Books Prescribed**

- (i) Isopanisad  
(ii) Madhyamavyayoga of Bhasa  
(iii) Raghuvamsa-Canto I kalidasa  
Sukanasopadesa of Bana

(III) **Explanatory Notes (From Madhyamavyayoga and Raghuvamsa)**

Paper – II

Sanskrit Grammar

Max Marx: 100

- (i) **Sandhi** – Svara, Vyanjana and Visarga.
- (ii) **Sabdarupa** – Akaranta, Ikaranta, Ukaranta, Rkaranta Feminie  
gender eg., Mati, Dhenu, Vadhu, Matr, Svasr, Rai,  
Go, Nau.
- Halanta (Masculine)** - Vidvas, Canramas, Sreyas, Pathin, Payomuc,  
Gatavat, Dadat.

Sarvanama - Adas, Idam, Purva, Idrk, Kidrk, Yavat, (Pronoun) Tavat (In all genders)

Sankhyavacaka – Eka, Dvi, Tri, Chatur, Pancan.  
Sabda (Numerals)

Kriyarupa (Conjugation of Verbs):

Conjugation of the following roots (Dhatu) in .....and Lit Lakaras Bhu, Gam, Labh, Yaj, As, Bru, Da, Jna, Kath.

Prakriyas : San, Yan, Kyac, Kyan.

Krt-Prtyaya – Satr, Sanaca.

Taddhita - Pratyaya-Tarap, Tamap, Iyasun, Isthana, Syan Tva, Tral, Tasil, Yan, An, In.

(vii) Samasa (General Rules):

Avyayihava, Tatpuruṣa, Karmadharaya, Dvandva, Dvigu, Bahuvrihi.

(viii) Karaka (General Rules):

**B. Translation of Unseen Passage from Sanskrit into Hindi or English .....**

Translation from English or Hindi into Sanskrit.

### Books Recommended

#### Paper – I

Baladeva Upadhyaya – Sanskrit Sahitya Ka Itihasa.  
T.G.Mainkar – Sanskrit Sahitya Ka Itihasa (Published by N.C.E.R.T)  
Chandrashekhar Pandeya – Sanskrit Sahitya Ki Ruprekha.  
V.R. Raghavan. Survey of Sanskrit Literature.

#### Part – II

M.R. Kale- Higher Sanskrit Grammar (also in Hindi)  
Apte – Apte is guide to Sanskrit Composition (also in Hindi)  
Chakradhara Hansa – Anuvadachandrika  
Giridhara Sharma Chaturvedi – Nibandhadarsa