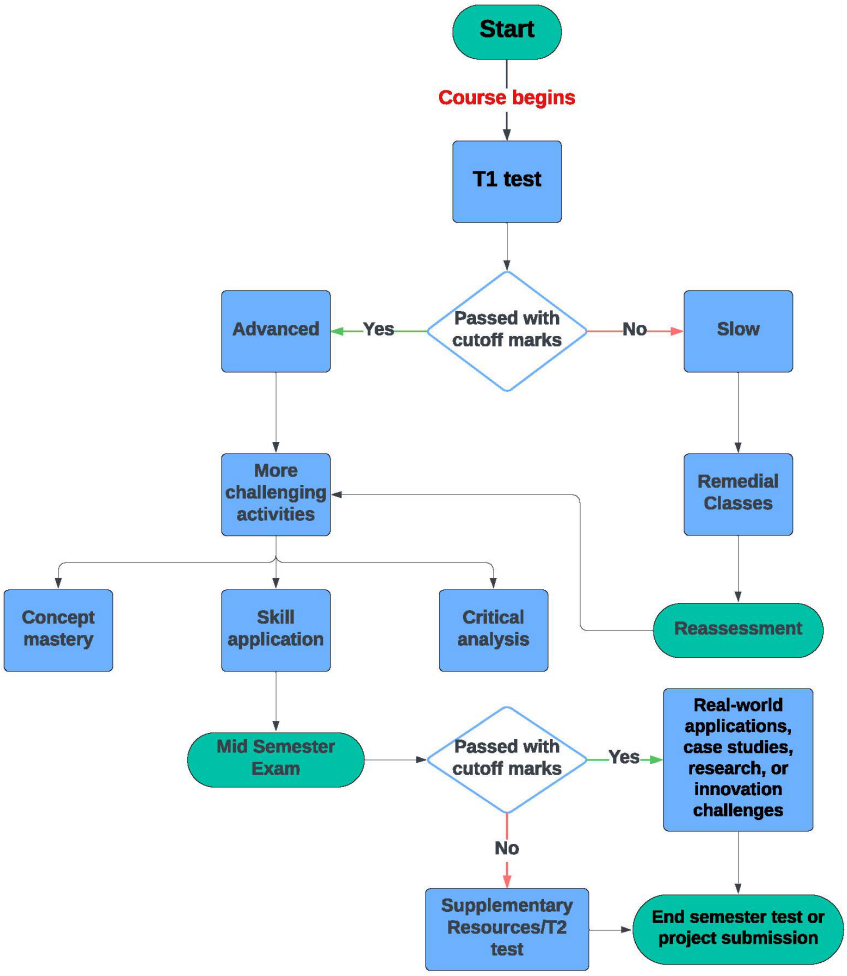
2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

1. Identification of the needs of the Learners

Most students enrolled in the university hail from rural and poor socio-economic background. Targeting these students, this effort involves extensive questionnaires to collect information on their educational histories, obstacles they face, and resources they have access to. Our syllabus pattern is designed in such a way where learning levels are identified after certain period of teaching. All the courses are designed meticulously with certain course outcomes whereby students are motivated to learn all the skills sets needed to excel in the professional world. A flow chart is presented to show the method involved in identifying different learners.



The result of this extensive exercise is that it clearly brings out the way in which the entire course shall be taught. The teacher is always in a position to utilize this to supply the level of teaching material, teaching level, additional supplementary resources etc. This also gives sufficient time to the teachers to be well prepared for varied learner types.

2. Bridge Courses and Additional Resources

Bridge programs assist these students in making the transition to a university degree, while government sponsored financial aid and scholarships specifically designed for them, work to remove financial hurdles. Academic mentors are allotted to students as per their learning levels who help them in their academic and other non-academic activities. To guarantee their success, additional resources including academic support services, and mentoring programs are offered. The curriculum of each programme is designed in such a way that includes tutorial, practical and theory classes. Internal tests, spot quiz, seminars, projects are performed throughout the semester to enhance the learning levels of the students. Two-Day Workshop on "Archaeological Anthropology for Graduate & Under- graduate Students" was organised during September 19-20, 2022 in the Department of Anthropology. Many such activities are organised throughout the year, the details of which can be found in the annual report of the university. Along with faculty members, advanced learners are also encouraged to mentor slow learners and help them with explanations and notes.

Fig. Quiz Competition on Millets at Centre of Food Technology, University of Allahabad

3. Lectures, Workshops and Training Programs

Several departments organise lectures and workshops by alumni, industry experts, seniors and peers. The University also imparts training for communication skills, interpersonal skills, Soft Skill Development, Personality development, Career counselling, Time Management and Promotes digital learning through MOOCs, e-PG Pathshala, NPTEL, SWAYAM. Overall, University of Allahabad's initiative reflects a commitment to inclusivity and equity in higher education, recognizing and addressing the diverse needs of its student population. Moreover, the university's initiative to regularly arrange special sessions, workshops, and lectures by experts and alumni is invaluable. Experiential learning plays a pivotal role in the educational ethos of University of Allahabad. Many courses such as Applied geology, Education, Geography, Food Technology, Visual Arts, Economics etc. provide hands-on experience, fieldwork, internships, and practical projects, where students have the opportunity to apply theoretical knowledge in real-world contexts.

Virtual Lecture series Khadi & Fashion

Mr. Nimish Kapoor, Principal Scientist E, delivering lecture on Fact & Fit- Combating Medical Misinformation in India: Identifying and Debunking Misinformation (June 16, 2021)

Participants and Trainers during the self-awareness session of POSH (Prevention of sexual harassment)

"Low Calorie" Contest Organized at Centre during Training Programme

Special Lecture by Dr. Rakesh Paswan on 'National Mental Health Programme and its Implementation for General Public', Psychology

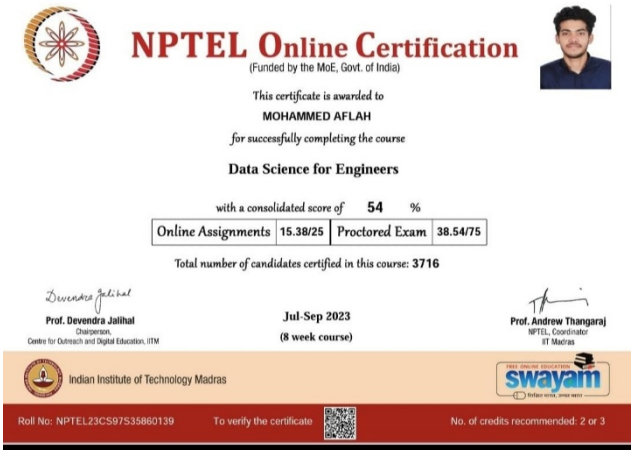
Sand Art on Kargil Vijay by the students of Visual Arts AU on July 26, 2020

National Conference on Science & Technology in the Service of Common Man (STSCM) 17th & 18th March 2021

Poster Exhibition displayed in the Department on March 17, 2021 as a part of the celebration of International Women's Day

Celebration of National Science Day on March 5, 2021

One day seminar on "Natural farming and conservation of indigenous Cow breed 2021



NPTEL Online Certification

(Funded by the MoE, Govt. of India)

This certificate is awarded to

MOHAMMED AFLAH

for successfully completing the course

Data Science for Engineers

with a consolidated score of 54 %

Online Assignments	15.38/25	Proctored Exam	38.54/75

Total number of candidates certified in this course: 3716

Prof. Devendra Jalihal
Chairperson,
Centre for Outreach and Digital Education, IITM

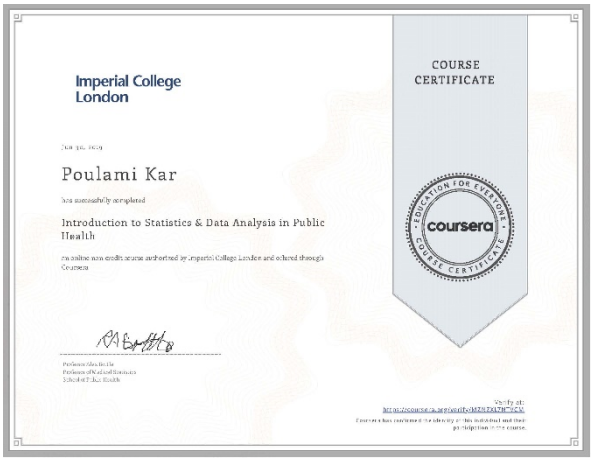
Jul-Sep 2023
(8 week course)

Prof. Andrew Thangaraj
NPTEL Coordinator
IIT Madras

Indian Institute of Technology Madras

swayam

Roll No: NPTEL23CS97S35860139 To verify the certificate No. of credits recommended: 2 or 3



Imperial College London

COURSE CERTIFICATE

Poulami Kar

has successfully completed

Introduction to Statistics & Data Analysis in Public Health

an online non-credit course authorized by Imperial College London and offered through Coursera

coursera

Research should be focused on the best product and not just research papers: Prof. Pandey

Prof. SN Chaturvedi Memorial Lecture in the Department of Botany, AU

JE CORRESPONDENT

Prayagraj: Prof. SN Chaturvedi Memorial Lecture-2023 was organized in the Department of Botany, Allahabad University, Prayagraj on Friday in collaboration with the Indian Botanical Society. In this, Vice-Chancellor of Mansaruvar Global University Bhopal and former Professor of Delhi University, Dr. Arun Kumar Pandey gave information about the diversity and family tree of Cucurbitaceae. Prof. SM Prasad gave the welcome address. Prof. Satyanarayan, Chairman of the Department of Botany, gave the Citation Award to the keynote speaker on behalf of the Indian Botanical Society, while Prof. DK Chauhan honored him by wearing a medal. The topic of the memoir lecture was "Diversity, Phylogeny and Domestication of Cucurbitaceae".

During this, the keynote speaker Prof. Arun Kumar Pandey explained in detail about the various species of Cucurbitaceae spread all over the world. He said that the plants of Cucurbitaceae family are about 11000 years old. In India, 94 species of

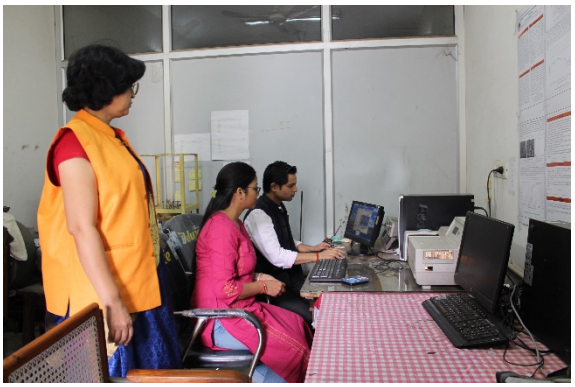
Cucurbitaceae family such as cucumber, pumpkin, watermelon, pointed gourd, melon etc. are found. He told that some wild species flourish more in their natural environment. If they are grown somewhere else, then their productivity is negatively affected. At present, a lot of research work is being done in this direction so that plants can be grown in other environmental conditions as well.

He said that while doing new research, the researcher should keep in mind that the research products should be excellent so that the society can get more benefit. Research work should not be limited to publishing research papers only. The coordinator of the program, Dr. Shweta Shekhar expressed her gratitude at the end of the program. The stage was conducted by Dr. Harmanjit Kaur. During this program, Prof. Sanjay Mishra, Prof. Sonali, Dr. Prateek Srivastava, Dr. Ashwani Kumar, Dr. Vaibhav Srivastava and Prof. Manoj Kumar Singh were present. Scientists from the Indian Botanical Society along with researchers and students from the university were present at the programme.

Career counselling organised by the Placement cell, UoA

4. Experiential Learning and Outreach Programs

We have various course such as Physics, Chemistry, Botany, Zoology, Applied Geology etc. which conducts scientific experiments in laboratories, departments such as Sociology, Development Studies, Political Science etc., focus on participating in community outreach programs, or undertaking industry placements, experiential learning which enables students to bridge the gap between theory and practice, fostering deeper understanding and skill development.



Practical class in Physics

Practical in Chemistry

Practical in Botany

Outreach activity in Anthropology

Steps & Remedial Measures for Slow Learners and Advanced Learners

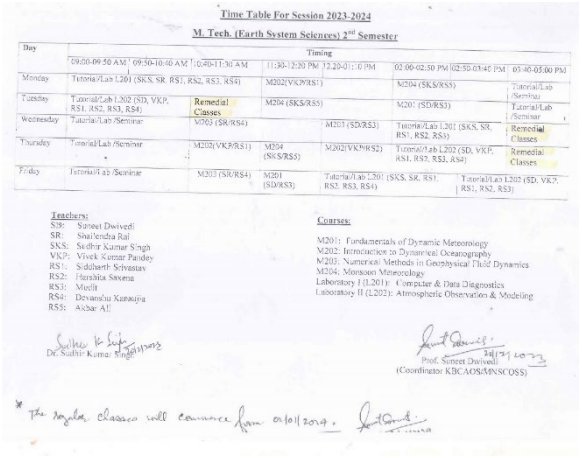
***Slow learners*:**

- Tutorials are conducted on a planned basis as a part of remedial instruction for the slow learners in different Departments.
- Special/ extra classes are held for slow learners after the class hours on weekdays. The schedules for the same are worked out by the respective departments.

- There is a provision of student mentoring to address the concerns of slow learners through counselling, social facilitation and academic advice, wherever required.

No.	Name of Student	Course / Semester	Date / Time	Paper / Subject	Topic of Discussion	Student's Signature
	Alok Kumar	BCA II	09/02/24 11:00	Fundamentals of comp. n/w	Data compression	Alok kumar
	Ayushi Maurya	BCA II	13/02/24 1:00	Fundamentals of comp. n/w	speech digitization	Ayushi
	Aditya Pandey	BCA II	20/02/24 2:00	Fundamentals of comp n/w	shannon's theorem	Aditya
	Jay Kumar Gupta	BCA IV	20/02/24 11:00	Embedded Systems	Device drivers	Jay
	Rishabh	MCA II	21/02/24 12:00	comp. Org. & Arch.	Number system	Rishabh
	Shyam Pratap singh	MCA II	21/02/24 12:00	comp. Org. & Arch.	Decoder/Encoder	Shyam Pratap
	Lorens Mishra	MCA II	01/03/24 3:00	Data comm. & N/w s	OSI model	Lorens mishra
	Ankit Maurya	MCA II	01/03/24 3:00	Data comm. & N/w s	TCP/IP model	Ankit Maurya
	Abdullah Ansari	BCA IV	08/03/24 11:00	Fundamentals of comp n/w	Topology	Abdullah
	Lorens Mishra	MCA III	12/07/24 3:00	Project guidance	Research papers discuss	Lorens Mishra
	Ankit Maurya	MCA III	12/07/24 3:00	Project guidance	Research methodology discu	Ankit Maurya

Lecture series in Sanskrit for students and faculty members



Time Table For Session 2023-2024

M. Tech. (Earth System Sciences) 2nd Semester

Day	Timing					
	09:00-09:50 AM	09:50-10:40 AM	10:40-11:30 AM	11:30-12:30 PM	12:20-01:10 PM	02:00-02:50 PM	02:50-03:40 PM	03:40-05:00 PM
Monday	Tutorial/Lab I,201 (SKS, SR, RS1, RS2, RS3, RS4)			M202(VKP/RS1)		M204 (SKS/RS5)		Tutorial/Lab /Seminar
Tuesday	Tutorial/Lab I,202 (SD, VKP, RS1, RS2, RS3, RS4)	Remedial Classes		M204 (SKS/RS5)		M201 (SD/RS3)		Tutorial/Lab /Seminar
Wednesday	Tutorial/Lab /Seminar			M203 (SR/RS4)		M203 (SD/RS3)	Tutorial/Lab I,201 (SKS, SR, RS1, RS2, RS3)	Remedial Classes
Thursday	Tutorial/Lab /Seminar	M202(VKP/RS1)	M204 (SKS/RS5)		M202(VKP/RS2)	Tutorial/Lab I,202 (SD, VKP, RS1, RS2, RS3, RS4)		Remedial Classes
Friday	Tutorial/Lab /Seminar	M203 (SR/RS4)	M201 (SD/RS3)	Tutorial/Lab I,201 (SKS, SR, RS1, RS2, RS3, RS4)		Tutorial/Lab I,202 (SD, VKP, RS1, RS2, RS3)		

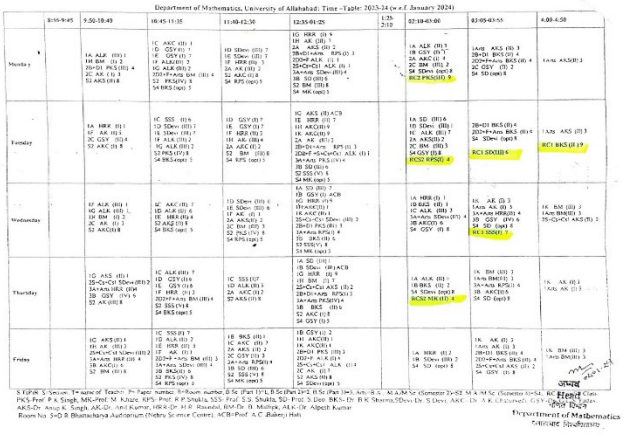
Teachers:
SD: Suneet Dwivedi
SR: Shailendra Rai
SKS: Sudhir Kumar Singh
VKP: Vivek Kumar Pandey
RS1: Siddharth Srivastav
RS2: Harshita Saxena
RS3: Medit
RS4: Devanshu Kanaujiya
RS5: Akbar Ali

Courses:
M201: Fundamentals of Dynamic Meteorology
M202: Introduction to Dynamical Oceanography
M203: Numerical Methods in Geophysical Fluid Dynamics
M204: Monsoon Meteorology
Laboratory I (L201): Computer & Data Diagnostics
Laboratory II (L202): Atmospheric Observation & Modeling

Dr. Sudhir Kumar Singh

Prof. Suneet Dwivedi
(Coordinator KBCAOS&MNSCOSS)

* The regular classes will commence from 01/01/2024.



Department of Mathematics, University of Allahabad: Time -Table: 2023-24 (w.e.f. January 2024)

Prof. Head
Department of Mathematics
University Allahabad

Timetable for Remedial Classes, 2023-24

MA II Semester (Sanskrit)

Sl. No.	Days	9:50- 10:40 am	4:10-5:00 pm
1.	Monday	A. भाषाविज्ञान- डॉ. नन्दिनी रघुवंशी B. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव	A. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव B.निरुक्त- डॉ. रेनू कोछड शर्मा
2.	Tuesday	A. ध्वन्यालोक -डॉ. निरुपमा त्रिपाठी B.मृच्छकटिकम्- डॉ. रश्मि यादव	A. महाभाष्य - डॉ. प्रतिभा आर्या B.निरुक्त- डॉ. रेनू कोछड शर्मा
3.	Wednesday	A. भाषाविज्ञान- डॉ. नन्दिनी रघुवंशी B.मृच्छकटिकम् - डॉ. रश्मि यादव	A. निरुक्त - डॉ. प्रचेतस् B. भाषाविज्ञान- डॉ. विकास शर्मा
4.	Thursday	A. ध्वन्यालोक - डॉ. निरुपमा त्रिपाठी B.कृदन्त- डॉ. ललित कुमार	A.मृच्छकटिकम्- डॉ. रश्मि यादव B. भाषाविज्ञान - डॉ. रजनी गोस्वामी
5.	Friday	A.सांख्य- डॉ. विकास शर्मा B. भाषाविज्ञान -डॉ.नन्दिनी रघुवंशी	A. भाषाविज्ञान - डॉ. रजनी गोस्वामी B. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव

08/01/2024
Prof. Prayag Narayan Mishra
CO-ORDINATOR
Department of Sanskrit..
University of Allahabad
Prayagraj-211002

Some photos of teachers taking remedial classes in Sanskrit department are shown for reference.

Dr. Ambedkar Centre of Excellence (DACE) was established in the Academic Complex, FCI Campus, University of Allahabad with an objective to provide competitive coaching facility to economically disadvantaged Scheduled Castes (SCs) and Other Backward Classes (OBCs) candidates for securing jobs in the public and private sectors as well as admission in reputed technical and professional higher education institutions.

Advanced learners

- They are provided career planning and discussion/talks are conducted on the advanced topic,
- Advanced Learners are encouraged to prepare for higher studies and communicate research papers in conferences/Journals,
- Such students are guided for competitive Examinations such as GATE, NET, JAM etc.,
- Advanced Learners are also allowed to provide tutorials for juniors and are encouraged to take up higher assignments.

Lecture delivered by Prof. N. R. Farooqi

Lecture delivered by Prof. Pravesh Kumar Srivastava

Job Readiness Training Programme, Sociology

Special Lecture, Sociology

Some advanced learners perform so well that they are able to publish research articles and book chapters while some others bring best paper award in conferences. Some certificates of conference presentation, research articles published by the students are provided as supplementary documents.

INTERNATIONAL INSTITUTE FOR POPULATION SCIENCES

(Deemed to be University)

CERTIFICATE

XXVIII IIPS National Seminar 2024

Vandita Srivastava

has participated and presented a paper entitled

Predictive Analysis of Domestic Violence Using Machine Learning: Contribution Towards Goal 5 Of SDG.

in the oral category at National Seminar on

"Tracking progress of Sustainable Development Goals with a focus on Uttar Pradesh"

organized at Department of Statistics, Institute of Science,Banaras Hindu University (BHU),Varanasi

during 12-13 February, 2024

Prof. S. K. Singh
Director (Additional Charge),IIPS, Mumbai

Prof. K. K. Singh
Professor, Dept. of Statistics, BHU, Varanasi

Improvement due to Remedial Classes in K. Banerjee Centre of Atmospheric and Ocean Studies

Slow Learner:

Name of the Student	Class	Semester I Grade	Semester II Grade	Remark
Prashant Kumar Mishra	M. Tech. (Earth System Science)	5.00 CGPA	6.60 CGPA	Improvement in Marks

Advance Learner:

Name of the Student	Class	Outcome
Smriti Srivastava	M. Tech. (Earth System Science)	Published a paper entitled "A Study of the Solar Cycle 21–24 and the Starting Phase of Solar Cycle 25" Proceedings of the National Workshop on Recent Advances in Condensed Matter and High Energy Physics. Springer Proceedings in Physics, vol 278. Springer, Singapore. https://doi.org/10.1007/978-981-19-2592-4_5

The list of workshops, training programmes, conferences, quiz etc. organised by various departments in the last five years is shown in the annual reports of the university which can be found on the link https://www.allduniv.ac.in/about-uoa/annual-report.

K. BANERJEE CENTRE OF ATMOSPHERIC AND OCEAN STUDIES
M. N. SAHA CENTRE OF SPACE STUDIES
UNIVERSITY OF ALLAHABAD, PRAYAGRAJ-211002
Telefax: +91 (532) 2460974

AOS/306/2024
Date: 10/01/2024

To,
The Chairman, NAAC,
University of Allahabad,
Prayagraj (UP) 211002

Subject: The name of mentors and mentees for PG students for the session 2023-24_reg

Sir,

This is with reference to Registrar's letter no. 05/R/20/2024 dated 09/01/2024; the list of mentors and mentees for PG students is given below:

S.No.	Name of Mentors	Name of Mentees
1.	Prof. Suneet Dwivedi	Ajay Pratap Singh, Km Shipra, Smriti Srivastava
2.	Dr. Shailendra Rai	Akanksha Yadav, Prashant Kumar Mishra, Priya Mishra
3.	Dr. Vivek Kumar Pandey	Alok Mishra, Priyanka Mishra, Subodh Kumar
4.	Dr. Sudhir Kumar Singh	Ashish Mishra Shubham Kumar Gond, Ravi Kant Chauhan

Thanking you,

Coordinator,
KBCAOS,
University of Allahabad

12/01/2024

Coordinator
K. Banerjee Centre of Atmospheric
& Ocean Studies
University of Allahabad

भू एवम् ग्रहीय विज्ञान विभाग
Department of Earth and Planetary Sciences
इलाहाबाद विश्वविद्यालय
UNIVERSITY OF ALLAHABAD
A Central University

No. E.P.S/233/1.2024

12th January 2024

The Coordinator,
IQAC and NAAC,
University of Allahabad
Prayagraj – 211002

Subject: Ongoing Mentorship Program for B.Sc. and M.Sc. Students.

Respected Sir,

Regarding letter no. 05/R/20/2024 dated 9th January 2024 of the Registrar, I am writing to bring to your attention the ongoing mentorship program for students enrolled in B.Sc. (Geology) and M.Sc. (Applied Geology). The list is as follows:

S. No.	Mentor	Name of Mentee	Class of Mentee
1	**Prof. Jayant Nath Tripathi** Email: **jntripathi@allduniv.ac.in** Contact No.: **9335659256**	Alka Gupta	B.Sc. 1st Year
2		Anurag Verma	B.Sc. 1st Year
3		Ayush Kumar Pandey	B.Sc. 1st Year
4		Piyush Heeralal Rao	B.Sc. 1st Year
5		Shivam Gupta	B.Sc. 1st Year
6		Aarya Pandey	B.Sc. 2nd Year
7		Anupam	B.Sc. 2nd Year
8		Shivam Dubey	B.Sc. 2nd Year
9		Abhishek Yadav	B.Sc. 3rd Year
10		Pranjal Mishra	B.Sc. 3rd Year
11		Agrashi Khare	M.Sc. 2nd Semester
12		Omkar Priyaiswar Behera	M.Sc. 2nd Semester
13		Tarun Kumar Singh	M.Sc. 4th Semester
14		Ritesh Singh	M.Sc. 4th Semester
15	**Prof. Jayanata Kumar Pati** Email: **jkpati@allduniv.ac.in** Contact No.: **9450551686**	Amit Kumar Yadav	B.Sc. 1st Year
16		Anushka Verma	B.Sc. 1st Year
17		Bhanu Pratap Singh	B.Sc. 1st Year
18		Pranjal Yadav	B.Sc. 1st Year
19		Shiv Shankar Dwivedi	B.Sc. 1st Year
20		Abhishek Kumar Shrivastava	B.Sc. 2nd Year
21		Arpit	B.Sc. 2nd Year
22		Shruti Yadav	B.Sc. 2nd Year
23		Alok Chaturvedi	B.Sc. 3rd Year
24		Praveen Kr. Shukla	B.Sc. 3rd Year
25		Akanksha Dubey	M.Sc. 2nd Semester
26		Punit Singh	M.Sc. 2nd Semester
27		Aishanya Sharma	M.Sc. 4th Semester
28		Shivam Mishra	M.Sc. 4th Semester

12.01.2024
विभागाध्यक्ष
HEAD
भू एवं ग्रहीय विज्ञान विभाग
Dept.of Earth & Planetary Sciences
इलाहाबाद विश्वविद्यालय
University of Allahabad

IIDS/286/CSS/24

CENTRE OF SCIENCE AND SOCIETY
Institute of Inter Disciplinary Studies (IIDS)
UNIVERSITY OF ALLAHABAD
(A Central University under the Act of Parliament)
Prayagraj - 211002, India

Date: **10.01.2024**

To,
The Chairman NAAC
University of Allahabad,
Prayagraj-211002

Subject: List of nominated for PG students for the session 2023-24 from Centre of Science & Society, IIDS, UoA

Dear Sir,

As per the letter no. 05/R/20/2024 dt. Jan. 09, 2024. The list of the mentors and mentees are given below for your kind perusal.

S. No.	Name of Mentors	Name of P.G. Students	Enrolment No.
1.	Dr Rohit Kumar Mishra	Aparna Singh	U2275058
		Priybrat Tripathi	U2275051
		Anand Kumar Maurya	U2275054
		Kalash Mishra	U2375495
		Onkar Tripathi	U2375498
2.	Dr. Shashi Kant Shukla	Amit Kumar	U2275050
		Harsh Tiwari	U2275055
		Rahul Kumar Yadav	U2275053
		Akansha Singh	U2375500
		Vimal Yadav	U2375497
3.	Dr. Arpana Pandey	Garvita Singh	U2275059
		Jayendra Pratap Verma	U2275052
		Sushant Pandey	U2275056
		Ruchi Mishra	U2375496
		Anchal Sahu	U2375499

Thanking you

Yours Sincerely,

(Dinesh Mani)
Coordinator
Centre of Science and Society

10.1.24
Coordinator
Center of Science & Society, IIDS
University of Allahabad
Prayagraj-211002

Centre for Women's Studies

UNIVERSITY OF ALLAHABAD
Allahabad, UP (INDIA)-211002

Prof. Anuradha Agarwal
Director
Mobile: 9454544470
Email: anuaualld@gmail.com

Office of the Registrar No. R-449 Date 10/01/24 University of Allahabad

Office of the Centre for Women's Studies No CWS/929/24 Date 10/1/24 University of Allahabad

To,

The Registrar
University of Allahabad
Prayagraj

Reference to letter no. 05/R/20/2024 dated 9 January 2024.

Subject: Regarding names of of Mentors, CWS

Sir

With reference to Letter no. **05/R/20/2024 dated 9 January 2024,** regarding nominate the mentors for students (PG) at Centre for Women's Studies, University of Allahabad details are as follows:

List of Mentors as follows:-

SN	Course Name	Mentor Name	Designation
1	PG-1	Prof. Anuradha Agarwal	Director, Centre for Women's Studies, University of Allahabad
2	PG-2	Gurpinder Kumar	Assistant Professor, Centre for Women's Studies, University of Allahabad

Thanking you,

Yours sincerely,

Agarwal 10.1.24.

Anuradha Agarwal

Director
Centre for Women's Studies
Allahabad University

Copy to Chairman, NAAC, UoA

Chairman, NAAC

NC
Registrar
10/1/24
REGISTRAR
कृते सचिव

Centre for Development Studies
University of Allahabad
Prayagraj

Ref. No.: CDS/COO/2248/2024
Date: 10-01-2024

To

Chairman
NAAC
University of Allahabad
Prayagraj

Subject: Nomination of the mentor for PG student for the Session 2023-24 of the Centre Reg.:

Sir

With reference to the Letter No.: 05/R/20/2024 dated 09/01/2024 issued by Registrar, University of Allahabad, following are the required details:

Level: PG
Programme: Master in Development Studies (MDS)

S.N.	Name of the Mentee	Enrollment No.	Name of the Nominated Mentor
1	Shivam Kumar Mishra	M2030334	**Dr Subhash Shukla** Associate Professor **Contact No.**: 9935213944 **Email**: subhshukla67@yahoo.com
2	Lokesh Kumar Singh	D2030212	
3	Rajnandini	U1973063	
4	Rohit Sharma	U1330565	
5	Manjeet Singh	U2373275	
6	Bushra Saleem	U2375276	
7	Anam Fatma	S1930017	
8	Satya Prakash Shukla	U02273046	
9	Avanish Yadav	U02273045	
10	Abha Yadav	U1630193	
11	Kuldeep Singh	13AU/1604	

This is for your kind information.

Thanking you, yours sincerely

10/01/2024

(Coordinator)
Centre for Development Studies
University of Allahabad

Copy to: Registrar, University of Allahabad

Department of Commerce & Business Administration
University of Allahabad

Prof. R.S. Singh
Head

Dated: 09/01/2024

Notice

In light of the preparation of proposed NAAC visit at the University of Allahabad, an urgent meeting was convened by the Dean, Faculty of Commerce UoA on 09/01/2024 at 11:30 A.M. In accordance with the outcome of this meeting, the Faculty Members are requested to conduct the Mentoring Programme in different Classes as per the following:

Sr. No.	Class	Name of the Mentor (Faculty Member)
1.	MBA I Year	Prof. Arun Kumar
2.	MBA II Year	Dr. A. C. Pandey
3.	M. Com. I Year (Boys)	Prof. A. K. Malviya
4.	M. Com. I Year (Girls)	Dr. Shefali Nandan
5.	M. Com. II Year (Boys)	Prof. R. S. Singh
6.	M. Com. II Year (Girls)	Dr. Ekta Verma
7.	B. Com. Part-I (Boys)	Dr. Hariom Gupta
8.	B. Com. Part-I (Girls)	Dr. Archana Singh
9.	B. Com. Part-II (Boys)	Dr. Himanshu Srivastava
10.	B. Com. Part-II (Girls)	Dr. Sarita Maxwell
11.	B. Com. Part-III (Boys)	Dr. J. K. Singh
12.	B. Com. Part-III (Girls)	Dr. Anvita Raghuvanshi
13.	Five Year Integrated Programme in Management	Dr. A. C. Pandey

Mentors (Faculty Members) are also requested to maintain a proper documentation of the Mentoring Programme conducted by them.

09/01/2024

(R.S. Singh)
Professor & Head
Department of Commerce
& Buisness Adminstration
University of Allahabad
PRAYAGRAJ-211002

University of Allahabad

Department of Sanskrit, Pali, Prakrit and Other Oriental Languages

List of Mentor and Mentee
Session 2022-23 & 2023-24

(1) PROF. PRAYAG NARAYAN MISHRA

Mobile No. - 9559769102

M.A. Part I/III

Sl. No.	NAME	FATHER'S NAME	MOBILE NO.
1	MAYANK DWIVEDEE	RAJNESH DWIVEDEE	9140570335
2	PUSHPENDRA SINGH	SHYAM BIHARI SINGH	9511060665
3	KM. JAGRITI	SUDAMA PRASAD	6307146827
4	AMIT KUMAR	BHAIRAV PRASAD	7880832601
5	MANOJ KUMAR	SWAMI SHARAN PAL	8127471129
6	OM PRAKASH MISHRA	SUSHEEL KUMAR MISHRA	9336338287
7	ADARSH MAURYA	JAY SHANKAR MAURYA	9120201797
8	KALPNA YADAV	SANT BAHADUR YADAV	9628699818
9	KRITI MISHRA	YOGESH NARAYAN MISHRA	8381863629
10	ANOOP KUMAR TIWARI	CHANDESHWAR PRASAD	9598962105

MA. PART-II/IV

Sl. No.	NAME	FATHER'S NAME	MOBILE NO.
1	Harshwardhan Pandey	Satyavar Pandey	7007421373
2	Devesh Dwivedi	Pawan Kumar Dwivedi	8687521377
3	Rampoojan Singh	Shilavant Singh	7523816988
4	Sachin Gupta	Pawan Gupta	6387740618
5	Sumit Mishra	Ramakant Mishra	7518758952
6	Archana Chaurasiya	Brahmadeen Chaurasiya	9506464553
7	Alka Dubey	Manoj Dubey	M1921950

(2) PROF. ANIL PRATAP GIRI

Mobile No. - 7200526855

M.A. Part I/III

Sl. No.	NAME	FATHER'S NAME	MOBILE NO.
1	PRIYA SINGH	RAJENDRA SINGH	6386183981
2	VIDHI TIWARI	BRIJESH TIWARI	9307676257
3	ANKET KUMAR KESHARWANI	RAMESH CHANDRA KESHARWANI	6394094374
4	ANKIT KUMAR SHUKLA	ANANT PRASAD SHUKLA	8174922192
5	MANEESH KUMAR	HARIHR PRASAD	7521977452
6	SACHIN KUMAR	AMAR NATH YADAV	8604372277
7	VINAY SHANKAR	RAM KRISHAN MISHRA	7619837255
8	KM KALPNA LODHI	GULAB SINGH LODHI	9335060068
9	RAJ PANDEY	RAJENDER KUMAR PANDEY	8851199807
10	ASHUTOSH MISHRA	SHRI KAUSHAL KUMAR MISHRA	8052656511

M.A. PART-II/IV

SL. No.	NAME	FATHER'S NAME	MOBILE NO.
1	Shruti Tripathi	Alok Chandra Tripathi	7355747037
2	Archana Singh	Ranjit Singh	9450811713
3	Pakeeza Shafaq	Md. Haroon	9119860466
4	Tanu Yadav	Rajkumar Yadav	9453010670
5	Shubham Tiwari	Sanjay Kumar	8382066137
6	Prince Shukla	Vijay Kumar Shukla	8795295869

11/01/24
CO-ORDINATOR
Department of Sanskrit
University Allahabad
Prayagraj-211002

List of Mentors-Mentees for 2023-24

P.G. First Year

Mentor: Dr. Vikram Harijan Mentees: Names of students with names starting with – ABH to ANU
Mentor: Dr. Santosh Kumar Mentees: Names of students with names starting with – ARC to GAU
Mentor: Dr. Kalpana Singh Mentees: Names of students with names starting with - GIR to RAH
Mentor: Dr. Shipra Nandan Mentees: Names of students with names starting with - RAJ to SHR
Mentor: Dr. P.S. Harish Mentees: Names of students with names starting with – SHW to YAT

P.G. Second Year

Mentor: Prof. Sanjay Srivastava Mentees: Names of students with names starting with – AAK to ANJ
Mentor: Prof. Alok Prasad Mentees: Names of students with names starting with – ANJA to HARI
Mentor: Dr. Khushvant Singh Mentees: Names of students with names starting with – HAR to MUS
Mentor: Dr. Anand Pratap Chand Mentees: Names of students with names starting with – NAN to RAM
Mentor: Dr. Akhil Gupta Mentees: Names of students with names starting with – RAM to SAT
Mentor: Dr. Kuldeep Kumar Mishra Mentees: Names of students with names starting with – SATY to SURA
Mentor: Dr. Chandra Bhan Yadav Mentees: Names of students with names starting with – SUR to VIP

Note:

1. The mentors should hold at least two meetings with mentees every month during the Academic Year 2023-24.
2. They should maintain proper report of the meeting with mentees including the attendance, geo-tagged photos and details of mentoring in each meeting.

HEAD
Department of Medieval & Modern History
University of Allahabad

Centre of Food Technology
Mentor List (Session 2023-24)

SN	Mentor Name	Name	Course
1	Dr. Devinder Kaur	SIDDHANT KUMAR PANDEY	5 yr UG & PG III / IV
2		UTKARSH PRATAP SINGH	5 yr UG & PG III / IV
3		ATIKA ATHAR	5 yr UG & PG V / VI
4		KANCHAN BISHT	5 yr UG & PG V / VI
5		PRATEEK PANDEY	5 yr UG & PG V / VI
6		TRISHITA GIRI	5 yr UG & PG V / VI
7		NANDANI SONI	B.Voc FPT III / IV
8		Dakesh Kumar	B.Voc FPT III / IV
9		PRASHANT PANDEY	B.Voc FPT V & VI
10		ALOK SHARMA	M.Sc. FTIII / IV
11		ARUNIMA	M.Sc. FTIII / IV
12		IFFAT UMAIR	M.Sc. FTIII / IV
13		POONAM KUMARI	M.Sc. FTIII / IV
14		SANNO BANO	M.Sc. FTIII / IV
15		SHWETA RANJAN	M.Sc. FTIII / IV
16		VIPIN KUMAR SINGH	M.Sc. FTIII / IV
17		YASHWENDRA YADAV	M.Sc. FTIII / IV
18		AAKANKSHA SINGH	M.Sc. FTI / II
19		ARPITA SHUKLA	M.Sc. FTI / II
20		DEVIKA KESHARI	M.Sc. FTI / II
21		KEERTI AGRAHARI	M.Sc. FTI / II
22		REWATI JAISWAL	M.Sc. FTI / II
23		SHRUTI TIWARI	M.Sc. FTI / II
24		ADARSH MISHRA	B.Voc. FTI / II
25		JANHAVI SINGH	B.Voc. FTI / II
26		PRIYANSHI SRIVASTAVA	B.Voc. FTI / II
27	Dr. Pinki Saini	SHANTANU RAI	5 yr UG & PG III / IV
28		ABDULLAH ANEES	5 yr UG & PG V / VI
29		CHAKREESH PANDEY	5 yr UG & PG V / VI
30		MEGHA KUMARI	5 yr UG & PG V / VI
31		RITUSHA MAURYA	5 yr UG & PG V / VI
32		MD ARSAD KHAN	B.Voc FPT III / IV
33		ANCHAL KANNAUJIYA	M.Sc. FTIII / IV
34		AYUSHI SHAKYA	M.Sc. FTIII / IV
35		KIRTI GUPTA	M.Sc. FTIII / IV
36		MOHD AYAN	M.Sc. FTIII / IV
37		PRAPTI GUPTA	M.Sc. FTIII / IV
38		REENA MAJUMADAR	M.Sc. FTIII / IV
39		SHASHWAT SRIVASTAVA	M.Sc. FTIII / IV
40		SHREYA MISHRA	M.Sc. FTIII / IV
41		SUBHASH YADAV	M.Sc. FTIII / IV
42		TANYA SHARMA	M.Sc. FTIII / IV
43		AAKRITI KUSHWAHA	M.Sc. FTI / II
44		ATANJALI YADAV	M.Sc. FTI / II
45		DHWANI SINGH	M.Sc. FTI / II
46		KOMAL	M.Sc. FTI / II
47		REYAL FATIMA	M.Sc. FTI / II
48		SHUBHANGI RAI	M.Sc. FTI / II
49		ANA FATIMA	B.Voc. FTI / II
50		KHYATI JAISWAL	B.Voc. FTI / II
51		PRIYANSHU KUMAR RAJAK	B.Voc. FTI / II

Coordinator
Centre of Food Technology, IPS
at Allahabad

DEPARTMENT OF ENGLISH AND MODERN EUROPEAN LANGUAGES
UNIVERSITY OF ALLAHABAD
Prayagraj – 21002, U.P. (INDIA)

D.No. Eng./05/2024
Date: 09.01.2024

Office of the Registrar
No. R-493/24
Date 10-01-24
University of Allahabad

To
The Registrar
University of Allahabad,
Prayagraj.

Ref: Your letter no. 5/R/20/2024 dated 09.01.2024.

Sir,

Kindly refer to our telephonic talks in connection with the above letter.

The following teachers are nominated to mentor the students of B.A. (English Literature)

1. Dr. Ms. Kanchan Yadav
2. Dr. Ms. Kanchan Chakraborty
3. Dr. Ambrish Khare
4. Aloysius Sebastian

The following teachers are nominated to mentor the students of B.A. (English Language)

1. Dr. Amarnath
2. Dr. Satish Kumar Prajapati
3. Dr. Shiban Ur Rahman
4. Dr. Papiya Lahiri

Thanking you,

Yours sincerely,

(**Prof. S.K. Sharma**)
Head
Department of English & MEL
University of Allahabad
Prayagraj

HEAD
Department of English,
Modern European Languages
University of Allahabad
Allahabad-211002

Chairman, NAAC

Registrar
10/1/24

REGISTRAR

Department of Mathematics, University of Allahabad: Time –Table: 2023-24 (w.e.f. January 2024)

	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-01:25	1:25-2:10	02:10-03:00	03:05-03:55	4:00-4:50
Monday		1A ALK (III) 1 1H BM (I) 2 2B+D1 PKS (III) 4 2C AK (I) 3 S2 AKS (II) 8	1C AKC (II) 1 1D GSY (I) 7 1E GSY (I) 7 1F ALK(III) 2 1G ALK (III) 2 2D2+F+Arts BM (III) 4 S2 PKS(IV) 8 S4 BKS (opt) 5	1D SDevi (III) 7 1E SDevi (III) 7 1F HRR (II) 3 2A AK (III) 2 S2 AKC (I) 8 S4 RPS (opt) 5	1G HRR (I) 9 1H AK (III) 7 2A AKS (II) 2 2B+D1+Arts RPS (I) 3 2D2+F ALK (I) 1 2S+Cs+Cs1 ALK (I) 1 3A+Arts SDevi (III) 4 3B SD (III) 6 S2 BM (III) 8 S4 MK (opt) 5		1A ALK (II) 3 1B GSY (I) 7 2A AKC (I) 4 2C BM (III) 2 S4 SDevi (opt) 8 RC2 PKS(III) 9	1Arts AKS (II) 3 2B+D1 BKS (II) 4 2D2+F+Arts BKS (II) 4 2C GSY (II) 2 S4 SD (opt) 8	1Arts AKS(II) 3
Tuesday		1A HRR (I) 1 1F AK (I) 5 2C GSY (II) 4 S2 AKC (I) 8	1C SSS (I) 6 1D SDevi (III) 7 1E SDevi (III) 7 1F ALK (III) 2 1G ALK (III) 2 S2 PKS (IV) 8 S4 BKS (opt) 5	1D GSY (I) 7 1E GSY (I) 7 1F HRR (II) 3 1H AK (III) 4 2A AKC (I) 2 S2 BM (III) 8 S4 RPS (opt) 5	1G AKS (II) ACB 1E HRR (II) 7 1H AKC(II) 9 1K AKC(II) 9 2A AK (III) 2 2B+D1+Arts RPS (I) 3 2D2+F+S+Cs+Cs1 ALK (I) 1 3A+Arts PKS (IV) 4 3B SD (III) 6 S2 SSS (V) 8 S4 MK (opt) 5		1A SD (III) 6 1B SDevi (III) 1 1C ALK (III) 7 2A AKS(II) 2 2C BM (III) 3 S4 GSY (I) 8 RCS2 RPS(I) 4	2B+D1 BKS (II) 4 2D2+F+Arts BKS (II) 4 S4 SDevi (opt) 8 RC1 SD(III) 6	1Arts AKS (II) 3 RC1 BKS (II) 9
Wednesday		1F ALK (III) 1 1G ALK (III) 1 1H BM (I) 2 2C AK (I) 3 S2 AKC(I) 8	1C AKC (II) 7 1D ALK (II) 6 1E HRR (II) 4 S2 AKS (II) 8 S4 BKS (opt) 5	1D SDevi (III) 6 1E SDevi (III) 6 1F AK (I) 1 2A AKS(II) 2 2C BM (III) 3 S2 PKS (IV) 8 S4 RPS (opt) 5	1A SD (III) 7 1B GSY (I) ACB 1G HRR (I) 9 1H AKC(II) 1 1K AKC (II) 1 2S+Cs+Cs1 SDevi (III) 2 2B+D1 PKS (III) 3 3A+Arts RPS(I) 4 3B BKS (II) 6 S2 SSS(V) 8 S4 MK (opt) 5		1A HRR (I) 1 1B BKS (II) 1 1C ALK (III) 3 3A+Arts SDevi (III) 4 3B AKC(I) 6 S4 GSY (I) 8	1K AK (I) 3 1Arts AK (I) 3 3A+Arts HRR(II) 4 3B GSY (IV) 6 S4 SD (opt) 8 RC1 SSS(I) 7	1K BM (III) 3 1Arts BM(III) 3 2S+Cs+Cs1 AKS (II) 2
Thursday		1G AKS (II) 1 2S+Cs+Cs1 SDevi (III) 2 3A+Arts HRR (II)4 3B GSY (IV) 6 S2 AK (III) 8	1C ALK (III) 7 1D GSY (I) 6 1E GSY (I) 6 1F HRR (II) 3 2D2+F+Arts BM (III) 4 S2 SSS (V) 8 S4 BKS (opt) 5	1C SSS (I)7 1D ALK (II) 3 2A AKC (I) 2 S2 AKS (II) 8	1A SD (III) 1 1B SDevi (III) ACB 1G HRR (I) 9 1H BM (I) 7 2S+Cs+Cs1 AKS (II) 2 2B+D1+Arts RPS(I) 3 3A+Arts PKS(IV) 4 3B BKS (II) 6 S2 AKC (I) 8 S4 GSY (I) 5		1A ALK (II) 1 1B BKS (II) 2 S4 SDevi (opt) 8 RCS2 MK (II) 4	1K BM (III) 3 1Arts BM(III) 3 3A+Arts RPS(I) 4 3B AKC(I) 6 S4 SD (opt) 8	1K AK (I) 3 1Arts AK (I) 3
Friday		1G AKS (II) 1 1H AK (III) 3 2S+Cs+Cs1 SDevi (III) 2 3A+Arts HRR (II) 4 3B AKC(I) 6 S2 BM (III) 8	1C SSS (I) 7 1D ALK (II) 2 1E HRR (II) 5 1F AK (I) 1 2D2+F+Arts BM (III) 3 3A+Arts SDevi (III) 4 3B BKS(II) 6 S2 PKS (IV) 8 S4 RPS (opt) 5	1B BKS (II) 1 1C AKC (II) 7 2A AKS (II) 2 2C GSY (II) 3 3A+Arts RPS(I) 4 3B SD (III) 6 S2 SSS (V) 8 S4 MK (opt) 5	1B GSY (I) 2 1H AKC(II) 1 1K AKC(II) 1 2B+D1 PKS (III) 3 2D2+F ALK (I) 4 2S+Cs+Cs1 ALK (I) 4 2C AK (I) 7 S2 AKS (II) 8 S4 SDevi (opt) 5		1A HRR (I) 2 1B SDevi (III) 2 S4 SD (opt) 8	1K AK (I) 3 1Arts AK (I) 3 2B+D1 BKS (II) 4 2D2+F+Arts BKS (II) 4 2S+Cs+Cs1 AKS (II) 2 S4 GSY (I) 8	1K BM (III) 3 1Arts BM(III) 3

S T(P)R S=Section, T= name of Teacher, P= Paper number, R=Room number, B.Sc (Part 1)=1, B.Sc (Part 2)=2, B.Sc (Part 3)=3, Arts=B.A., M.A/M.Sc (Semester 2)=S2, M.A/M.Sc (Semester 4)=S4, RC=Remedial Class
PKS-Prof. P.K Singh, MK-Prof. M. Khare, RPS- Prof. R.P.Shukla, SSS- Prof. S.S. Shukla, SD- Prof. S.Deo, BKS- Dr. B.K.Sharma, SDevi-Dr. S.Devi, AKC- Dr. A.K.Chaturvedi, GSY-Dr. G.C.S. Yadav,
AKS-Dr. Anup K. Singh, AK-Dr. Anil Kumar, HRR-Dr. H.R. Raundal, BM-Dr. B. Mallick, ALK-Dr. Alpesh Kumar
Room No. 5=D.R Bhattacharya Auditorium (Nehru Science Centre), ACB=Prof. A.C. Banerji Hall

02.01.24

अध्यक्ष
Head
गणित विभाग
Department of Mathematics
इलाहाबाद विश्वविद्यालय

Department of Mathematics, University of Allahabad: Time – Table: 2022-23 (Revised, January 2023)

	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-01:25	1:25-2:10	02:10-03:00	03:05-03:55	4:00-4:50
nday		1A AK (III) 1 1H PKP (III) 2 2B+D1 SKY (II) 4 S1A GSY(II) 8 S1B GSY (II) 8	1C AKR (III) 1 1D AKP (II) 6 1E AP (I) 2 1F SDevi(III) 3 1G SDevi (III) 3 2D2+F+Arts GSY (II) 4 S1A SD (V) 8 S1B SD (V) 8	1D SD (III) 6 1E SD (III) 6 1F AP (I) 3 2A AKC (I) 2 S1A BKS(III) 8 S1B BKS (III) 8	1G AKP (I) 6 1H AKP (I) 6 2A SDevi (III) 2 2B+D1 RPS (I) 3 2D2+F+Arts RPS (I) 3 2S+Cs+Cs1 AKC (I) 1 3A+Arts BKS (II) 5 3B BKS(II) 5 S3 PKS (IV) 8		1A RKV (I) 6 1B RKV (I) 6 2A BKS (II) 4 2C SKY (II) 3 S1A AKC (I) 5 S1B AKC (I) 5 S3 GSY(II) 8	1 Arts AS (II) 1 2B+D1 PKS (III) 4 2D2+F+Arts PKS (III) 4 2C SDevi (III) 3 S3 SSS(V) 8	1E VS (I) 1 1Arts VS(I) 1 S3 SDevi (III) 8
Tuesday		1A RF (III) 1 1F PKP (II) 3 2C BKS (I) 4 S1A AKC (I) 8 S1B AKC(I) 8	1C RKV (I) 7 1D RKV (I) 7 1E RSC (II) 5 1F SDevi(III) 3 1G SDevi (III) 3 S1A GSY(II) 8 S1B GSY (II) 8	1D SD (III) 6 1E SD (III) 6 1F AP (I) 3 1H PKP (III) 1 2A BKS (II) 4 S1A SSS(IV) 8 S1B SSS (IV) 8	1B RF (III) 4 1G AS (II) 6 1E AP (I) 9 1H AKC(II) 1 1K AKC(II) 1 2A SDevi (III) 2 2B+D1 RPS (I) 3 2D2+F +Arts RPS (I) 3 2S+Cs+Cs1 GSY (II) 7 3A+Arts BKS(II) 5 3B BKS (II) 5 S3 PKS (IV) 8		1A BKS (II) 6 1B BKS (II) 6 1C RSC (II) 1 2A AKC(I) 2 2C SKY (II) 3 S1A SD (V) 5 S1B SD (V) 5 S3 SDevi (III) 8	2B+D1 PKS (III) 4 2D2+F+Arts PKS (III) 4 S3 RPS(I) 8 RC1 BKS (II)9	1Arts AS (II) 1 S3 GSY(II) 8 RCS1 RPS(I) 3
Wednesday		1F SDevi(III) 6 1G SDevi(III) 6 1H PKP (III) 2 2C BKS (I) 4 S1A GSY(II) 8 S1B GSY (II) 8	1C RKV(I) 7 1D RKV (I) 7 1E RSC (II) 4 S1A SD (V) 8 S1B SD (V) 8	1D AKP (II) 4 1E AP (I) 1 1F PKP (II) 6 2A AKC(I) 2 2C SDevi (III) 3 S1A SSS(IV) 8 S1B SSS (IV) 8	1A AK (III) 7 1B RF (III) 4 1G AS (II) 6 1H AKC(II) 1 1K AKC(II) 1 2S+Cs+Cs1 GSY (II) 2 2B+D1 SKY (II) 3 3A+Arts BKS (II) 5 3B BKS (II) 5 S3 SSS(V) 8		1A RKV (I) 7 1B RKV (I) 7 1C AKR (III) 3 3A+Arts SDevi(III) 4 3B SD (III) 6 S1A BKS(III) 5 S1B BKS (III) 5 S3 GSY(II) 8	1K VS (I) 3 1Arts VS (I) 3 3A+Arts RPS(I) 4 3B AKC(I) 6 S3 PKS (IV) 8	1Arts AK(III) 3 1K AK (III) 3 2S+Cs+Cs1 SD(III) 2 S3 RPS (I) 8 RC2 PKS(III) 9
Thursday		1G AS (II) 1 2S+Cs+Cs1 AKC (I) 2 3A+Arts SDevi (III)4 3B SD(III) 7 S1A BKS(III) 8 S1B BKS (III) 8	1C RSC (II) 1 1D SD (III) 6 1E SD (III) 6 1F AP (I) 3 2D2+F+Arts GSY (II) 4 S1A SSS(IV) 8 S1B SSS (IV) 8	1C RKV (I) 7 1D RKV(I) 7 2A SDevi(III) 2 2C BKS (I) 4 S1A AKC (I) 8 S1B AKC(I) 8	1A BKS (II) 6 1B BKS (II) 6 1G AKP (I) 5 1H AKP (I) 5 2S+Cs+Cs1 SD (III) 3 2B+D1 SKY (II) 2 3A+Arts RPS(I) 4 3B AKC(I) 7 S3 SDevi(III) 8		1A RKV (I) 6 1B RKV (I) 6 S1A GSY(II)5 S1B GSY (II)5 S3 PKS (IV) 8	1K AK(III) 3 1Arts AK(III)3 3A+Arts PKS(IV) 4 3B GSY(IV)6 S3 SSS(V) 8	1Arts AS (II) 3 S3 RPS(I) 8 RC1 SD(III) 6 RC1 SSS(I) 7
Friday		1G AKP(I) 5 1H AKP (I) 5 2C SDevi (III) 3 2S+Cs+Cs1 AKC (I) 2 3A+Arts PKS (IV) 4 3B GSY(IV) 6 S1A SD (V) 8 S1B SD (V) 8	1C AKR (III) 1 1D AKP (II) 2 1E RSC(II) 5 1F PKP (II) 7 2D2+F+Arts GSY (II) 4 3A+Arts RPS(I) 4 3B AKC(I) 6 S1A BKS(III) 8 S1B BKS (III) 8	1C RSC (II) 1 2A BKS (II) 2 2C SKY (II) 3 3A+Arts SDevi (III) 4 3B SD(III) 6 S1A SSS(IV) 8 S1B SSS (IV) 8	1B RF (III) 2 1H AKC(II)1 1K AKC(II)1 2B+D1 RPS (I) 3 2D2+F+Arts RPS (I) 3 2S+Cs+Cs1 SD (III) 7 S3 GSY(II) 8		1A BKS (II) 6 1B BKS (II) 6 S1A AKC (I) 5 S1B AKC (I) 5 S3 SDevi (III) 8	1K AK (III) 3 1Arts AK(III) 3 2B+D1 PKS (III) 4 2D2+F+Arts PKS (III) 4 2S+Cs+Cs1 GSY (II) 2 S3 SSS(V) 8	1K VS (I) 3 1Arts VS (I)3 S3 RPS(I) 8

T(P)R: S=Section; T= name of Teacher, P= Paper number, R=Room number, B.Sc (Part 1)=1, B.Sc (Part 2)=2, B.Sc (Part 3)=3, Arts=B.A., M.A./M.Sc. (Semester 1)=S1, M.A./M.Sc. (Semester 3)=S3, RC-Remedial Class

PKS-Prof. P.K.Singh, MK-Prof. M. Khare, RPS- Prof. R.P.Shukla, SSS- Prof. S.S. Shukla, SD- Prof. S.Deo, BKS- Dr. B.K.Sharma, SDevi-Dr. S.Devi, AKC- Dr. A.K.Chaturvedi, GSY-Dr. G.C.S.Yadav,

Research Scholars: AK-Arun Kumar, AK P-A.K.Pandey, RKV-R.K.Verma, SKY-S.K.Yadav, AKR-A.K. Ram, AP-Angad Prasad, RSC-R.S. Chauhan, PKP-P.K. Patel, AS-Anupam Singh, RF-R. Fatma,

V. Singh, Room No. 5=D.R Bhattacharya Auditorium (Nehru Science Centre)

RPShukla
अध्यक्ष 02/01/2023
Head
गणित विभाग
Department of Mathematics
इलाहाबाद विश्वविद्यालय
University of Allahabad

Department of Mathematics, University of Allahabad: Time –Table: 2021-22: Revised_3

	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-01:25	1:25-2:10	02:10-03:00	03:05-03:55	4:00-4:50
Monday		1A SKY(II) 1 1H MKS(III)2 1F AKP(I) 6 2B+D1 PP(II)4	1C RKV(I) 1 1D GSY (I) 2 1E CSK(II) 4 1F SDevi(III) 3 1G PP(II) 6 2D2+F MKS(III)7 S4 RPS(opt) 8 S1A AKC (I)5 S1B AKC (I)5	1D SK(III) 2 1E NS(III) 4 2A SDevi(III) 6 S4 SD (opt) 8 S1A BKS(III) 5 S1B BKS(III) 5	1G AS(I) 1 1H SO(I) 2 2A SKM(I) 6 2B+D1 RPS (I) ACB 2D2+F+Arts PL(III)4 2S+Cs+Cs1 BKS(I) 3 3A+Arts PP(II) 9 3B SSS(II) 7 S4 GSY(I) 8 S1A MK(II) 5		1A MKS (III) 3 1B PL (III) 9 2A AKC(I) 1 2C MK(II) 2 S4 SDevi (opt) 5 S1A SD (V)8 S1B SD (V)8	1 Arts RSC(II) 4 2C SKM (I) 7 2B+D1 PKS(III) 2 2D2+F+Arts BKS (II) 1 S1B GSY (II) 8	1K AK (III) 4 1Arts AK(III) 4 **RCS1 RPS(I) 2** **RC2 PKS(III) 9**
Tuesday		1A SKY(II) 1 1I PP(II)4	1C NS (II) 1 1D SK (III) 2 1E CSK(II) 4 1FSDevi(III) 3 1G PL(III) 6 S4 PKS(opt) 8 S1B GSY (II) 5	1D SKM(II) 2 1E NS(III) 4 1H MKS(III) 1 2A SDevi(III) 6 2S+Cs+Cs1 GSY(II) 3 S4 MK (opt)8 S1A SD(V)5 S1B SD(V)5	1B AP (I) 9 1G PP(II) 3 1E SLK (I) 5 1H AKC(II) 1 1K AKC(II) 1 2A SKM(I) 6 2B+D1 RPS (I) 4 2S+Cs+Cs1 BKS(I) ACB 2D2+F +Arts PL(III) 2 3A+Arts PKS(IV)8 3B SSS(II) 7		1A NK(I) 3 1B BKS(II) 9 1C MKS (III) 1 2A AKC(I) 4 2C MK (II) 2 S4 SD (opt) 5 S1A SSS (IV) 8 S1B SSS (IV) 8	2B+D1 PP(II) 4 2D2+F+Arts MKS(III) 2 S1A AKC (I) 8 S1B AKC (I) 8 S4 GSY (I) 5 **RC1 SD(III) 7**	1Arts RSC(II) 4 **RCS1 MK(II) 3**
Wednesday		1F AKP(I)7 1G AS(I) 1 1H MKS(III)2 2C SKM (I)4	1C RKV(I) 1 1D SK (III) 2 1E CSK(II) 4 1I SDevi(III) 3 S4 SD(opt) 8 S1A BKS(III) 5 S1B BKS (III) 5	1D GSY (I) 2 1E NS(III) 4 2AAKC(I) 6 2C PL (III) 3 S4 RPS (opt) 8 S1A SSS(IV) 5 S1B SSS (IV) 5	1A SKY(II) 6 1B BKS(II) 9 1G PL (III) 2 1H AKC(II) 1 1K AKC(II) 1 2S+Cs+Cs1 MKS(III) 5 2B+D1 PKS(III) 4 3A+Arts PP(II) 3 3B SD(III) 7 S4 MK (opt) 8		1A PL (III) 3 1B AP(I) 9 1CNS(II) 2 3A+Arts SDevi (III) 4 3B SSS(II) 7 S4 GSY(I) 8 S1A MK (II) 5	1K SKM(I) 2 1ArtsSKM(I) 2 3A+Arts RPS(I) 4 3B AKC(I) 7 S1B GSY (II) 8	1Arts RSC(II) 4 **RC1 BKS(II) 9**
Thursday		1F AKP (I) 3 1G PL (II) 1 2C SKM(I) 2 2S+Cs+Cs1 MKS(III) 4 3A+ArtsPP(II) 8 3B GSY(IV) 7	1C RKV(I) 1 1D GSY (I) 2 1E SLK(I) 4 1F PP(II) 3 1HSO(I) 7 2D2+F+Arts BKS(II) 6 S4 RPS (opt) 8 S1A AKC (I) 5 S1B AKC(I) 5	1C MKS(III) 1 1D SKM (II) 2 2A SDevi(III) 6 2C PL (III) 4 S1A SD(V) 5 S1B SD (V) 5 S4 PKS (opt) 8	1A MKS (III) 6 1B PL(III) 9 1G PP(II) 2 2S+Cs+Cs1 GSY (II) 1 2B+D1 PKS(III) 4 3A+Arts RPS(I) 3 3B AKC(I) 7 S1A MK (II) 5 S4 SDevi (opt) 8		1A NK(I) 3 1BBKS(II) 9 S1A SSS (IV) 8 S1B SSS(IV) 8 S4 MK (opt) 5	1K AK(III) 4 1Arts AK(III) 4 3A+ArtsSDevi(III) 2 3B SD(III) 7 S1A BKS (III) 8 S1B BKS (III) 8 **RC1 SSS(I) 6**	1K SKM(I) 4 1Arts SKM(I) 4
Friday		1G AS(I) 1 1H SO(I) 2 2C PL (III) 3 2S+Cs+Cs1 MKS(III) 6 3A+Arts SDevi(III) 4 3B AKC(I) 7	1D SKM (II) 2 1ESLK(I) 1 1F PP(II) 3 2D2+F+Arts BKS(II) 6 3A+Arts RPS(I) 4 3B GSY(IV) 7 S4 PKS (opt) 8 S1A AKC (I) 5 S1B AKC (I) 5	1C NS(II) 1 2A SKM(II) 6 2C MK(II) 2 3A+Arts PKS(IV) 4 3B SD(III) 7 S4 SDevi (opt) 8 S1A BKS(III) 5 S1B BKS (III) 5	1B AP (I) 9 1C MKS (III) 2 1H AKC(II)1 1K AKC(II)1 2B+D1 RPS(I) 4 2D2+F+Arts PL(III) 7 2S+Cs+Cs1 BKS(I) 6 S1A MK (II) 5 S1B GSY(II) 8		1A NK(I) 3 1B PL(III) 9 2S+Cs+Cs1 GSY(II) 2 S1A SD(V) 8 S1B SD(V) 8 S4 MK (opt) 5	1K AK (III) 4 1Arts AK(III) 4 2B+D1 PP(II) 1 2D2+F+Arts MKS(I) 2 S1A SSS(IV) 8 S1B SSS (IV) 8	1K SKM (I) 4 1Arts SKM(I) 4
Saturday			S4 RPS (opt)8	S4 SDevi (opt)8	S4 PKS(opt)8		S4 SD (opt) 8	S4 GSY (I) 8	

S T(P)R S Section T= name of Teacher P= Paper number, R=Room number, B.Sc (Part 1)=1, B.Sc (Part 2)=2, B.Sc (Part 3)=3, Arts=B.A., M.A./M.Sc (Semester 1)=S1, M.A./M.Sc (Semester 4) S4, RC Remedial Class
NS-N Singh, PKS-P K Singh, MK-M Khare, RPS-R P Shukla, SSS-S S Shukla, SD-S Deo, BKS-B K Sharma, SDevi-S Devi, AKC-A K Chaturvedi, GSY-G S Yadav, SO-S Ouman, AK-Arun Kumar, SK-Satish Kumar, ARP-A K Pandey, NK-N Kumar,
RKV-R K Verma, SKY-S K Yadav, CSK-C S Kharwar, AP-Angad Prasad, RSC-R S Chauhan, AS-Anupam Singh, SLK-Shailendra Kumar, SKM-S K Maurya, MKS-M K [illegible]

R P Shukla
11/03

Department of Mathematics, University of Allahabad, Allahabad: Time –Table: 2020-21

	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-01:25	1:25-2:10	02:10-03:00	03:05-03:55	4:00-4:50
Monday		1A SKY(II) 2 1H GF(III)6 1F AKP(I)7 2B+D1 PKS(III)1	1C RKV(I)3 1D NS(II)1 1E PP (II) 5 1F AK(III) 7 1G PKM(III) 2 2D2+D3+F GSY(III)6 S3 PKS(IV)4 S1A AKC (I) 8 S1B AKC (I)8	1D AKC(I)5 1E AKC(I)5 2A +Arts SDevi(III)2 S3 NS (II) 4 S1A BKS(III)8 S1B BKS(III)8	1G GF (I)7 1H NK(I)1 2A BKS(I)2 2B+D1+Arts RPS (I)5 2D2+D3+F RPS(I)5 2S+Cs+Cs1 RPS(I)5 3A+Arts SSS(II)8 3B SSS (II)8 S1A MK(II)3		1A SD (III) 7 1B GF(III) 6 2A MK(II)5 2C MK (II)5 S3 SSS(V)4 S1B GSY (II)8	1 Arts GF(II)6 2C AKC (I)1 2B+D1 BKS(II)2 2D2+D3+F+ Arts BKS (II)2 S3 SDevi(III)4 S1A SD (V)8 S1B SD (V)8	1K SDevi(III)6 1Arts SDevi(III)6 RCS1 RPS(I)7
Tuesday		1A GF(I)1 1F AK(III)7	1C NS (III)2 1D SK (III)7 1E PP (II) 5 1F BKS(II)6 1G GF(I)1 S3 PKS(IV)4 S1B GSY (II)3	1D AKC (I)5 1E AKC(I)5 1H GF(III) 2 2A+Arts SDevi(III)2 2S+Cs+Cs1 GSY(II)6 S3 RPS (I)4 S1A SD(V)8 S1B SD(V)8	1B MK (II) 4 1G MK(II) 4 1E GF(III)3 1H AKC(II)7 1K AKC(II)7 2A BKS (I)2 2B+D1+Arts RPS (I)5 2D2+D3+F RPS(I)5 2S+Cs+Cs1 RPS(I)5 3A+Arts SSS(II)8 3B SSS(II)8		1A SKY(II)6 1B PK (I)1 1C AD (II)2 2A MK(II)5 2C MK (II)5 S3 NS(II)4 S1A BKS(III)8 S1B BKS(III)8	2B+D1 BKS(II)2 2D2+D3+F+Arts BKS(II)2 S3 SDevi(III)4 S1A SSS (IV)8 S1B SSS (IV)8 RC1 SD(III)7	1Arts GF(II)6 S1A AKC (I)8 S1B AKC (I)8
Wednesday		1F AKP(I)1 1G PKM(III) 2 1H NK(I)7 2C AKC (I)6 S1A BKS (III)8 S1B BKS (III)8	1A SKY(II) 2 1C NS(III)1 1D SK (III) 3 1E PP(II)5 1F BKS(II)7 S3 PKS(IV)4 S1A AKC (I)8 S1B AKC (I)8	1D NS (II) 5 1E GF(III)3 2A+ Arts SDevi (III) 2 2C GSY (III) 5 S3 RPS(I)4 S1A SSS(IV)8 S1B SSS (IV)8	1B MK(II)2 1G MK (II)2 1H AKC(II)7 1K AKC(II)7 2S+Cs+Cs1 SDevi(III)6 2B+D1 PKS(III)4 3A+Arts SD(III)8 3B SD(III)8		1A SD(III)7 1B PK(I)1 1C RKV(I)2 3A+Arts SSS(II)8 3B SSS(II)8 S3 SDevi(III)4 S1B GSY (II)3 S1A MK (II)5	1K SO(I)6 1Arts SO(I)6 A+Arts RPS(I)8 3B RPS(I)8 S3 SSS(V)4 RCS1 MK(II)3 RC1 BKS(II)7	1Arts GF(II)6
Thursday		1F AK(III)1 1G PKM(III)2 2C GSY (III)6 2S+Cs+Cs1 SDevi (III)7 3A+ArtsPKS(IV) 8 3B PKS(IV)8	1C RKV (I)2 1D AKC (I) 5 1E AKC (I) 5 1F AKP(I)7 1H GF(III) 3 2D2+D3+F GSY(III)6 S3 SDevi(III) 4 S1A BKS (III)8 S1B BKS (III)8	1C AD(II)1 1D NS(II) 3 2A MK (II)5 2C MK (II)5 S1A SD(V)8 S1B SD (V)8 S3 SSS (V)4	1A SD(III) 7 1B MK(II)2 1G MK(II) 2 2S+Cs+Cs1 GSY (II) 3 2B+D1 PKS(III)1 3A+Arts RPS(I)8 3B RPS(I)8 S3 NS (II)4		1A GF(I)3 1B GF(III)1 S3 RPS(I)4 S1A SSS (IV)8 S1B SSS(IV)8	1K SDevi(III)6 1Arts SDevi(III)6 3A+ArtsSD(III)8 3B SD(III)8 S1A MK (II)2 RC1 SSS(I)7	1K SO(I)6 1Arts SO(I)6
Friday		1G GF(I)1 1H NK(I)2 2C GSY (III)6 2S+Cs+Cs1 SDevi (III)7 3A+Arts PKS(IV)8 3B PKS(IV)8	1D SK(III)7 1E GF(III)6 1F BKS (II)2 2D2+D3+F GSY(III)1 3A+Arts RPS(I)8 3B RPS(I)8 S3 NS(II)4	1C NS(III) 1 2A BKS(I) 7 2C AKC (I) 6 3A+Arts SD(III)8 3B SD(III)8 S3 PKS(IV)4 S1A MK (II)3	1B PK(I)1 1C AD(II) 2 1H AKC(II)7 1K AKC(II)7 2B+D1+Arts RPS(I) 5 2D2+D3+F RPS(I)5 2S+Cs+Cs1 RPS(I)5 S3 SSS(V)4 S1B GSY(II)3		1A GF(I)3 1B GF(III) 1 2S+Cs+Cs1 GSY(II)7 S1A SD(V)8 S1B SD(V)8 S3RPS(I)4	1K SDevi (III)6 1Arts SDevi (III)6 2B+D1 BKS(II)2 2D2+D3+F+Arts BKS(II)2 S1A SSS(IV)8 S1B SSS (IV)8	1K SO (I) 1Arts SO(I)6 S1A AKC (I)8 S1B AKC (I)8

S T(P)R: S=Section, T = name of the Teacher, P= Paper number, R= Room Number, RC=Remedial Class, B Sc (Part I)=1, B Sc (Part 2)=2, B Sc (Part 3)=3, M A/M Sc (Semester I)=S1, M A/M Sc (Semester 3)=S3

NS-N Singh, PKS-P K Singh, MK-M Khare, RPS-R P Shukla, SSS-S S Shukla, SD-S Deo, BKS-B K Sharma, SDevi-S Devi, AKC-A K Chaturvedi, GSY-G C S Yadav
PK-P Kumar, SO-S Ommer, AK-Arun Kumar, PKM-P K Maurya, SK-S Kumar, AD-A Dwivedi, PP-P Pandey, AKP-A K Pandey, NK-N Kumar, RKV-R K Verma, SKY-S K Yadav, GF-Guest Faculty

15.07.20

अध्यक्ष
Head
गणित विभाग
Department of Mathematics
इलाहाबाद वि. विद्यालय

Department of Mathematics, University of Allahabad, Allahabad: Time –Table: 2019-20: Revised

	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:35-01:25	1:25-2:10	02:10-03:00	03:05-03:55	4:00-4:50
Monday		1A SKY(II)2 1H NG(III)6 1F AKP(I)7 2B+D1 PKS(III)1	1C PKP(III)3 1D NS(II)1 1E PP (II) 5 1F AK(III)7 1G AD(II) 2 2D2+D3+F GSY(III)6 S3 PKS(IV)4 S1A SD (V) 8 S1B SD (V)8	1D PKP(I)1 1E AKC(I)5 2A +Arts SDevi(III)2 S3 NS (II) 4 S1A BKS(III)8 S1B BKS(III)8 PCW (opt) SSS	1G RBY (I)7 1H NK(I)1 2A BKS(I)2 2B+D1+Arts RPS (I)5 2D2+D3+F RPS(I)5 2S+Cs+Cs1 SKM(I)6 3A+Arts SSS(II)8 3B SSS (II)8 S1A MK(II)3		1A SD (III) 7 1B SDevi(III)5 2A MK(II)3 2C AKC (I)6 S3 SSS(V)4 S1B GSY (II)8 PCW (II) NS	2C GSY (III)1 2B+D1 BKS(II)2 2D2+D3+F+ Arts BKS (II)2 S3 SDevi(III)4 1 Arts AP(II)6 S1A AKC (I)8 S1B AKC (I)8 RC1 SD(III)7	1K SO(I)6 1Arts SO(I)6 PCW (opt) AKC
Tuesday		1A AP(I)1 1F AK(III)7	1C PKP (III)5 1D SK (III)7 1E PP (II) 2 1F BKS(II)6 1G PKM(III)1 S3 PKS(IV)4 S1B GSY(II)8	1D PKP (I)7 1E AKC(I)5 1H NG(III) 3 2A+Arts SDevi(III)2 2S+Cs+Cs1 GSY(II)6 S3 RPS (I)4 S1A SD(V)8 S1B SD(V)8 PCW (opt) SSS	1B PK(I)U 1E DKM (III)3 1G AD(II) 1 1H AKC(II)7 1K AKC(II)7 2A MK (II)2 2B+D1+Arts BKS (II)5 2D2+D3+F BKSS(II)5 2S+Cs+Cs1 SDevi(III)6 3A+Arts SSS(II)8 3B SSS(II)8		1A SKY(II)6 1B MK(II)3 1C SKM(I)1 2A BKS(I)2 2C AKC (I)7 S3 NS(II)4 S1A SSS(IV)8 S1B SSS(IV)8 PCW (opt) SDevi	2B+D1 RPS(I)2 2D2+D3+F+Arts RPS(I)2 S3 SDevi(III)4 S1A BKS (III)8 S1B BKS (III)8 PCW (opt) AKC	1Arts AP(II)6 RCS1 RPS(I)7 S1A AKC (III)8 S1B AKC (III)8
Wednesday		1F AKP(I)1 1G PKM(III)2 1H NK(I)7 2C RBY (II)6 S1A AKC (I)8 S1B AKC (I)8	1A SKY(II)2 1C SKM(I)1 1D PKP(I)7 1E AKC(I)5 S3 PKS(IV)4 S1A BKS (III)8 S1B BKS (III)8	1D NS (II) 5 1E DKM(III)3 1F BKS(II)6 2A MK (II) 2 2C GSY (III)1 S3 RPS(I)4 S1A SSS(IV)8 S1B SSS (IV)8 PCW (opt) SDevi	1B PK(I)1 1G RBY(I)2 1H AKC(II)7 1K AKC(II)7 2S+Cs+Cs1 SDevi(III)6 2B+D1 PKS(III)4 3A+Arts SD(III)8 3B SD(III)8 S1A MK (II)3		1A SD(III)7 1B MK(II)2 1C AP(II)1 3A+Arts SSS(II)8 3B SSS(II)8 S3 SDevi(III)4 S1B GSY (II)3 PCW (II) NS	1K PKP(III)6 1Art PKP(II) 6 3A+Arts RPS(I)3 3B RPS(I)8 S3 SSS(V)4 PCW (opt) SD PCW (opt) GSY RC1 BKS(II)7	1Arts AP(II)6
Thursday		1F AK (III)1 1G AD(II)2 2C RBY (II)6 2S+Cs+Cs1 SKM(I)7 3A+ArtsPKS(IV) 8 3B PKS(IV)8	1C SKM (I)5 1D NS(II) 1 1E PP (II) 2 1F AKP(I)7 1H NG(III) 3 2D2+D3+F GSY(III)6 S3 SDevi(III) 4 S1A BKS (III)8 S1B BKS (III)8	1C AP(II)1 1D SK(III)6 2A BKS (II)2 2C AKC (I)5 S1A SD(V)8 S1B SD (V)8 S3 SSS (V)4	1A SD(III) 7 1B SDevi(III)5 1G PKM(III) 3 2S+Cs+Cs1 GSY (II)6 2B+D1 PKS(III)1 3A+Arts RPS(I)8 3B RPS(I)8 S3 NS (II)4 S1A MK (II)2		1A AP (I)3 1B PK(I)1 S3 RPS(I)4 S1A SSS (IV)8 S1B SSS(IV)8 PCW (I) BKS	1K PKP(III)6 1Arts PKP(III)6 3A+ArtsSD(III)8 3B SD(III)8 PCW (opt) RPS RC1 SSS(I)7 RCS1 MK(II)1	1K SO(I)6 1Arts SO(I)6
Friday		1G RBY(I)1 1H NK(I)2 2C GSY (III)6 2S+Cs+Cs1 SKM(I)7 3A+Arts PKS(IV)8 3B PKS(IV)8	1D SK(III)7 1E DKM(III)2 1F BKS (II)6 2D2+D3+F GSY(III)1 3A+Arts RPS(I)8 3B RPS(I)8 S3 NS(II)4	1C PKP(III) 5 2A+Arts SDevi(III) 7 2C RBY (II) 6 3A+Arts SD(III)8 3B SD(III)8 S3 PKS(IV)4 S1A MK (II)[illegible]	1B MK(II) 2 1C AP(II)1 1H AKC(II)7 1K AKC(II)7 2B+D1+Arts RPS(I) 5 2D2+D3+F RPS(I)5 2S+Cs+Cs1 SDevi(III)6 S3 SSS(V)4 S1B GSY(II)3		1A AP (I)3 1B SDevi(III) 1 2S+Cs+Cs1 GSY(II)7 S1A SD(V)8 S1B SD(V)8 S3RPS(I)4 PCW (I) BKS	1K PKP (III)6 1Arts PKP (III)6 2B+D1 BKS(II)2 2D2+D3+F+Arts BKS(II)2 S1A SSS(V)8 S1B SSS (IV)8 PCW (opt) RPS PCW (opt) SO PCW (opt) GSY	1K SO(I)[illegible] 1Arts SO(I)6 S1A AKC (I)8 S1B AKC (I)8

Head

ST(P)R S== Section, T== name of the Teacher, P-- Paper number, R -- Room Number, RC Remedial Class, PCW Ph.D. Course Work

[illegible] MK-M Khan, RPS-R P Shukla, SSS-S S Shukla, SD-S Deo, BKS-B K Sharma, SDevi-S Devi, AKC-A K Chaturvedi, GSY-G S Yadav, NG-N Gupta, PK-P Kumar, SO-S Ommar, DKM-[illegible] AP-A Prasad, PKP-P K [illegible]

Centre of Computer Education & Training
Institute of Professional Studies
University of Allahabad

Time Table MCA 3rd Semester 2024-25

(With effect from: 08/07/2024)

Day / Time	9:10-12:00 PM	12:00 - 1:30 PM	1:30-2:20 PM	2:20-3:10 PM	3:10-4:00 PM	4:00-4:50 PM
Monday	LAB I – ADS/ ST	BREAK	P1-ST	TUTORIAL P5	Remedial Class	P2-ADS
Tuesday	LAB I - ADS/ ST		TUTORIAL P1	P5-KS	P4-MS	TUTORIAL P2
Wednesday	LAB I - ADS/ ST		P1-ST	P5-KS	P6-ST	TUTORIAL P3
Thursday	LAB II		P3-ADS	TUTORIAL P4	P6-ST	P2-ADS
Friday	LAB II		P3-ADS	P4-MS	TUTORIAL P6	Remedial Class

P1	MCA 552	.NET Framework & C#	ST	Ms. Sunita Tripathi
P2	MCA 553	Principles of Cryptography and Cyber Security	ADS	Mr. Anand Durga Singh
P3	MCA 554	Compiler Design	ADS	Mr. Anand Durga Singh
P4	MCA 555	Optimization Techniques	MS	Dr. Madhusudan Singh
P5	MCA 556	Machine Learning Techniques	KS	Ms. Komal Singh
P6	MCA 557	Elective I (MCA557 B / C: Core and Advanced Java Script)	ST	Ms. Sunita Tripathi
LAB I	MCA 654	Lab in C#	Ms. Sunita Tripathi + Mr. Anand Durga Singh	
LAB II	MCA 655	PROJECT (Phase I): (Bucket Oriented)	Dr. Sarika Yadav + Dr. Farha	

***Class : Lecture Hall 2, 3rd Floor, CFT Building**

*** Lab : Lab, 3rd Floor, CFT Building**

09/07/24

(Ashish Khare)
समन्वयक
Coordinator
Coordinator
संगणक शिक्षा एवं प्रशिक्षण केन्द्र
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DEPARTMENT OF EDUCATION
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PRAYAGRAJ-211002 U.P. (INDIA)

NOTICS

Remedial classes for Course code: TE712, Course Name 'Advance Research & Statists in Education' is scheduled to be held on 13th & 14th December 2023 at 10.00 am in room no 014. The following students are selected on the basis of performance in Mid-term examination:

S.N.	Name of the Student
1.	Akram Hashmi
2.	Anamika Singh
3.	Anuj Kumar Diwedi
4.	Anuradha Gautam
5.	Atul Gupta
6.	Brijesh Yadav
7.	Deelip Gautam
8.	Deepak Kumar
9.	Gaurav Mishra
10.	Jiteshwar Kumar
11.	Kamalesh Kumar Singh
12.	Kripa Shankar Pal
13.	Kumari Renu
14.	Nanhe Saroj
15.	Nitin Pal
16.	Pooja Singh
17.	Rahul Kumar Bind
18.	Rajeev Kumar
19.	Sangharsh Kannaujia
20.	Shivani
21.	Sonam Tripathi
22.	Vinay Kumar Gond

(Manish Kumar Gautam)
Course Instructor, TE 712
Assistant Professor
Department of Education
University of Allahabad, Prayagraj

Mentor-Mentee Interaction with students of M. Tech. (Earth System Sciences) of K. Banerjee Centre of Atmospheric and Ocean Studies.

Timetable for Remedial Classes, 2023-24

MA II Semester (Sanskrit)

Sl. No.	Days	9:50- 10:40 am	4:10-5:00 pm
1.	**Monday**	A. भाषाविज्ञान- डॉ. नन्दिनी रघुवंशी B. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव	A. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव B.निरुक्त- डॉ. रेनू कोछड शर्मा
2.	**Tuesday**	A. ध्वन्यालोक -डॉ. निरुपमा त्रिपाठी B.मृच्छकटिकम्- डॉ. रश्मि यादव	A. महाभाष्य - डॉ. प्रतिभा आर्या B.निरुक्त- डॉ. रेनू कोछड शर्मा
3.	**Wednesday**	A. भाषाविज्ञान- डॉ. नन्दिनी रघुवंशी B.मृच्छकटिकम् - डॉ. रश्मि यादव	A. निरुक्त - डॉ. प्रचेतस् B. भाषाविज्ञान- डॉ. विकास शर्मा
4.	**Thursday**	A. ध्वन्यालोक - डॉ. निरुपमा त्रिपाठी B.कृदन्त- डॉ. ललित कुमार	A.मृच्छकटिकम्- डॉ. रश्मि यादव B. भाषाविज्ञान - डॉ. रजनी गोस्वामी
5.	**Friday**	A.सांख्य- डॉ. विकास शर्मा B. भाषाविज्ञान -डॉ.नन्दिनी रघुवंशी	A. भाषाविज्ञान - डॉ. रजनी गोस्वामी B. ध्वन्यालोक-डॉ. सन्दीप कुमार यादव

प्र. ना. मि.
08/01/2024

Prof. Prayag Narayan Mishra
CO-ORDINATOR
Department of Sanskrit..'
University of Allahabad
Prayagraj-211002

Timetable for Remedial Classes, 2023-24

MA IV Semester (Sanskrit)

Sl. No.	Days	9:50- 10:40 am	4:10-5:00 pm
1.	**Monday**	A. वैदिक व्याकरण-डॉ. अनिल कुमार C. काशिका एवं व्या.- डॉ. विनोद कुमार D. माण्डूक्योपनिषद्- डॉ. कल्पना कुमारी	A . अवेस्ता- डॉ. मीनाक्षी जोशी B. साहित्यिक परिचर्चा- डॉ. रजनी गोस्वामी C.काशिका एवं व्या.- डॉ. प्रतिभा आर्या D. न्यायसिद्धान्तमुक्तावली प्रत्यक्ष खण्ड- डॉ. आशीष कुमार
2.	**Tuesday**	B. शिवराजविजय- डॉ. संत प्रकाश तिवारी C. वैया. भू. सार- डॉ. लेखराम दन्नाना D. ब्रह्मसूत्र -डॉ. मीनाक्षी जोशी	A. वैदिक व्याकरण- डॉ. प्रचेतस् B. साहित्यिक परिचर्चा- डॉ. रजनी गोस्वामी C. प्राच्य एवं नव्य व्या.- डॉ. ललित कुमार
3.	**Wednesday**	A. शतपथ ब्राह्मण- डॉ. रेनू कोछड़ शर्मा B. हर्षचरितम्- डॉ. सन्दीप कुमार यादव C. प्राच्य एवं नव्य व्या.- डॉ. ललित कुमार D. ब्रह्मसूत्र - डॉ. मीनाक्षी जोशी	A. वैदिक व्याकरण-डॉ. अनिल कुमार B. नलचम्पू- डॉ. रश्मि यादव C. वैया. भू. सार- डॉ. लेखराम दन्नाना D. प्रशस्तपादभाष्य-डॉ. वालखड़े भूपेन्द्र अरुण
4.	**Thursday**	A. वैदिक व्याकरण- डॉ. प्रचेतस् B. शिवराजविजय- डॉ. सन्त प्रकाश तिवारी C. वैया. भू. सार- डॉ. लेखराम दन्नाना	A. वैदिक व्याकरण- डॉ. प्रचेतस् B. वृत्तरत्नाकर- डॉ. नन्दिनी रघुवंशी C. काशिका एवं व्या.- डॉ. विनोद कुमार D. प्रशस्तपादभाष्य-डॉ. वालखड़े भूपेन्द्र अरुण
5.	**Friday**	A. वैदिक व्याकरण- डॉ. प्रचेतस् B. नलचम्पू-डॉ. रश्मि यादव C.काशिका एवं व्या. -डॉ. प्रतिभा आर्या D.न्यायसिद्धान्तमुक्ताली प्रत्यक्ष खण्ड- डॉ. आशीष कुमार	A. वैदिक व्याकरण-डॉ. अनिल कुमार B. शिवराजविजय- डॉ. सन्त प्रकाश तिवारी C. काशिका एवं व्या.-डॉ. विकास शर्मा D. माण्डूक्योपनिषद्- डॉ. कल्पना कुमारी

प्र.ना.मि.
08/01/2024

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Arabian Journal of Geosciences (2023) 16:621
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ORIGINAL PAPER

Investigation of an eco-sustainable beneficiation technique for the Shankargarh silica sands, Uttar Pradesh (India) and its impact on the soda-lime-silica glass compositions

Mridul Yadav[1] · Gautam Kumar Yadav[1] · Anuj Kumar Singh[1] · Shivanshu Dwivedi[1] · Anup Kumar Sharma[2] · Mrigank Mauli Dwivedi[3] · Kamlesh Pandey[3] · Jayanta Kumar Pati[1,3]

Received: 2 May 2023 / Accepted: 15 October 2023

Abstract

The Shankargarh silica sand deposits occurring in parts of Prayagraj district, Uttar Pradesh, India, is manually mined and processed to remove deleterious surficial impurities/coatings using pressurized groundwater leading to the groundwater depletion and environmental degradation from the sludge ponds. The present study attempts to suggest an eco-sustainable beneficiation technique for the purification of silica sand samples. The investigation involved the collection of 10 samples from the in situ outcrops and 18 unprocessed samples from the dump sites. The mass magnetic susceptibility (MMS) values (-0.66 to 9.16×10^{-8} m^3kg^{-1}) and observed hues of brown, yellow, pink and grey, etc. are used to select three representative samples having minimum, intermediate, and maximum MMS. These samples are analysed for their physical and chemical properties, and the sample with maximum impurities (≈ highest MMS) was subjected to various beneficiation processes (magnetic separation, water washing, hot and cold acid leaching, sieving and ultra-sonic cleaning). In all, 9 silica sand (± processed) and a sludge samples are synthesized for their corresponding soda-lime-silica (SLS) glasses. The SLS glasses show limited chemical heterogeneity in terms of their major oxide concentrations. The measured refractive indices of these glasses (1.513–1.531) match well with their respective calculated values (1.498–1.521) as well as earlier reported data for similar SLS compositions. The major outcomes of the present study include the following: (1) some of the silica sand samples (S9, S3-01, S5-02 and S6), collected from the in situ outcrops, can be directly used in the glass and foundry industries without purification; (2) the SLS glasses synthesized during the present study are identical to those reported worldwide; and (3) the magnetic separation, instead of conventional water washing, is suggested as the environmentally sustainable beneficiation technique although hot acid washing maximizes the removal of impurities.

Keywords Silica sand · Beneficiation techniques · Mass magnetic susceptibility · Soda-lime-silica glass · Shankargarh

Introduction

The high purity silica sands (SiO_2: 97–98 wt%; $Fe_2O_3 \leq 0.02$ wt%), primarily used in glass and ceramic industries worldwide (e.g., Rai and Pati, 2003; Bayat et al., 2007; Bouabdallah et al., 2015; Murthy and Rao, 2016; Singh et al., 2022), are derived either from loosely consolidated sand deposits or by mechanically crushing the weakly cemented sandstones (Raghavan et al., 2006; Phani, 2014) having silica content (>95 wt%; Mishra, 2015; Singh et al., 2022) and minor impurities (clay, silt, iron-bearing minerals, mica, carbonates and organic matters). The desired amount of SiO_2 in silica sand for glass production must exceed 99 wt% and preferred Fe_2O_3 content ranges between 0.02 and 0.1 wt% (e.g., Bouabdallah et al., 2015; Terzi et al., 2021). Different

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Research paper

Assessment of mass bathing event (Kumbh- 2019) impact on the river water quality by using multivariate analysis and water quality index (WQI) techniques at Sangam (Prayagraj), India.

Kriti Varma [a], Piyush Tripathi [a], Stuti Upadhyaya [a], Atul Srivastava [a], Nirdesh Kumar Ravi [a], Anjali Singhal [b], Pawan Kumar Jha [a,*]

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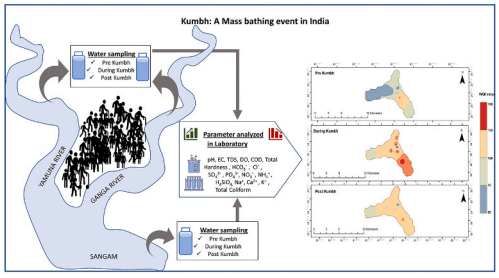
HIGHLIGHTS

- Mass bathing had a significant impact on the river water quality.
- High MPN count during Kumbh-2019 makes river water unfit for organized mass bathing.
- Mass bathing events increase the organic matter and pathogens content in river water.
- WQI illustrates the poor to unsuitable for drinking purposes quality of river water.

GRAPHICAL ABSTRACT



ARTICLE INFO

Keywords:
Ganga
Mass bathing event
Kumbh-2019
Water quality index (WQI)
Yamuna

ABSTRACT

This study evaluates the changes in the water quality of the River Ganga and the Yamuna due to the mass bathing events on the occasion of Kumbh-2019 at Sangam in Prayagraj district, Uttar Pradesh, India, by using multivariate statistical techniques and Water Quality Index (WQI). Water samples were collected from 15 locations and analyzed for 17 water quality parameters during the Kumbh-2019 period. The concentration of water quality parameters was used to estimate the WQI. A change in the value of WQI during the studied period was used to interpret the effect of mass bathing. The result of the Analysis of variance (ANOVA) analysis indicates significant variation in the concentration of Electrical conductivity (EC), Total Dissolved Solids (TDS), Chemical Oxygen Demand (COD), anions (HCO_3^-, Cl^-, SO_4^{2-}, PO_4^{3-}, NO_3^-), H_4SiO_4 and Most Probable Number (MPN) count during Kumbh-2019 event. The concentration of water quality parameters COD, NH_4^+, NO_3^- and H_4SiO_4 showed an increase of 31%, 55%, 40%, and 16%, respectively, during the Kumbh-2019 period. The high MPN count (920 - >1800/100 ml) observed during the Kumbh period makes it unfit for drinking and bathing. The pH, COD, NH_4, and MPN counts are primary factors contributing to the water quality index (WQI) during the Kumbh period. The WQI value observed during the Kumbh period was relatively higher and ranged between 59 and 132, indicating the degradation of water quality from very poor to unsuitable for drinking purposes during the Kumbh-2019.

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RESEARCH ARTICLE

ESPL WILEY

Characteristic landforms and geomorphic features associated with impact structures: Observations at the Dhala structure, north-central India

Anuj Kumar Singh[1] | Jayanta Kumar Pati[1,2] | Rajiv Sinha[3] | Wolf Uwe Reimold[4] | Kuldeep Prakash[1] | Mohammad Nadeem[1] | Shivanshu Dwivedi[1] | Dhananjay Mishra[1] | Akhil Kumar Dwivedi[1]

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Abstract

Geomorphological study of some of the just more than 200 known terrestrial impact structures has demonstrated that despite extensive degradation, important geomorphological keys, such as drainage pattern, topographic signatures, erosional landforms, and depositional features, can still be assessed. They can provide possible indicators to assist in the recognition of further impact structures, especially on Precambrian shields and cratonic landmasses. This study documents the surface features and landforms of the Paleoproterozoic, about 11 km diameter Dhala impact structure in India. The Dhala structure has an estimated age that is constrained stratigraphically between 1.7 and 2.5 Ga. This structure is deeply eroded, and barely has a morphological resemblance to other known terrestrial or extraterrestrial impact structures. We have analyzed the operative surface-forming processes for the Dhala area.

We demand to continue the in-depth study of all terrestrial impact structures, especially the pre-Paleozoic ones, so that geomorphological criteria can be rigorously constrained and applied in conjunction with a priori remote sensing and field data to support the identification of new structures prior to their ultimate confirmation using diagnostic evidence of shock metamorphism.

KEYWORDS
Dhala impact structure, Drainage pattern, Landforms, Precambrian impact record, Surface features

1 | INTRODUCTION

Impact cratering studies have become a fundamental, multidisciplinary, and well integrated research area in Earth and Planetary Sciences in the past decades. Impacts of asteroids and comets have left conspicuous geomorphological footprints on the surfaces of solid planetary bodies (e.g., Mercury, Venus, Mars, and the Moon) in the form of innumerable impact structures (e.g., Gilbert, 1893; Baldwin, 1978; Melosh, 1989, 2011; French, 1998; French & Koeberl, 2010). On most planetary bodies, well preserved impact structures are recognized by their characteristic morphologies, associated rock types (impactites), and consequent landforms. The current understanding of asteroidal and cometary impacts onto planetary surfaces is critically based on the outcomes of the detailed studies of many of the about 200 confirmed terrestrial impact structures of post-Archaean age (Earth Impact Database, 2020; Gottwald et al., 2020). These structures occur in various states of preservation on the surface and at subsurface levels. Only about 15% of the terrestrial impact structures are of pre-Palaeozoic age (e.g., Schmieder & Kring, 2020; Gottwald et al., 2020).

In comparison to other terrestrial planets, the Earth, likely from close to the time of its formation, has been the subject of dynamic geological (e.g., uplift and subsidence) and active surface processes (weathering and erosion by various geological agents such as rivers, oceans, wind and glaciers, sedimentation, magmatism, deformation, metamorphism, etc.). Thus, our planet has the comparatively most limited spatio-temporal record of impact events in the Solar System (e.g., Therriault et al., 2002). These terrestrial surface processes have

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Experimental formation of Pele's hairs and tears at 1200°C under atmospheric pressure from natural alkali olivine basalt

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The formation of Pele's hairs and tears (PH and PT) is generally associated with fluid-charged rapid explosive basaltic volcanism on Earth's surface. Their formation and relationship with eruption types have led to a sudden increase in theoretical and experimental studies in recent years. Unlike previous experimental setups, the present study successfully formed these volcanic structures using a simple experimental design. The viscosity of basaltic melt was lowered to <100 Pa·s at 1200°C under 1 atmospheric pressure using a novel cylinder-in-cylinder graphite sample chamber for the *in-situ* fluxing of excess fluids into the melt system. The abundance of vesicles in the basaltic melt observed in mesoscopic to sub-microscopic scales suggests the presence of fluid phase in excess, its decoupling and degassing. The dissolved gas species in the experimentally generated melt are confirmed by the Fourier transform infrared spectroscopic analyses. The PH and PT formed during the present study compare morphologically very well to their known natural and experimental counterparts, and are found to be compositionally similar. They display a small range of chemical variations and exhibit a good chemical homogeneity similar to their natural analogues.

Keywords. Pele's hairs and tears; melting experiments; basaltic melt; volcanic structure; viscosity.

1. Introduction

Pele's hairs (PH) and tears (PT) are geological terms used for distinct types of pyroclastic materials which originate sub-aerially by rapid explosive eruption of low-viscosity basaltic melts (Heiken and Wohletz 1985; Shimozuru 1994) in fluid-charged eruptions dominantly comprising fluidal clasts of millimetre scale (Spina *et al.* 2021). The PH are glass threads or fibre-like structures that are formed when small particles of molten silicate materials are thrown into the air and spun out by wind producing hair-like strands (Villermaux 2012), whereas the formation of PT refers to that melt ejecta which solidifies into small droplets of lava. In addition, the magma droplets (PT) can also produce PH as a result of stretching carried out by the wind and are frequently found attached to the strands of PH (Duffield *et al.* 1977). These pyroclastic glass products have been collected from

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https://doi.org/10.1007/s12594-022-2062-6

ORIGINAL ARTICLE

Experimental Synthesis of Coloured Soda-lime-silica (SLS) Glasses using Untreated Silica Sand of Shankargarh Area (Prayagraj District, Uttar Pradesh, India) and its Ramifications

Anuj Kumar Singh[1], Pawan Kumar Rajak[1], Jayanta Kumar Pati[1,2,*], Mrigank Mauli Dwivedi[2], Kamlesh Pandey[2], Kuldeep Prakash[3], Abhishek Kumar Rai[1] and Shivanshu Dwivedi[1]

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Received: 19 November 2021 / Revised form Accepted: 6 January 2022

ABSTRACT

The physical, mechanical and chemical processing of silica sand, the main ingredient of silicate glass, are routinely carried out in glass and ceramic industries worldwide to enhance the silica content and to reduce the concentration of ferromagnesian impurities. The processing of silica sand prior to glass synthesis generally involves washing with water, physical screening (size and magnetic separation) and chemical treatments. The silica sand mining, in parts of Prayagraj (earlier known as Allahabad) district, Uttar Pradesh, is continuing for more than six decades and yet meager peer-reviewed published scientific data is available hitherto. On the other hand, the continued rampant water cleaning of silica sand for more than six decades has led to the accumulation of toxic sludge in the vicinity and also causing ground water depletion in the area. In order to find an amicable balance amongst silica sand processing, ground water depletion and environmental degradation, an attempt has been made to use untreated/raw silica sand of Prayagraj district, mainly from the Shankargarh area, to synthesize soda-lime-silica (SLS) glass. Following this objective, thirty five silica sand samples are collected from different washeries and grouped into seven classes based on their magnetic susceptibility values (30.23 to -0.71 x 10^{-8} m^3kg^{-1}). Representative silica sand samples from these seven groups are mixed with sodium carbonate (Na_2CO_3) and calcium carbonate ($CaCO_3$) in a ratio of 75:15:10 and melted at 1300°C under one atmospheric pressure for a run duration of 90 minutes. Transparent to translucent SLS glasses of various hues and variable refractive indices (1.504 - 1.547) are formed. The glasses, thus analyzed by the electron probe micro analyzer (EPMA), comprise SiO_2 (80.56 - 85.79 wt%), Na_2O (9.70 - 12.69 wt%), CaO (4.80 - 6.51 wt%), Al_2O_3 (0.51 - 1.46 wt%), FeO^T (0.15 - 0.95 wt%) and TiO_2 (0.12 - 0.29 wt%), similar to the commercial SLS glasses manufactured worldwide. The present study suggests that the raw silica sand from Shankargarh area can be used to synthesize coloured SLS glasses even without washing with water and as a consequence the water resources and geo-environment of the area shall remain protected from further degradation.

INTRODUCTION

The synthesis of soda-lime-silica (SLS) glass is routinely carried out by melting a physically homogenized mixture of silica (SiO_2), sodium carbonate (Na_2CO_3) and calcium carbonate ($CaCO_3$) in varying proportions of 74:16:10 (Behrens and Haack, 2007; Bingham, 2010; Vernerová et al., 2015) to 75:15:10 (Bingham and Marshall, 2005; ElBatal et al., 2010; Khalil et al., 2010 and references therein) at high temperatures (1200-1650°C; De Jong et al., 2011) under atmospheric pressure. The SLS glass contains predominantly 75 wt% SiO_2, 15 wt% Na_2O and 10 wt% CaO (Cormier et al., 2011) but this proportion may also vary from 60 to 75 wt% for SiO_2, 12 to 16 wt% for Na_2O and 5 to 15 wt% for CaO (Bauccio, 1994; Pfaender, 1996; Bingham and Marshall, 2005; Bingham, 2010, www.congcal.com/markets/glass) exhibiting a range of refractive indices between 1.446 and 1.554 (Rubin, 1985). The synthesis of coloured SLS glasses, involves incorporation of limited amounts of chosen metallic elements (e.g. Fe^{+2}, Mn^{+2}, Ti^{+4}, Cr^{+3}, Al^{+3} and Cu^{+2}; Romero-Perez et al., 2001; Bingham, 2010; ElBatal et al., 2010; Wang et al., 2011; Valchev et al., 2011; Edem et al., 2014; Duvuna and Ayuba, 2015 and many more). However, the concentration of iron mainly defines the ultimate colour of the glasses.

The natural silica sand is treated with water (Valchev et al., 2011; Platias et al., 2014; Mishra, 2015; Grbeš, 2016), physically screened using various sieves and/or magnetic method (Chammas et al., 2001; Haghi and Noaparast, 2014; Platias et al., 2014) to remove natural impurities (Valchev et al., 2011; Khalifa et al., 2013; Edem et al., 2014; Howari, 2015). Often deleterious materials are present as coating and stains on silica sand particles (Haghi et al., 2016). These impurities include various silicate minerals and oxide phases in trace amount (Chammas et al., 2001; Srivastava et al., 2003; Haghi et al., 2009; Ayhan et al., 2011; Kheloufi, 2011; Valchev et al., 2011; Edem et al., 2014; Haghi and Noaparast, 2014; Howari, 2015; Haghi et al., 2016).

In India, the major deposits of silica sands are located in Andhra Pradesh, Bihar, Haryana, Karnataka, Kerala, Madhya Pradesh, Delhi, Gujarat, Maharashtra, Rajasthan Tamilnadu, and Uttar Pradesh (Mishra, 2015; Indian Mineral Year Book, 2016). The Shankargarh area of Prayagraj district, U.P. (Fig. 1) has been a major supplier of

Improvement due to Remedial Classes in K. Banerjee Centre of Atmospheric and Ocean Studies

Slow Learner:

Name of the Student	Class	Semester I Grade	Semester II Grade	Remark
Prashant Kumar Mishra	M. Tech. (Earth System Science)	5.00 CGPA	6.60 CGPA	Improvement in Marks

Advance Learner:

Name of the Student	Class	Outcome
Smriti Srivastava	M. Tech. (Earth System Science)	Published a paper entitled "A Study of the Solar Cycle 21–24 and the Starting Phase of Solar Cycle 25" Proceedings of the National Workshop on Recent Advances in Condensed Matter and High Energy Physics. Springer Proceedings in Physics, vol 278. Springer, Singapore. https://doi.org/10.1007/978-981-19-2592-4_5

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Original Manuscript

Spatio-temporal dynamics of land use/cover and land surface temperature in Prayagraj city, India

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Abstract

The spatial monitoring of variation in land cover and its mapping support the local authorities and decision-makers in strengthening comprehensive and sustainable plans for future urbanization and sustainability of the city. This research work was carried out to evaluate the change in the land cover pattern and its impact on the land surface temperature of Prayagraj city from 2000 to 2020. This study also examined the correlation between land surface temperature (LST) and other improved urban biophysical indices, such as soil-adjusted vegetation index (SAVI) and enhanced built-up and bareness index (EBBI), to determine the significant factors affecting the LST of the urban area. The result indicates that the built-up area and cropland have been escalated by 10 and 6.5%, whereas tree cover, water bodies and fallow land were reduced by 12, 1.38 and 1.27%, respectively. LST was increased by 1.47°C between 2000 and 2020 due to an increase in the built-up area. LST showed a positive correlation with EBBI but a negative one with vegetation indices (normalized difference vegetation index, enhanced vegetation index and SAVI) and water indices (MNDWI). The results indicate that the land use pattern governs LST and any change in land use will ultimately change the LST.

Mind the Gap: Sexual Binaries in Schooling

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Abstract

Young boys and girls read together or in the form of a part at school, even if they read the same syllabus and take one exam, their educational experiences cannot be the same. Actually, the cultural engineering of society melds their mental structures. To understand these, the values, norms, social practices, customs and rituals that emerge between ideology and socialization should be captured as they are through ground research. So to understand this we have two main objectives of this study. First is to understand sexuality during schooling years and second is to know about creation of domination in the context of sexuality. The method used during the study includes the design of the study and the method used for investigation. In order to develop the research method for this Study, we have been inspired by the grounded theory.

Keywords: Sexuality, Binary, Socialization, Grounded Theory, Gender, Sex.

Introduction

It is natural to have this idea in mind as to what is the status of sexuality in schooling. The main focus of this work is to bring this (what is the status of sexuality in schooling) idea into the centre of question. Some of these questions are related to schooling, but most of the questions are related to the

society itself. Education or schooling is not just a government undertaking or a duty, but it is also a social institution. Schooling influences the culture of society and is also influenced by it. The joint investigation of education and culture has special significance in the context of sexuality. Because the dense and long shadow of family and fraternity remains every day during the school years of children. From the birth of a baby girl or a baby boy, they become entangled or find themselves in the trap of customs. And as they grow up within this, the responsibility of the customs increases on both. Young boys and girls read together or in the form of a part at school, even if they read the same syllabus and take one exam, their educational experiences cannot be the same because the cultural engineering of society melds their mental structures into very different patterns. These melds, taken completely apart from infancy, create imbalances in the foundation of social life. Man and woman are two forms of human beings (Male and female are the two forms of Homo sapiens), but their childhood experiences and concerns create deep nuances in sexual relations. In this work, We will examine the cultural architecture and craft that created this inequality so that we can better explain the limitations and possibilities of education. Many studies provide evidence that the social control of female sexuality accounts for whether girls have access to education or not. All this happens under a specific ideology and the same determines the quality, type and duration of education girls receive and what they subsequently do with it. Karuna Chanana in his paper titled 'Hinduism and Female Sexuality: Social Control and Education of Girls in India', mentioned that the school and School curriculum does not challenge the above values related to female sexuality. Making it clearer she says that there is a bond between female sexuality and the ideology of control. This bond centres two poles in which the first is socialization of girls and boys, and the second form is education that replicates and consolidates ideology and socialization of control. Therefore, there is a need to understand the relationship between gender socialization and the formal process of education. To understand these, the values, norms, social practices, customs and rituals that emerge between ideology and socialization should be captured as they are through ground research. So to understand this we have two main objectives of this study.

Methodology to understand Sexuality

The method used during the study includes the design of the study and the method used for investigation. In order to develop the research method for this Study, we have been inspired by the grounded theory. Grounded theory is the best suitable approach to help us to understand sexuality in schooling because it is an inductive enquiry that explains social processes in complex situations in real context. We believe that Research methods are cumulative cyclic processes, and not sequential processes. Grounded theory was first developed by Glaser and Strauss in 1967 from pragmatism (Mead, 1967) and symbolic interactionism (Blumer, 1969). Grounded theory discusses the use of multidimensional approaches for study purposes. As our issue is situated in the social complexities, ethos and ideologies there for we need to explore this through grounded theory because, we know that through empirical fieldwork in social settings, grounded theory grabs perspectives and actions of participants through an inductive approach to generate theory embedded in ground in the complexities of the real situations (Urquhart, 2013). It is also important to understand that grounded theory allows whatever is theoretically relevant from the perspectives of those involved to emerge inductively (Andersen, Inoue, & Walsh, 2013). In the process of developing the research method, the researcher has developed a precise design for this study.

We: Between school and children

It is not defensible to divide children into any binary within the school. We do not think that gender binaries help us to make any kind of understanding especially for children. This binary should also be understood as to what its sexual tools are. From this binary how and under what circumstances do

children also adapt themselves to their plans; And how it divides the sexual socialization of children. As we identified that cultural and social divisions between boys and girls are also a kind of clear binary and same is. This binary for sexuality can be seen evidently from the school main gate to the inside of the classrooms and from the playground to the food row (During the time of mid-day meal distribution). However, the tools that make up this binary are cleverly used. This is why binary appears as clear as it is; tools of binary were equally blurred. This understanding of sexual binary between school and children constitutes the form of a child. We have identified three major dualities between school and children. First, there are educational institutions that are the main source of socialization of children immediately after the family. The second duality is the children who have come to school from different environments, religions and cultures. The third duality is looking at socialization of children as far as an outsider. What we see as the last duality is the basic element of this study. We spent around two months in three different schools in JanakPuri in Delhi, Nuh in Haryana and Prayagraj in Uttar Pradesh as researchers and with school and children. We spent about four to five hours a day observing the school ethos and its inner spaces. In this process, we have interacted with children and school teachers; and tried to understand the school as an institution. During this time, we have followed the process of grounded theory. While studying in schools, we began to understand that schools foster a gender-based culture. Gender norms and rules within school affect children's everyday school life. Due to this, children are socialized in the same way as society expects from them. Schools, by doing this, create a theory that children within schools align with gender socialization – as a girl or a boy.

Schools, Setting and Children and their backgrounds

In the first school in Delhi, students have come to Delhi from different states of India and from neighbouring countries (refugee people) of India have been included. These children were first-generation urban immigrants from Delhi, Uttar Pradesh, Punjab, North Madhya Pradesh, Bihar and Uttarakhand, Uttaranchal, states and are children of refugees from Afghanistan, Nepal and African states. In the second school in Prayagraj, most of the students belong to Prayagraj itself but most of them originally belong to neighbouring districts i.e. Pratapgarh, Jhansi, Bareli Banaras and adjoining areas of old Allahabad because their parents in a government service. Actually, Prayagraj is a hub of academics and government institutions. Prayagraj has a High court of Uttar Pradesh, Higher Education Commission of Uttar Pradesh, University of Allahabad and many other central and state government institutions. And in the third school in Nuh-Haryana, students belong to Muslim community. They are originally natives of this place and most of the families are farmers or rural farming labourers and farmers. Most of the students are first generation learners. As in whole, The fathers of the children work as labourers, masons (house builders), wood work like carpentry, whitewashing (painting), drivers (auto, car, truck, taxi), factory workers, night watchmen, security guard duty of buildings, running grocery shops, Panwadi shops or working in big shops, rickshaw pullers, food and vegetable vendors, Farmer etc. Whereas most of the mothers of the children used to work as domestic maids, or do their work (based on caste), farming and gardening. Except for these, most of the children's mothers did not work outside the home. In some cases, both the mother and the father had a few years of schooling, while in most cases; some of the mothers had no education at all. During the conversation, they informed us that society (family, father, grandfather, mother, chacha etc. and some of the cases spatially in Nuh and Prayagraj are married in early years) had denied them the right to go to school.

The children studying in this school or participating in our study had siblings studying in the same government school or in a private or so-called English medium school in the neighbourhood. These

children came from a short distance from the school. For these children, the social fabric inside and outside the school was a result of their social interactions. Discipline in the form of Silence: The pivot of our entire study was the classes of these schools, which were based on the principle of expecting peace amidst turmoil and the fundamental principle of keeping an eye on the children. We have witnessed teachers' terror in the school. Teachers who dominated the school could be a great example of power. The pillar of this edifice of teacher dominance and power was the 'danda' (stick), which the teacher called the 'god of knowledge'. In all three schools, the whole school would complete class periods in order of either syllabus practice or revision, whether it was the period of mathematics or language, the pattern of studying and teaching everything was the same. Apart from calling attendance, the only names we heard from the teacher's mouth for the children studying in the schools were *'ए, 'ओ', 'हाँ', 'ओए, and 'अबे' (These are the slangs in Hindi).* Fun apart from fear: on the other side of discipline, fun was also the routine of the school. Fun was an important matter at school, playground and in the classroom. All the teachers of the all three schools, including the headmistress and Principal, believed that school was a playground for children rather than a place for studies. We found that the attitude of teachers towards children was the same in all the schools. Not allowing children to talk, considering sports useless, teachers having sticks in their hands, teachers talking on phone and watching videos, were common scenes in all the schools. '*Don't talk, keep your fingers on your lips'*...Like this was the favourite slogan of the teachers of all three schools.

Teachers

Male teachers of the schools: The male teachers of the schools did not have the same behaviour with the children as the female teachers of the schools. Some of the time, the situation was bitter and demonic. As the children of the schools were afraid of male teachers. During the morning assembly of the school Electric bell or 'Ghanti' was a signal for all the children to be in the playground. These male teachers used to wreak havoc on the children who came late.

Female teachers: There were mostly women teachers in the school and they too were no less strict than the male teachers. The job of these teachers was basically to teach the children. In the minds of the children, the female teacher was like a bus and their class was like a bus stop. As soon as the bell rang, one teacher would leave the class and the other would come in. From the first bell to the last bell of the school, they were either seen teaching manners or talking on the phone. The female teachers, who usually stood in a group and laughed, kept themselves away from the male teachers in a room called the staff room. Because the staff room was separate for both male and female teachers. This socialization visible on the surface is internally much divided.

Institutional arrangements

Prayer: All the three Schools are the same at the first site. Schools started with a Ground in the middle of the school and classrooms all around it. Where light green grass was visible. In the same Ground, children's swings were installed, which were telling the story of their past (abandoned). Prayers used to take place in this field also. The children were made to stand for prayer at a predetermined place. First according to their class and then according to their gender. The most experienced girls of the schools, who were in senior classes, stood on the stage in front of the classes and were singing patriotic songs or prayers, National Song and the National Anthem in a loud voice. Listening to them, it seemed that they too wanted to complete their responsibility as soon as possible. The responsibility of conducting the prayer was also bound to the predetermined teachers, mostly physical teacher instructors or male teachers. The job of the rest of the teachers standing behind the rows of children was to ensure discipline during prayer time. A teacher being busy on the phone during prayer was a common nature in all three schools. Teachers of the school relied more on broken tree branches than

on phones during prayers, as these branches provided guidance by punishing students who lost their way when they returned to class immediately after prayers in the lines.

Classes: All the formalities of sitting arrangement were completed just before the teacher arrived. Gender discrimination in all types of institutional arrangements was similar to that in prayer meetings. The seating arrangement of girls and boys was according to predetermined instructions or notions in all three schools. In the absence of teachers, these instructions worked differently. In fact, this entire system created a 'gender boundary' which was the root of the gender division in the schools. This gender division was often visible in the conflicts between personal similarities and fantasies. During this time, the direct attack was on the basis of gender. Sometimes even though it was not the children's fault, teacher anger and the gender divide was still present. As punishment, boys were beaten with sticks and girls were taught a lesson by pulling their hair or braids. As punishment, boys were beaten with sticks and girls were taught a lesson by pulling their hair or braids. The division of gender is clearly visible in all the three schools during the punishment.

Work at School: Sexual Division

Within the schools, all the teachers in all the schools used to divide the activities and work keeping gender in mind. Actually, the work was distributed by the teachers according to the nature of work based on gender. The idea of giving work was based on the quality of doing the work seriously and fulfilling responsibility. In informal conversation with the teachers, they intended that children were more 'serious' and 'responsible', they were generally good in studies or whose performance in the class was good. We have marked each and every aspect of the distribution of work. Below is a list of tasks to be assigned to boys and girls, which reflects the gender distribution of labour, 'loyal personality' for girls and 'responsible personality' for boys, under the pretext of arranging tasks differently by the teachers. This list reflects a common practice of girls and boys to do this type of labelling to do specific work. In fact, labelling done by teachers was so common that it was manifested in some form or the other in everyday classroom activities. During our conversations, children told us that they were motivated to do the work given by teachers and were eager to prove themselves loyal, responsible and carry the labels that teachers wanted for them. These work rules, which were based on the teachers' philosophy, were tags applied in childhood that forced children to see themselves as more mature. We found that this work is a more systematic arrangement to make girls more loyal (domestic) and boys more responsible. The work done by boys and girls within the schools walls, this is a living proof of surveillance on boys and girls. Which shows that the 'power' given to the girls while going to work was nothing more than an extension of their domestic responsibility? On the other hand, leaving the door open for boys and allowing them to go outside the school boundary gives boys a chance to do something in a more open environment.

Works handled by Boys	Works handled by Girls
Boys monitor	Girls monitor
Routine work of school	Cleaning the Classroom,
Bring chalk for teacher	Cleaning of teacher's table
Teachers other work like maintaining of attendance register.	Cleaning or robing of black board
Locking and unlocking of the main gate.	Locking of Amirah
Bring some eatables or something similar from a shop outside	

school. Helping in shifting furniture. Distribution of mid-day meal.	Read the texts aloud Writing questions / answer on the board

Educational Excursion

Gender norms and rules in school culture, not only inside but also outside the schools; emphasize the process of socialization of boys and girls into their respective identities. One such scene woven on the mechanisms of surveillance and control is in front of you. A scene from one of the three schools, when they were going on an educational trip.

Female teacher: "मोहित जाओ ..... पीटी सर को बुला के लाओं वो हमारे साथ जाएंगे" (Mohit, go... call PT sir and bring him, he will go with us.)

Female teacher: मैं बच्चों को बस में ले जा रही हूँ, सर आप भी चलो बच्चों को बस में ले चलते हैं। (I am taking the children in the bus, Sir, you also take him in the bus.)

Physical Education instructor: ठीक है। तुम लड़कियों को ले जाओ। और आगे बैठा लेना, मैं लड़कों को ले कर आता हूं। (Ok. You take the girls. And sit in the front, I will bring the boys.)

These scenes, which clearly place female teachers with girls side and male teachers with boys side, are based on the pure principle of controlling and monitoring children who are referred to as 'ऊत' or 'उल्लू'. Such social monitoring and control by teachers promotes socialization between boys and girls that is based on the gender demands of society which insists on different socialization of the two. Such socialization with children forces them to see themselves in a sexual mirror whose image is pure as boys and girls. Not only while sitting on buses on educational excursions, but throughout the day, these groups, formed as magnetic poles in the name of boys and girls, never seeing each other, were acting out their sexual roles.

Fun

There are many instances when teachers labelled boys as rowdy or mischievous which was entirely based on imagination. In the schools, rowdiness was considered breaking the school discipline. This was the reason why such labels were given to those who broke so-called discipline.

Labels used for children	ऊत (लड़का) बेचारी (लड़की) मासूम (लड़की) बुद्धू (लड़का) निक्कमी (लड़की) उल्लू (लड़का) भूत (लड़का) निकम्मा(लड़का) शैतान (लड़का) नोटंकी (लड़का) बदमाश (लड़का) गधा (लड़का) Some Caste specific labels Some Gender specific tagging Specific adjectives famous as “गलियाँ”

Naughty and mischievous, divided boys and girls into two different groups. We witnessed in the classroom that it was not only boys who created mischief. But even then, teachers used to label boys as mischievous in the name of discipline. This kind of belief was not only prevalent among teachers, but also among girls, which indirectly motivated them not to do mischief. During our conversations and observations with the girls in all three schools we found that there is a signal that worked as a norm. The label of naughty boys did not give the impression that girls are naturally boyish and that girls are more gentle and calm. This was what prevented girls from being naughty.

Playground: In a recess time

The scene of the school playground in all the three schools is the same. It helped us mature and made us think about them more seriously. All the three playgrounds were divided into the same magnetic groups. Boys played games in which girls were less involved and girls played games in which boys could not participate. The playground was more crowded with boys than girls. From a distance it seemed that boys dominated the 'power of the playground'. Girls were walking randomly, but based on the maturity of observation we can say that their very presence in the playground was an intrusion into the power of the boys. The maturity of our observation was further confirmed when we saw the boy standing in the playground despite his dissent. Teachers were also in the same category of sexual division, as male teachers and female teachers were two different poles of the school. Lunch(mid-day meal) was also served after half a day when the bell rang. There were separate lines for food for boys and girls. The practice of sexual division can be seen in prayer meetings, educational excursions or similar school activities.

Children's Space: Between Home and School

Having reached here, we would like to humbly state two things. Firstly, the understanding of the goal of life is neither a predetermined event that we can observe separately nor is it a conspiracy against which we feel the need to draw the attention of any official, leader or an editor. It is a natural and everyday process embedded in life, in which we start to support ourselves by becoming parents. The second thing is the breadth of the goal and the stages of the path that are predetermined in the traditional life of a girl or a boy. Marriage is a simple event in human social life and becoming a mother or father are normal roles that come in this sequence. If these are considered the goal of life, then what will be the need for a big public enterprise i.e. education. However, preparations for marriage and motherhood are hidden in almost every small and big undertaking of child rearing. The subtle message of this preparation creates an environment in which girls make a physical and mental journey from their mother's womb to adolescence. Marriage and motherhood are no longer events of their future life, they become the drivers of consciousness that submerge the present. And the boy is the pillar of this physical and mental journey. Taking care that he does not submerge the consciousness of masculinity and the ego that arises from it. Over the past hundred years, there has been a decline in maternal figures in childhood as well as in adolescence, but the importance of both these events as factors influencing the mental development of girls has not diminished. While analyzing these factors, we understand that they have become so ingrained in the normal, daily life-course of society and its basic institutions that the creation of patriarchy through them cannot be seen separately or as a major event. Patriarchy is a huge system in itself, it cannot be understood by naming it. Its creation day and night is possible only by fine-tuning the childhood of a girl, and with a sharp chisel, sometimes with motherhood and sometimes with cruelty. To limit the anthropomorphic diversity of her heroic tendencies to the highest objectives of marriage and motherhood is an extraordinary and psychologically cruel act. The debate about which parts in this act belong to nature and which to history has become meaningless in a sense today. Even if the social history of women is not completely correct, at least it is understandable that we can guess innumerable contexts of her helplessness.

Famous Hindi writer Mahadevi Verma's literature represents "A woman should make her personality in a shadow of the man's, assimilate her own personality into his." It is difficult to say exactly when this idea first began, but there is no doubt that it was the strange fruit of the objectionable tree. There is nothing surprising in the fact that even today many people consider it a gift of nature to control the energy of a woman by tying her life to a fixed axis. Analysing the subjugation of the woman, Mill wrote- 'But has there ever been any domination which is not natural to its officials? He asked the question in his essay the subjection of women "Was there ever any domination which did not appear natural to those who possessed it?" In the essay, Mill argues that women should be treated equally in society and that the marginalization of women is irrational and unethical. He also highlights the legal difficulties women experience in marriage, politics, and education. To understand the creation of domination in the context of childhood, We found that the delimitation of their psyche and the desired creation of 'Self' is possible through the combined efforts of home, neighbourhood and social media and entertainment industry. School education does not create any special hindrance in this greater effort. All the concepts like sports, studies, home and outdoor, evening, sun, happiness and fear are created in such a way that they are marked by the accepted life and personality of the woman. The ideals of woman-life established in customs, cosmetics and tradition begin to be known from a young age. This knowledge weighs on the knowledge received from the school. From the point of view of psychology, the emergence of identity is very important in the developmental order of children.

Realize who i am "The foundation of conscience is formed in the minds of children. The identity given by others and their own understanding of themselves are different things. The conflict between them plays a big role in the development of personality and gives direction to the specific creation power of every person. Making decisions and being responsible for the consequences of their decisions is the foundation of children's intellectual and emotional development. These things are being said here as if boy and girl can be included equally in the word 'child'. It is fine to do it grammatically, but the grammar of society and culture demands that we look into the awareness of girls properly and consciously before applying any psychological thing to both boys and girls.

Professor Leela Dube attempted to analyse the childhood of girls by incorporating several studies. They found that the extensive training imparted to girls through rituals, values associated with various festivals, daily practices such as laughing, jumping, speaking, lying, communicating information and myths, narratives and proverbs in the context of clothing and jewelry Creates skepticism. An important part of the rigorous control of sexuality in connection with the preparation for marriage and motherhood is the deep acceptance or ingratiation of the incompatibility of one's body. The marriage's compulsion to leave the father's house, to which we will return shortly, and the essence of the personality associated with preparing to live in an unfamiliar household lies in making itself completely dissolvable. All these trainings have been incorporated by Leela Dube in the reciprocal metaphor, which states that "a woman should be like water that has no shape of her own and therefore takes the shape of the vessel in which she is put." We understand this through the phrase that water does not leave any spot. "Systematic psychological research on the subject of what marriage means in a young age takes shape in the mental psyche, how it develops through cognitive and emotional circles." In the absence of that, today we can do some logical investigation. In literature and folklore, the idea of marriage usually resembles that sparkle the brilliance and brilliance of the bride as a portrayal of the curiosity and thrilling experience that arose in the minds of little girls. There is another thrill in this depiction, then there is the sorrow of farewell together. Everything is a pre-fixed or common law, whose overthinking of inevitability is connected to futility. The necessity of leaving the father's home after marriage and the idea of an unknown home dwelling, since the infancy period, is the custom of the girl's mind breaking the psyche, which shows parents the path of parenting for girls. The world is home for a small child. We believe that the home is not just a place of knowledge for the child. The parents create an 'outside' space within the home where the child cannot go on his own. House is a 'home' for the infant because of the presence of the parents. Being a part of the world but slightly separate from it is the infant's version of the world. The idea of his inevitable instability and the notion of being separated from home by his parents is enough to cause depression and helplessness in this context. She thinks that this house belongs to my parents, it does not belong to me. She thinks her house must be situated in some other place which she doesn't know about. The communication of this idea starts from infancy. The girl's psyche cannot be compared to the boy's psyche, evolving between feelings of impermanence and apprehension, even if it removes the discrimination in every daily behavior and household responsibilities which is a dream in itself today. The question here is not only of tradition, of a woman whose innumerable communication ignores or molds the psychological truth of the little girl as if it is the mind of an under construction woman rather than a child's psyche. In Indian context the male-psychology that is taught in our universities today does not include girls-psychology because we are wearing glasses of a superficial universality due to which we do not see our cultural reality. In an effort to understand the creation of the girl's psyche, we have to pay attention to all those small undertakings, their related beliefs and the modern industry machinery and media that are bringing them into new melds which together combine a complex but everyday kind of world. For example, injuries in sports are a normal thing, but any injury

can be very serious for a girl. Every injury on the girl's body, be it the face or any part of the body, is looked at by the family with such foresight and concern that if the injury marks remain, there will be problems in marriage. Mahadevi Verma's metaphor on this subject portrays a clear image. According to her, 'the girl is an item kept in the shop. It is the responsibility of the shopkeeper to keep the item until the customer comes and inspects it and takes it.' The girl is just the body or she also has a mind. It is a very strange but a necessary question which is to be asked to understand the social vision. In this line Krishna Sobti believes that if the girl's mind and thoughts are included in the philosophy created by the society, then there will be uproar in the family. If we look at the last nearly one hundred and fifty years, we can see many places in all the regions of the country in this turmoil that has arisen due to education. Krishna kumar (2019) focused that Education itself operates in an environment of gender inequality and continuous discrimination, yet it becomes a hindrance to the body-cantered vision of society. Because education is related to the mind., that is why girls have been creating a history of conflict and conflict in every house with regard to the question of education. Education itself is weak, but it becomes a memory, memory of its ideological independence and dream of power. The school system has remained weak in terms of curriculum, teaching, and sports and even for security. Yet the school itself is a place where a momentary fantasy of freedom from that terror is born in the girl's psyche. The management of the suppression and dedication of women that have been carried on by tradition has come to be responsible for the latest means of communication and the new civilization of business. Anybody can be chosen from clothing, jewellery, skin, lips, eyes, and hair to the ankles of feet to understand the co-operation of customs and trade - which men and women use for their expression and longevity. In the atmosphere created by world capitalism, the girl who imagines rejecting the traditional image of a woman, doubts herself on her own destiny. The songs, music, TV and cinema, new - old, festive - festivals all have access to the producers - directors of this socialization. The dynamics of repression begin even before a girl is born and continue with full force throughout her childhood and adolescence. A little girl studying in a nursery is given toys like a kitchen-set or make-up kit etc. by her conscious parents, if she is successful in the class. She sits in front of the mirror, puts lipstick on her lips, adorns the eyes with eyeliner and cheeks with rouge. She also had high heels to wear, which she wore as she walked with a stutter acting like a beautiful woman. She has a golden-haired clip and all his tools and apparel. Parents are delighted when this girl, who spends hours in face and body cultivation, arrives on the school stage with her friends at their school cultural events. In the scenario of the spread of education and democracy, the traditional way and the alliance of new capitalism is being expressed in every corner of our social life. It is also a contradiction and a gateway to understanding. If we try to dig deeply into this idea we will find how a girl who has become awakened through education is made an accomplice in her oppression.

Conclusion

Through this study, We have tried to find clues of socialization occurring within the school that are based on a pure theory of sexuality. This study outlines the principles of socialization that directly comply with gender norms built between school and society. The field work of our studies helps to understand the intricate ways that sexuality is formed in school culture and in between family and home. Gender rules and norms that flourish in school culture become social experiences of children, which contain the cleverness to make those rules valid. In fact, this pattern of Indian school under the guise of gender norms and rules, emphasizes a socialization that cannot be ignored. Such socialization in the process of knowledge creation warns us that this structure of sexuality forces us to look at ourselves in the same way in which society wants to see us. This study is basically based on our observations, on which we have not allowed any theory to dominate. The culture of the schools is placed in front of you exactly as it is found.

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Leisure-Equation and Pandemic: Perception of University Teachers

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Abstract

The COVID-19 pandemic has had an adverse impact not only on Indian higher education but also the higher education institutions (HEIs) across the globe. During the lockdown period, leisure time for university teachers became a grave issue. This research demonstrates the university teachers' well-being and leisure perception during the pandemic. The researchers have conducted 26 face-to-face interviews to analyse the teachers' conditions and views on leisure time during the lockdown period of the pandemic. Thematic analyses were used to analyse the interviews. Results indicated that teachers made re-discoveries about themselves and tried attaining an equation with the quality of life through leisure. Findings also revealed that teachers utilised their leisure by doing yoga, watching movies and web series, innovating new dishes, connecting with old and new friends via video calls, painting, gardening, and playing indoor games like carrom, online ludo, and cards.

Keywords: COVID-19 pandemic, leisure time, lockdown period, quality of life, thematic analysis, university teachers

Introduction

The COVID-19 pandemic may be recalled as a blessing in disguise, as it has revised several aspects of our day-to-day life. What goes unmissable while we discuss 'leisure' (in the pandemic) is the pursuit of varied activities that an individual may undertake, given the scope of limited mobility and resources in the then times. Per the coveted Oxford University Press (n.d.), leisure is the "time that is

spent doing what you enjoy when you are not working or studying." Now what might seem like an interesting discussion is how university teachers across the countries balanced work and leisure during the lockdown period. This period saw ways of living and work interweaved in the same space.

Freedom of choice in taste and preference plays a crucial role in leisure exploration. This research talks about how university teachers' stay at home for an indefinite period (during the lockdown) has impacted their personal development, familial relationships, cultivation of newer habits, and self-rediscovery. Herold and Kurtz (2020) found widespread teacher morale declines in the early months of the pandemic. Kaufman and Diliberti (2021) found that the pandemic also adversely affected many teachers' overall well-being, with increased stress, anxiety, and burnout. In addition, studies have reported a rise in cases of depression and anxiety (Qui et al., 2020), health anxiety and financial worry (Tull et al., 2020), and self-harm behaviour among individuals (Iob et al., 2020). Thus, further elucidating the rise of negative emotions among educators belonging to different social and economic groups.

The research explores 26 university teachers' viewpoints, trying to deduce the equation between their leisure and well-being, which has had implications on their quality of life and other pursuits of interest by doing a qualitative study. On the other hand, leisure pursuits (academic, artistic, amateurish) led to the development of novel creative expressions, thus establishing a solid interplay between leisure and well-being. Furthermore, academic pursuits were also fulfilled as teachers found time to carry out a course from their area of interest, which was earlier problematic due to inconveniences such as distance, displacement, or time. "The conjunction boom, time at home and constant access to computer/internet are inferred as the enhancer of these practices for leisure time" (Conceição, V., 2021). Simply put, the pandemic has unveiled the importance of leisure in human life, bringing to vivacity and approximation with reality, ultimately overpowering psychological well-being (Morse et al., 2021).

Recreational Activities

Leisure employs one with an opportunity to make the most of one's free time, irrespective of worrying about any clutter or clamour. However, the social situations have considerably altered due to the pandemic and the subsequent lockdown, thus creating nuances for teachers to cope with their professional purview (Zhang et al., 2020). Teachers also use leisure to re-skill themselves and get different technological applications to be used in the classroom (Raphael, 2019). Apart from this, teachers were seen to have indulged in pleasure activities like sleeping, exploring various genres of films, listening to music, reading books (fiction and non-fiction), gossiping and chatting, innovating one's culinary pursuits, which had nothing to do with their profession and solely focused on one's self-growth and personal expansion (Raphael, 2019). University teachers were also found to spend their leisure in cycling, swimming, gardening, and going on brief trips (Biernat & Roguski, 2009).

Confronting insecurities

Teachers have suffered from psychological lows, namely, stress and anxiety. Apart from having to deal with a shift in the mode of teaching-learning and adaptability to newer technology, teachers underwent heavy workload and simultaneously took care of their family duties, thus suffering from higher levels of stress and insecurity (Ozamiz-Etxebarria et al., 2021). Furthermore, insecurity arose due to uncertainty concerning one's basic needs (Jones et al., 2022). Furthermore, the pandemic impacted teachers' financial problems and the necessity to balance professional and family responsibilities, affecting their psychological well-being (Jakubowski & Sitko-Dominik, 2021).

Discovering of self

Teachers struggled to balance their personal lives, cope with new technology, and disengage students during the pandemic. However, apart from adapting to the new learning that helped their growth as able individuals (HT School, 2020), there were opportunities in front of teachers to discover their lost talents and latent abilities and explore the opportunities available during the pandemic. Furthermore, leisure has educational values that help an individual to unfurl his creative faculties and widen one's horizons and notions about oneself, thus improving their personality (Aksoy & Arslan, 2019).

Quality of Life

Leisure gives an unwilted outlook on everyday things that helps a person concede and create moments of awe amidst a mundane day-to-day schedule (Suhasini, 2021). These activities are called 'organisations' that improve the quality of life and provide meaning to life (Aksoy & Arslan, 2019). Leisure scientists believe that leisure plays a walk-on part in determining a person's well-being (by and large) and mitigating stress (Iwasaki et al., 2006). A perusal of leisure buoys positive thoughts, pushes up the variegation of one's spiritual and physical fervours and enriches one's social health (Aksoy & Arslan, 2019).

The literature review demonstrates the following research gaps: first, more research on leisure time spent by private university teachers during the pandemic is needed; second, university teachers' insecurities amid the outbreak are inadequately represented in the extant literature; and the least explored concern in the Indian context, i.e., quality of life needs to be studied under the lockdown period of the pandemic. Therefore, this study will be a trailblazing work to understand the university teachers' lived experiences during the pandemic through in-depth face-to-face interviews and seek to answer the following four research questions:

What were recreational activities practised by the university teachers during the COVID-19 pandemic?

What were the insecurities addressed by the university teachers during the COVID-19 lockdown?

How helpful was leisure in initiating re-discovery of self amid the COVID-19 outbreak?

How did leisure help to reinstate quality of life during the COVID-19 afflicting period?

Method And Materials

In an intrinsic case study, the researcher's main interest is to understand a specific case (Ary et al., 2010), and the goal is to understand the case as a holistic entity (Johnson & Christensen, 2012). As Creswell (2012) stated that intrinsic case is "unusual and has merit in and of itself" (p. 465); therefore, researchers adopted an intrinsic case study under the qualitative method to address the research questions of the present study. Informed consent was obtained from all the participants about the purpose of the research study before their interviews. Further, teachers were told that they could quit at any time.

The study involved twenty-six (14 male and 12 female) university teachers from a middle-sized private university in India. The university offers over 70 courses under ten schools in various academic disciplines, ranging from engineering to social sciences, law, and applied sciences. The participants (assistant professors, associate professors, and professors) were from different disciplines whose ages ranged from 31 to 53. The teaching experience of faculty members lies from 4 to 23 years and varies in the educational background from postgraduate degree to postdoctoral. They were briefed about the confidentiality of the data collected and their anonymity.

The data were collected using semi-structured open-ended questions. The interview schedule was divided into two sections: first, participants' personal information and second, open-ended questions. The open-ended questions asked about recreational activities, confronting insecurities, and re-discovery of self and quality of life during the outbreak. In addition, three teacher educators (experts in educational psychology and sociology) working in the university as faculty and research supervisors reviewed the questions for face and content validity. The interviews lasted for about 50–80 minutes. All the interviews were recorded for transcription and qualitative analysis with the participants' permission.

Data were collected from June 2022 to August 2022 (nine weeks) through individual interviews. The researchers chose convenience sampling for the study as many teachers refused to participate. However, all the respondents were informed well in advance about the details of the study. Further, they gave their consent and agreed to participate in this research study.

To address the research questions, researchers adopted thematic analysis to analyse the teachers' responses. The researchers followed the six phases of thematic analysis (Braun & Clarke, 2006) consisted of:

Phase 1: familiarising yourself with your data

Phase 2: generating initial codes

Phase 3: searching for themes

Phase 4: reviewing themes

Phase 5: defining and naming themes

Phase 6: producing the report

Audio recordings of all the interviews were transcribed and analysed through line-by-line open coding. In phase one, university teachers' responses were read and re-read multiple times and noted down the relevant information concerning the research questions was. The researchers framed a few initial ideas about the codes after avoiding ample codes. Researchers systematically started formal open coding in phase two, modified to minimise ambiguity. In phase three, initial themes and sub-themes were identified after arranging plentiful codes having resemblant contents. These candidate themes and sub-themes emerged from the relevant codes on the research questions. In phase four, some identified themes turned into sub-themes and vice-versa so that they were reviewed and modified to ensure coherence and distinctiveness among themes and sub-themes. In phase five, by 'define' and 'refine,' major themes and sub-themes were finalised, and sub-themes necessarily represented themes-within-a-theme (Braun & Clarke, 2006). Finally, the researchers chose archetypical examples of final themes and sub-themes in phase six. They provided adequate data extracts to show the frequency of the theme concerning the research questions.

Four expert research members, including the two authors, were involved in the data analysis. The authors simultaneously sought help from the other two expert researchers whenever needed to ensure the dependability and credibility of the research process.

Results

The study investigated university teachers' leisure experiences within the context of the pandemic. The researchers identified research question-wise major themes; how the pandemic impacted their leisure time and quality of life.

RQ1. What were recreational activities practised by the university teachers during the COVID-19 pandemic?

Three themes were identified for the kind of recreational activities practised by the university teachers during the pandemic (Table 1).

Table 1: Recreational activities practised by the university teachers during the COVID-19 pandemic

THEMES	EXPLANATION
Physical activities	Yoga, swimming, brisk walking (or jogging), free-hand exercises at home, cycling, and badminton—anything that requires physical strain.
Creative and interpersonal activities	Gardening, painting, photography, music, binging over OTT content, playing any instrument, writing, creating content for social media, baking, or innovating new dishes fall under this category.
Self-improvement activities	Brain-teasing games such as crosswords, Sudoku, chess, meditation, yoga, LinkedIn courses on video editing, and other refresher courses were among the common picks. Volunteering services, along with self-help groups, also come under this heading.

Recreation occurs when one spends time keeping aside the work pressure in his other interests. Leisure can thus be summed up as the emotional involvement that has a positive after-effect on one's thinking abilities.

"Leisure is that me-time where you can be yourself and do things that make you happy and explore yourself." (S8)

Leisure pursuits during the pandemic had changed considerably, curbing university teachers from moving freely or cutting themselves off from outdoor activities. Leisure/recreational activities of university teachers were classified under three categories:

Physical activities: Yoga, swimming, brisk walking (or jogging), free-hand exercises at home, cycling, badminton, and other non-contact activities were among a few undertaken activities to keep oneself fit and active.

"I started cycling once the lockdown was partially removed. I would wake up early in the morning to cycle for miles and breathe the fresh morning air. I found cycling to be a safe option as there was least physical contact between people, and cycling helped gain stamina." (S11)

"I would take my son to our terrace, and we would play cricket in the evenings. I'd show him the correct batting stance, how to grip the ball and how to drive the bat to an in-swing and out-swing." (S3)

Creative and Interpersonal activities: Gardening, painting, photography, music, binging over OTT content, playing an instrument, writing, creating content for social media, baking, or innovating new dishes were among the common practices that the university teachers undertook, given the limited scope and space during the pandemic.

"I have grown my kitchen garden. Also, this was for the very first time that I actually got to taste the fruits that I had planted, as I was there around the year, for the fruits to get ripened." (S22)

"I believe we fought the war against an unseen enemy, a virus, which had inspired me to compose poetry and scripts. I made use of most of my leisure doing the things I absolutely love to do, that is, by writing." (S14)

Self-improvement activities: Most university teachers were found doing online refresher courses and other courses related to photo and video editing during the pandemic. They also volunteered with various self-help groups during Amphan, which hit the southern part of West Bengal in May 2020. They also solved brain-teasing games such as crosswords, Sudoku, and chess. Meditation and yoga were among the other common picks.

"In order to stay relevant to the times, I chose to do online refresher courses. And since I thought of starting my YouTube channel (to help students understand the topics taught to them), I did courses on photo and video editing. (S6)

"I had given free tuitions to children for almost a year and a half (when I was staying at home). We have also been to places like Alipurduar and Sundarbans to provide relief to Amphan affected areas." (S15)

RQ2. What were the insecurities addressed by the university teachers during the COVID-19 lockdown?

Three themes were identified for the types of insecurities faced by university teachers during the COVID-19 lockdown (Table 2).

Table 2: Insecurities faced by university teachers during the COVID-19 lockdown

THEMES	EXPLANATION
Financial insecurities	Fear of pay cut or labour cutback, Equated Monthly Installment additional expenses
Lack of work satisfaction	Teachers worried about the attainment of knowledge of their students, and research progress was considerably affected.
Psychological conflicts	Factors affecting teachers' well-being include sleeplessness, anxiety, trust issues, and emotional lows.

Since the lockdown had come up as quite unprecedented, the university teachers needed more time to be ready to face the changes and consequences, thus taking a toll on their work-life balance. Also, since the lockdown posed severe reality checks for the university teachers, their leisure was considerably affected (in instances) as most of them had to confront and deal with certain insecurities on personal levels. The kinds of insecurities may be classified under three themes.

Financial insecurities: Pay-cut issues were rampant during the pandemic, thus posing financial insecurities among teachers. Teachers had to invest in various electronic gadgets as the learning mode shifted to online. In addition, some had to pay regular EMIs. Those already addressing the salary cut found it challenging to meet these additional expenses.

"My biggest takeaway from this pandemic was that one must always have a substantial amount of financial asset to keep oneself afloat in times of crisis." (S1)

Lack of work satisfaction: Teachers felt that whatever was being delivered to the students online needed to be better; a satisfactory level needed to be attained. Teachers seemed impatient about needing more replies from the students in online classes. They could not stop worrying about the attainment of knowledge of their students, and research progress was considerably affected.

"I was a sceptic and worried that the 'fungus cultures' kept in the incubators/refrigerators would die, and since the university was closed, I would be left with no other choice but start from zero when the university reopens." (S23)

Psychological Conflicts: Since there was hardly any preparedness related to the pandemic, coping with the changes was arduous. Several teachers had to deal with psychological conflicts such as sleeplessness, anxiety, trust issues, and emotional lows. The primary reasons behind this may be home-confinement, deaths in the family (or dear ones), and financial insecurity.

"The pandemic created several adjustment issues that took a toll on our coping mechanism. There was a sense of deprivation among teachers; despite putting in more than a cent per cent effort, they were not getting an adequate return. What felt more suffocating was that they were not able to go out, meet people, or talk to their heart's content. The pandemic took a test of one's patience." (S18)

RQ3. How helpful was leisure in the re-discovery of self amid the COVID-19 outbreak?

Three themes are identified by teachers concerning how leisure was helpful in the re-discovery of self amid the outbreak (Table 3).

Table 3: Re-discovery of self amid the COVID-19 outbreak

THEMES	EXPLANATION
Revisiting old habits	Old (lost) habits, be it music, playing an instrument, painting, or playing any sport, were oft done during the pandemic.
New-found interests	Learned to do household chores without the support of house-helps/ domestic-helps, played a new musical instrument, tried watching new genre(s) of movies, and did gardening, among others.
Crisis management	To balance between work and leisure due to the shortage of availability of resources and time, learn through trial and error.

The lockdown, an unprecedented accident to the civilisation, made university teachers manoeuvre according to the change. Most teachers have learnt about their self-resistance, how to address socio-emotional conflicts, and to make the most of opportunities that came their way during this phase. University teachers re-invented themselves through:

Revisiting old habits: The lockdown brought back teachers in terms of old (lost) habits, be it music, playing an instrument, painting, or sport, among others.

"That last time I had cooked this intently when I stayed away from home for my first job. This lockdown felt like a rebirth for the chef within me. I made experimental dishes with whatever resources were available at home." (S26)

New-found interests: The lockdown allowed university teachers to re-access their abilities and capacities. Since most teachers had to do without domestic help during the pandemic, they started doing chores independently. From cooking, cleaning, doing dishes, and washing clothes to arranging, organising, and cooking, they began to push their extremes daily. Some started to grow home or kitchen gardens, whereas some started learning how to play the ukulele. Some started exploring genres of movies that were different from their taste, say, for example, anime.

"Until this lockdown, I had no clue that I had a niche for gardening. I thought it was a hectic and boring task until I got the dirt under my nails." (S9)

Crisis management: This lockdown has made the teachers realise that instead of surrendering, they must accept things over which they cannot control. It was indeed challenging to balance work and leisure due to the shortage of availability of resources and time management. However, they evolved out of this crisis through trial and error.

"During the pandemic, I realised that it was effortless to say no to something/someone, but it was difficult to come up with an alternative. When I did not let my child go out and play, I had to think creatively about what could have been done so that he could productively spend his time. When I asked my ward not to use the phone frequently, I had to provide him with alternate means that would keep him engaged. The lockdown thus enabled us to optimise solutions to different problems and make the most of the available resources." (S23)

Apart from arousing consciousness, the lockdown aroused the endurance and coping mechanism of the university teachers, which heavily impacted their equating with their leisure pursuits.

RQ 4. How did leisure help to reinstate quality of life during the COVID-19 afflicted period?

Three themes were identified by teachers, which reinstated quality of life during the COVID-19 afflicted period (Table 4).

Table 4: Reinstatement of quality of life during the COVID-19 afflicted period

THEMES	EXPLANATION
Me-time/ Family time	Invigorates positivity and variegates physical, spiritual and social fervours within the individual
Quality over quantity	These little things give happiness and act as unique getaways to adhere to during the pandemic.
Quality to attain fulfilment	Inclination towards self-learning and mindfulness.

The idea of quality of life is subject to change and is constantly evolving. It depends on factors such as leisure, well-being, work-life balance, job satisfaction, the scope for skill formation, opportunities, and fulfilment. It can be determined through a teacher's social, scientific, and emotional consciousness and inclination towards self-learning. University teachers reinstated quality of life through:

Me-time/Family time: Humans are social animals, and communication is the key to checking one's psychological conflicts.

"Quality of life lies in how unconditionally one can accept himself and the ones around him. I finally could find time to spend with my family and had their back whenever I felt low and wanted someone to talk to." (S7)

Some teachers were found maintaining diaries, recording voice notes in audiotapes, and humming while seeing a sunset from the terrace top. Leisure time, if used as an opportunity, invigorates positivity and variegates physical, spiritual, and social fervours within the individual. So, apart from pursuing a particular hobby, teachers took time for their selves, tried to identify their loopholes, and worked on their selves.

"We were kept so busy in this pandemic that we could rarely find out time for ourselves. Whatever time I could get, I would sleep off my weariness. I chose to pamper myself through occasional power naps." (S19)

Quality over quantity: Despite several imperfections, one's aim in life is to be happy. A person needs to realise that cent per cent satisfaction can never be attained in literally any pursuit on one or the other sort of lacuna. For this, it is essential to find joy in little things.

"Like machines, humans too need servicing to function well. Since going out of the station was not an option during the lockdown, we had to look for other sneak-outs that gave us a break from our monotonous day-to-day lives. Ten-minute video calls with a best friend, watching the sunset from the terrace, and playing a game of ludo with the family (even online) were amazing getaways to adhere to during the pandemic. Despite time-constraint and lack of physical contact, these helped us stay relevant in times (of stress) like these." (S21)

Teachers were found helping people in need (as per their capability) through online transactions. Some involved their children in productive household work. For example, one ended up painting graffiti in the corner of their room. It was a trick to mentally keep calculating on using ingredients from the fridge while imitating the YouTube channels for DIY hacks as the situation demanded one to work smart.

Quality to attain fulfilment: The pandemic witnessed the teachers' life going entirely out of order. It set a reverse gear for many, and the initial hiccups inclined them towards self-learning and mindfulness.

"Despite a disproportionate work-life balance, my notion of quality of life has strengthened. I realised that self-learning is the key to efficient deliverance. I have spent considerable leisure time doing refresher courses from Coursera to update myself, expand professional contacts, improve my delivery in front of the camera, regulate and manage stress." (S 10)

Discussions

Through the following discussion, researchers have tried to draw a holistic picture of the leisure equation of university teachers during their home confinement during the pandemic. The various recreational activities, confrontation with insecurities, getting to know oneself better, and factors affecting the quality of life are also dealt with here. In corroboration with the findings of Zhang et al. (2020), it is found that the pandemic was an opportunity for teachers to cope with their academic loopholes; hence updating themselves with refresher courses, preparing study materials to teach in the online mode, and investing leisure behind other professional purviews. Furthermore, in the same line of thought as Raphael (2019), the researchers found that teachers took out free time to catch up with the latest technology, as there was a paradigm shift in the mode of teaching-learning, which was highly tech-based.

However, it was found that teachers got little recreational time, and the lockdown did not go in the usual way, that is, how one would speculate leisure. Despite the lack of it, teachers were found to spend whatever leisure achievements. Compared to the early and medieval phases of lockdown, in the later stage, they got into activities that made them happy and stress-free, which included music, gardening, sleeping, video-call with friends, watching movies and OTT content, experimenting with new dishes in the kitchen, which fall similar to the findings of Raphael (2019). These activities are solely focused on personal growth and content and have little or nothing to do with professional development. Compared to the initial and medieval phases of lockdown, the last phase (partial lockdown) saw people coming out of their homes for non-contact activities, such as cycling early in the morning and gradually resuming outdoors by taking trips to nearby places. Aligned with the findings of Biernat and Roguski (2009), the researchers have found university teachers interested in gardening, cycling, swimming, and going out on brief trips.

In corroboration with the Ozamiz-Etxebarria et al. (2021), the researchers found that several university teachers had to deal with psychological conflicts such as sleeplessness, anxiety, trust issues, and emotional lows, which were derivatives of stress and insecurity during the pandemic. These insecurities are a direct outcome of professional dissatisfaction and inadequacy, and in a similar line of thought to Jones (2022), that is, uncertainty about one's basic needs, which comes with a lack of availability of resources. Thus, leisure is an essential prerequisite that helps curb stress and results in a steady diversion of attention.

The pandemic was a litmus test of endurance and tolerance, as one had to deal with the threat of professional termination perennially. Consistent with the findings of Jakubowski and Sitko-Dominik (2021), financial problems seriously threaten university teachers' socio-emotional well-being, which started to arise gradually due to pay-cut and labour cutbacks. In corroboration with the findings of HT School (2020), the researchers found that teachers adapt to new learnings (during the pandemic) primarily due to the unavailability of help or any other means of substitution, thus pushing their extremes with each passing day. Despite their packed-up schedules, university teachers took time to invest in activities that gave them happiness and brought out the best in them. They had to cook, clean, do dishes, wash clothes, and fulfil other paraphernalia on their own. Some got time to get along with long-lost hobbies, and some got time to practise music, art, or dance all over again. Strategising how to grow home or kitchen gardens for the first time and beginning to learn how to play the ukulele or a Cajon at the age of early 40 or late 30s was both intimidating yet alluring, thus supporting the research of Aksoy and Arslan (2019) that leisure led to improve their personality.

Consistent with the finding of Suhasini (2021), the researchers found solidarity in the idea that one's aim in life is to be happy, and one's recreational pursuit(s) help him create moments of awe and gather perspective amidst mundanities. Furthermore, teachers utilise their leisure by taking out time for their selves ('me time') to identify their loopholes, and work on their shortcomings, thus affirming the findings of Aksoy & Arslan (2019) that leisure is looked upon as 'organisations.'

Since home confinement was more of a necessity, and some recreational activities were curbed due to the momentary restrictions (because of the pandemic), teachers started to try new ways. Locked within the home, they devised innovative ways to terminate these initial hiccups. These inclined them towards self-learning and mindfulness by doing refresher courses, helping people in need through online transactions, ended up painting one corner of the room, calculating while using ingredients from the fridge, and imitating the YouTube channels for DIY hacks; the results of which are in line with the findings of Iwasaki et al. (2006) that leisure helped in mitigating stress and determining well-being.

Conclusion

Through thematic analysis, the researchers have tried to put together the primary recreational activities that summed up the university teachers' involvement during the pandemic. The researchers found that teachers made re-discoveries about themselves and tried attaining an equation with the quality of life through leisure. However, as teachers had to deal with a paradigm shift in teaching-learning mode, they had limited time for leisure. Also, due to the availability of limited resources, they tried to utilise their leisure by doing yoga, watching movies and web series, innovating new dishes, connecting with old and new friends via video calls, painting, gardening, and playing indoor games like carrom, online ludo and cards.

As teachers were not prepared for the pandemic, it let them confront financial insecurities (pay-cut and labour cutback issues) and other professional insecurities. These and a lack of work satisfaction

lead teachers through psychological conflicts. Recreation, which commonly acts as a service to the human-machine, is not feasible during the pandemic, affecting their mental health considerably. Some university teachers resorted to novel ideas that came up as a consequence of the lockdown or simply because there were not too many choices left for them. They finally found some recluse from daily life, which they invested to re-invent or revisit their past skills.

Leisure helps the quality of life to improve in case of most. Despite crooked work-life balance, teachers found time from their busy schedules to stay relevant in the crisis. Me-time helped them prioritise themselves, whereas family time helped them strengthen bonds. Teachers were also seen to have taken refresher courses in their leisure to expand professional expertise and insight, thus utilising a considerable equation of leisure and making the most of the time.

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