



# DEI MONTHLY NEWS

**“Economic growth without  
investment in human  
development is unsustainable  
– and unethical.”**



**- Amartya Sen  
Nobel Laureate**

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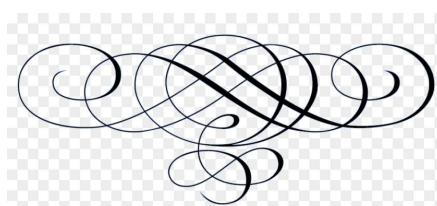
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## Section A: DEI

### The 45<sup>th</sup> (Inter) National Systems Conference (NSC 2022) Held at DEI

The forty-fifth (Inter) National Systems Conference (NSC 2022) was co-organized along with the fourth International Dayalbagh Science of Consciousness Conference (DSC 2022) on 26 – 29 September 2022 at the Dayalbagh Educational Institute in partnership with the Systems Society of India. The Conference was organized in hybrid mode on the theme “Global Sustainability through Lacto-Vegetarian Agroecology Systems”.

A call for papers for the Conference was published several months in advance on the websites of the Dayalbagh Educational Institute and the Systems Society of India which attracted the submission of 129 research papers. All submissions were reviewed by multiple reviewers drawn from a pool of experts in respective areas, based on which thirty-six submissions were selected for Oral Presentation, divided into six sessions in different broad areas with six papers each, while the other forty-one submissions were shortlisted for Poster Presentation. The broad areas for the six oral presentation sessions were Consciousness- based and Literary Systems; Energy Systems; Agroecology Systems; Environment Systems; Healthcare Systems; and Information and Communication Systems. The Poster Session for the Conferences was organized jointly. The authors had the option to present their papers in person or through a pre-recorded video of 8 minutes duration for oral presentation and 3 minutes duration for poster presentation, followed by live audio interaction each with questions and answers. All thirty-six papers for Oral Presentation and thirty-two posters were presented. The Session Chairs adjudged the Best Paper presented in their respective sessions. The awards for Best Papers and the Annual Awards of the Systems Society of India were presented at the joint Awards Ceremony for the two Conferences.

The Conference featured three Plenary Sessions, with Invited Talks by eminent speakers as follows:

1. Prof. Ray Ison, President, International Federation for Systems Research, “Seeking Transformation: a Praxis for Using and Institutionalizing Systems Thinking in Practice (STiP) in Policy Settings”.
2. Dr. S Unnikrishnan Nair, Director, Vikram Sarabhai Space Centre, Thiruvananthapuram, Kerala, “Sustainability in Launch Vehicle Programme”.
3. Prof. Ashwani Pareek, Executive Director, National Agri-Food Biotechnology Institute, Mohali, Punjab, “Are we ready to feed nine billion?”

The Joint Conference concluded with a lively Panel Discussion, where each panelist presented views on the questions set forth by the moderator, based on their individual expertise. This was followed by a short Cultural Programme presented by the students of the Dayalbagh Educational Institute. The Annual General Meeting (AGM) of the Systems Society of India was held on Friday, September 30, 2022.



## Faculty News

### **Faculty of Arts Staff News:**

Dr. Nishith Gaur, Department of Sanskrit, was invited to deliver a lecture at K.M. Institute of Hindi and Linguistics, Dr. B.R. Ambedkar University, Agra during Faculty Development Programme organized from 11 to 17 November 2022. She lectured on the topic- 'Indian Tradition of Sanskrit Literature'.

### **Faculty of Engineering**

The UG Engineering programmes in Electrical and Mechanical branches offered by the Institute, which were accredited by the National Board of Accreditation (NBA) in Tier-I institutions for academic years 2019-20 to 2021-22 and whose validity had expired on 30 June 2022, have further been accredited for the Academic Years 2022-2023 to 2024-2025 i.e. up to 30 June 2025.

### **Miscellaneous: Staff News:**

Dr. Rupali Satsangi, Dr. Jyoti Gogia, and Dr. Sona Dixit represented DEI and attended the International Workshop on 'Community-based Participatory Research (CBPR)' in Malaysia from October 30 to November 6, 2022, organized by the Mizan K4C Hub at the Mizan Research Centre, Faculty of Leadership and Management, Universiti Sains Islam Malaysia (USIM) and the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. The Workshop was part of a 21-week Mentor Training Programme (MTP) developed by the Knowledge for Change (K4C) Global Consortium under the Division of Continuing Studies, University of Victoria. The sessions incorporated discussions and hands-on practice on Community Engagement, Ethical Considerations, Field Study Ideas, Case Studies, Sustainability Issues and the Use of Art-based Activities for CBPR.

Vishwarang was organized by Rabindranath Tagore University (RNTU), Bhopal from 14 to 20 November 2022. It is a global platform that celebrates Indian literature, Culture, Art, Music and Cinema. Vishwarang has a strong presence and participation from around 42 million viewers online and more than 4 lakh registered members across 30+ countries and tie-ups with globally renowned artists. The literature festival began with the World Peace and Harmony Walk, which witnessed the participation of many art lovers, artists, and litterateurs. Other highlights were: the Exhibition of Sage Scientists of India, Tagore National Painting Exhibition, Shehnai performance by Ustad Yakub Ali Khan, Musical Drama, 'Bandish' by Poorv Naresh and group, Gangaur Folk Dance performance by Sanjay Mahajan and group, Musical Evening with Papon and Maithili Thakur, Discussions on topics, like, the NEP2020 and the Indian Knowledge System, Challenges in Art Appreciation and Critiquing, Indian and World Poetry, Literature, Art and Culture, Know the Author sessions, etc. Dr. Brijraj Singh, Dr. Prem Shanker, Dr. Ranjana Pandey, Dr. Monika Tiwari and Dr. Sona Dixit attended the Festival and interacted with the artists and scholars.



DEI Delegation at Malaysia



DEI Team at RNTU

## School News

### DEI PV Girls' Intermediate School



- A Sitar workshop was organized in DEI Prem Vidyalaya on 23 November 2022. The topic of the workshop was “Sitar Ka Parichay Evam Vadya Vidhaen.” Prof. Lovely Sharma, HOD, Music Department, DEI introduced the techniques of playing Sitar, while also giving a performance along with some senior students from the Department.

- A workshop by Fevicryl Company was organized in DEI Prem Vidyalaya from 28 November to 30 November, 2022. Students learnt many things, like, Canvas painting, Bottle art, Block printing on clothes with the help of mould, clay, newspaper, and fabric colours. Mr. Narendra Solanki was the instructor from Fevicryl.

- Department of Home Science organized a Guava-based Cookery competition on 19th November 2022. Students of DEI Prem Vidyalaya also participated in this competition with great enthusiasm and showed their cookery skills and served very palatable dishes. The winners of the competition were: Janvi Sharma- Second Prize, Geet Satsangi, Sanskriti Mathuria, Uma Kushwah, Kashish- Third Prize and Divya Kushwah, Ankita Pachauri and Sumati Kumari- Consolation Prize.

- Puneet Saagar Abhiyaan- This programme was conducted by NCC for cleaning Haathi Ghaat at Kachahri Road, Agra. NCC Cadets of DEI Prem Vidyalaya also participated in this cleaning programme. The efforts made by the cadets for cleaning the Ghat were highly appreciated.

- The Cadets of DEI Prem Vidyalaya participated in an NCC Camp organized from 14 November to 21 November 2022. Several activities were conducted in which cadets participated and won medals. The Winners were: Khushi -Best in Firing and Drill and Annanya Johari, Khushi, Kriti, Vishvika Jain won the Shield in the Group Dance competition.





## Section B: Online & Distance Education

### *From the Coordinator's desk*

An interesting report on 'The Changing Nature of Work' was brought out by the World Bank Group in the year 2019 which provides valuable information on this subject, which is of vital importance for schools, universities and governments. The preface to the report written by the President of the organization admirably captures the spirit of the contents of the report and I can do no better than present its flavour as follows: To begin with, we are told that many children currently in primary schools will work in jobs as adults that do not even exist today. These will require specific skills – a combination of technological know – how, problem solving and critical thinking as well as soft skills such as perseverance, collaboration, and empathy. In addition to this rapid change in technology will require the workers to change jobs and quickly adapt to new jobs which means they have to be lifelong learners.

The developing countries need 'to give high priority to invest fiercely in education and health' so that human beings acquire higher capital content. The report contains a warning for countries with the lowest human capital investments today that their workforce of the future will only be one-third to one – half as productive as it could be if people enjoyed full health and received a high – quality education. Thus the report emphasizes the primacy of human capital in meeting the various challenges arising from the changing nature of work. A brief write-up on Human Capital has therefore been included in this issue.

The report challenges the governments – particularly of developing countries – to take better care of their citizens and calls for a universal guaranteed minimum level of social protection.

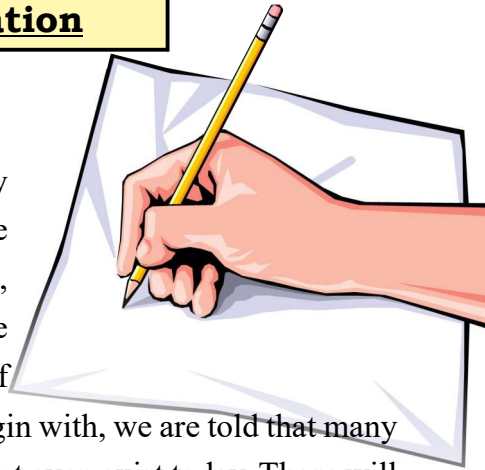
**(Prof. V.B. Gupta)**

### Human Capital Vis-à-vis Education

The World Bank Report of 2019 entitled 'The Changing Nature of Work' [1] describes Human Capital in chapter 3 (Building Human Capital) as knowledge, skills and health that people accumulate over their lives, enabling them to realise their potential as productive members of society. It has large payoffs for individuals, societies and countries. This was true in the 1700s when the Scottish economist Adam Smith wrote “The acquisition of .....talents during .....education, study or apprenticeship, costs a real expense, which is capital in a person. Those talents are part of his fortune and likewise that of society.” This is still true in 2018.

As per Wikipedia, Human Capital in a broad sense is a collection of ..... all the knowledge, skills, abilities, experience, intelligence, training and competencies possessed individually and collectively.

Many theories explicitly connect investment in human capital development to education, and the role of human capital in economic development, productivity, growth and innovation has frequently been cited as a justification for government subsidies for education and job skills training.



The World Bank report gives several examples of early childhood development programmes providing evidence which suggests that for governments seeking to invest wisely in human capital, there is no better possibility than investing in the first thousand days of a child's life. Without such interventions early in life, it is more likely that a spiral of increasing inequality will ensue: subsequent public investment in education and health are more likely to benefit people who start out better – off.

Against the above backdrop, the views of Prof. James Joseph Heckman, a Nobel Prize winning American economist at the University of Chicago are very relevant. In a recent visit to India, he spoke about his work on human empowerment [2], in terms of the Heckman curve, which shows that Rate of Return to investment in childhood skills decreases exponentially with age as follows:

The highest returns to investment in human capital are shown by pre-natal programmes followed by programmes targeted towards the earliest years (0-3). The pre-school (4-5 years) programmes also show significant rates of return. The rates of return then show a decreasing trend during subsequent schooling and job training (post-schooling). His studies showed that childhood skills shape our life's success and nurturing early development of cognitive and social skills in children from birth to age five followed by sustaining early development with effective education through to adulthood result in a more capable, productive and valuable workforce that pays dividends for generations to come.

It may be recalled at this stage that our Revered Spiritual Leaders have laid high emphasis on education in Dayalbagh for over a century and developed the concept of Superman through a process of evolutionary transformation which was put to practice around six years ago and has yielded very meaningful results.

The modern theory of human capital was popularized by Gary Becker, another economist and 2018 Nobel Laureate from the University of Chicago who won this award for his conceptualization and modeling work using Human Capital as a key factor.

There are various methods for measuring human capital. As pointed out in a recent publication [3], for decades studies used measures of schooling as a proxy for human capital. This is based on the assumption that being in school translates to learning. Evidence emanating from several studies suggests that this is often not the case. In this publication [3] a very large and comprehensive database of globally comparable learning outcomes for 164 countries covering 98% of the global population from year 2000 to 2017 has been used to build up the Harmonized Learning Outcomes (HLO) database which is shown to lead to a human capital index (HCI) that is strongly associated with growth.

The authors of this publication [3] further state that *This database comes at a moment when a series of global efforts have been launched to measure and track learning on a global scale. Although recent modelling suggests that the world is on track to achieve the goal of universal primary enrolment by 2030, if learning continues to stagnate, this achievement will mean little. Accordingly, the Sustainable Development Goals include a focus on learning whereas the Millennium Development Goals focused largely on schooling. Another notable effort to measure and track learning on a global scale is the World Bank's human capital index in which the levels of human capital of countries around the world are compared. This effort aims to report measures of human capital that will encourage countries to invest in education. The human capital index includes learning outcomes from this database as one of its core components.*

Using Human Capital Index as described above, the World Bank Report lists the HCI scores for 157 countries with Singapore being at number 1 with a HCI score of 0.88 and Chad with a score of 0.29 being the last. India with a score of 0.44, which is below every South Asian country except Afghanistan and Pakistan. The Government of India has rejected the HCI as flawed [4] and has countered saying that the Prime Minister's various health and education schemes were overlooked by the World Bank: apparently India is doing well. Dr. Kanti Bajpai appears to disagree with this dictum of the government.

According to Dr. Kanti Bajpai [4], school and university education are at the core of human capital formation. Having been involved with education in India and abroad for 30 years, he feels that with some exceptions, our schools, colleges and universities are in disastrous condition. This is mainly responsible for the low HCI. He also states that human capital is crucial for economic success. A healthy, literate and skilled populace is vital in manufacturing, services, even modern agriculture. Without it India cannot sustain growth rates of 7-10%. Even if it can hit those levels for some years, growth will eventually level off.

Mr. Devesh Kapoor, Asia Programme Director of the Paul Nitze School of Advanced International School, Johns Hopkins University has made the following two observations in a Newspaper article [5]:

- *Poor education leads to low productivity and 'the country continues to struggle to find enough people that have the requisite human capital to be good teachers, further impairing the future of the next generation'.*
- *Decent school education is not just about learning the three R's, but it is also about socialising young minds into new social norms. Open defecation, spitting in public or throwing garbage in the streets, etc. happen because the future citizens were never exposed to the importance of these behavioural norms.*

In this context, it may be stated that Dayalbagh Educational Institute has been providing quality education at affordable cost for the past several years. During a visit to the Institute in April 2011, Dr. A.P.J. Abdul Kalam in his R.E.I. Diamond Jubilee Memorial Lecture made the following observation:

*"What makes a university great, it is the quality of education that makes a University great. DEI is exemplified by this statement, in letter and spirit. We have a roadmap for India becoming a developed nation, economically developed nation by the year 2020. Fundamental to this is education with value-based system. I am glad that DEI is promoting education with value-based system".*

High quality, value-based education is also imparted in various schools that are under the DEI umbrella.

**- Contributed by Prof. V.B. Gupta  
Coordinator, DEI-DEP**

#### Reference:

- [1] 'The Changing Nature of Work' World Development Report, Published in 2019 by the World Bank Group.
- [2] Times of India, December 11, 2022.
- [3] N. Angrist, S. Djankov, P.K. Goldberg and H.A. Patrinos, World Bank Team drawn from different universities / institutions, Measuring Human Capital using Global Learning data, Nature, Vol 592, 15 April, 2021, 403.
- [4] Dr. Kanti Bajpai, Guest Editorial, Times of India, October 5, 2019.
- [5] Devesh Kapur, 'Sombre Celebrations' Times of India, August 15, 2018.



## Section C: DEI Alumni (AADEIs & AAFDEI)

### *From the Editor's desk*

As the year gently draws to a close, it may be a good time to take a look back, to take stock and to see how far we have come. Interestingly, the key word in one of the articles in this issue is 'nostalgia', a longing for the past – a past free from worries and responsibilities. However one must forge ahead and in the words of H.W Longfellow, 'Act,----act in the living present! Heart within and God o'erhead! So let us all be 'up and doing', put in our best, but always remember that whatever we achieve, is only due to Divine Grace! 'Alumni Bytes' and 'Forever DEI' are a tribute to an education system that imparts not only information but also human values. As teachers and mentors, if the core values we strive to impart, can help pave the way to tolerance, peace and inner strength, then we stand ready!

We earnestly request our readers to share their comments and contributions at [aadeisnewsletter@gmail.com](mailto:aadeisnewsletter@gmail.com) and look forward to hearing from them soon!

#### Nostalgic Memories

**Suraj Bhardwaj**  
**Batch: BBM (2003), MBA (2004)**

As we took the first step in our journey towards higher studies, it was like entering the land of ecstasy. All that we had ever heard about college life was going to come true. The tiring school days were over and we were about to enter a new phase, and supposedly the best phase of life.

Fast forward to a few days, and the bubble was burst with unending classes and never-ending exams. One experience after another became overwhelming and it was so difficult to keep track of all that was going on. A few days back you could discuss and share with your best friends at school, but now they were all too far away. Life could not be more miserable! ...But then you find someone to share these bizarre experiences with. This is someone who doesn't just listen to you but is actually part of your journey. You connect instantly. And within no time, you have a gang. A college gang! Really! And you are a part of it! This is perfect!



My fourth and final year at DEI was the *dessert*, the '*pièce de résistance*'. Same subjects with the same teachers, but newer pedagogies. This got us confused but then we had our moments of epiphany! We realized our professors saw us as grown-ups and we were required to study beforehand and come up with our own ideas in the lectures. In my mind, this was the final stretch of college life. And after all the way we had come, we had seen much of life.

So many images etched in our minds forever! — these become our memories! We had eaten Maggi on the floor, fallen asleep on the commode, and bombed countless beds with firecrackers. Such crazy things! In all this, we didn't see how quickly these wonderful years had come to an end. Many of us got placed in different companies and moved to distant places while some didn't. But still, we brought an end to those four years of a rollercoaster ride, on a high note. We brought the walls down and embraced everyone just as we had done when we had first entered these *hallowed halls*. We carried with us indelible memories of a time when there was no division, where there were no grades, where there were no fights, where there was

only friendship, innocent and pure! We bid farewell and parted ways to yet another new phase in our journey.

In the blink of an eye, the years passed by. We moved on....

We keep walking the treadmill that takes us nowhere and then a friend's birthday, a company outing, a Saturday night, or at times even a typical working day evokes a magical sense of nostalgia. We realize, we could have done much more than what we did in college, and that it doesn't matter how happy we get, we will never find a happier time than college, for it's the best that anyone could ever get. Period.

## **Forever DEI!**

**Garima Srivastava**

**Batch: PG Diploma in Theology (2012), MBA (2018), MA (Theology) (2021)**

**Currently, Pursuing PhD, Management, Faculty of Social Science**

My unforgettable journey in Education at the Dayalbagh Educational Institute began in 2011 when I was 30 years old. Yes, you read it right! It was through DEI-DEP Information Center in Mumbai that I first came to know about this great institute of learning.

I was curious to know more about other courses offered at the center and fortunately came to know about a very interesting course in Theology - Post Graduate Diploma in Theology, which I joined. I discovered PGDT to be a meticulously crafted course that provides an unbiased comparative study of the world's major religions. The course was so engrossing and fascinating that theological concepts from the module sparked interesting conversations even with my friends, family, and colleagues. The whole experience of becoming a student again, following the DEI regime, and interacting with the wonderful faculty of PGDT was so engaging and meaningful that I wished for more such opportunities.



And Lo! It was a stroke of luck that I soon enrolled myself in the MBA program via DEI-DEP in Mumbai. By now I realized that I could benefit even more, as DEI offers a very open environment to learn. COVID-19 Pandemic hit us in early 2020 and we could no longer move outdoors. But still, the Mumbai center was active, offering online classes. That encouraged me to pursue my interest in Theology and I enrolled in the MA Program in Theology.

During this period due to work-from-home options, my family and I travelled to Dayalbagh and I continued to take my exams at DEI-DEP Information Centers in Agra. I also got a unique opportunity to visit the DEI campus for exams. I had visited the campus earlier but this time it was a different experience.

After completing the course, my thirst for learning and that too from the DEI campus itself intensified. That's when I decided to prepare for DEI's Research Entrance Test (RET) to pursue Ph.D. With His Grace, I was able to clear the RET and became a proud On-Campus student of DEI. It's been a year now since I commenced my Ph.D. studies, and I have been visiting the campus almost daily, meeting professors and students, and carrying out my research work. DEI has a sprawling campus, with aesthetically designed buildings, hosting multiple disciplines. The uniform for students inculcates discipline and creates a genuine environment of learning. DEI's approach towards education is holistic with the objective to develop a complete human being. Students are even encouraged to participate in fieldwork and selfless service, to help them understand the importance of manual labor. During COVID restrictions, the open spaces in the Institute had become classrooms! Hardly was a working day lost during the pandemic!

When I look back at my association with DEI, spread over the last decade, I feel blessed and fortunate to have been guided by some Divine plan, which continues to shape me as a person of knowledge and character. For me, it's FOREVER DEI!

## **Mentorship Program: A Meaningful Commitment**

**Akanksha Sinha**

**Batch: PGD Theology (2020), DEI**

**Currently, Sr Manager, Boston Consulting Group**

My association with DEI began while I was performing the duties assigned to me as a facilitator for various programs at the Gurgaon DEI-DEP Information Center. This generated my interest and as I was eager to have a deeper connection with DEI, I decided to enroll myself in a course of my interest -- Theology.

With this, I started my journey as a student of this esteemed institute. While pursuing this course I got to experience the very strong value system it inculcates in its students. The structure of distance education courses, the approach followed, and the dedication to the essence of learning is unmatched. Added to this is the richness of content, the commitment of the mentors, and the rigour of learning imparted which makes DEI distinct from others. The constant motivation provided by the mentors and the competitive edge due to the presence of peers made it a wholesome experience. By the end of the course, I was more than content with what I had achieved.



After graduating from the course, the urge to stay connected continued. And at that point in time, I was approached for a mentorship program under *AADEIs Delhi NCR chapter*. I registered myself as a mentor to support and guide a mentee who had recently graduated and was in the first year of his job. During the orientation, I was amazed by the concept and thoughtfulness of DEI alumni to support their juniors. The enthusiasm in mentors to reconnect and relive the nostalgia, and in mentees to learn and seek guidance from alumni, well-established in their own field of interest, cannot but yield positive results. I am glad to be a part of such an initiative. I believe my involvement with DEI will continue to grow and I am ready for many more pleasant surprises that cannot be experienced in any other place!

## **Alumni Bytes**

### **The biggest takeaway from education in Dayalbagh is...**

“...insightful and highly enriching experience at DEI. It reinforced my beliefs in what DEI stands for, especially its focus on excellence with relevance and its value-based and quality education.”

-Harish Dua, Batch PG Diploma in Theology (2009)

Currently, Advisor, Institute of Chartered Accountants of India

“...the core values of DEI, like a sturdy tree that stands tall with strong branches, have nurtured us all these years and provided strength in difficult times.”

-Pallavi Satsangi Sharma, Batch MBM (1996)

Currently, Director HR Global Shared Services, NXP Semiconductors



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