



GOVERNMENT COLLEGE KARSOG

District Mandi, Himachal Pradesh

ANTI-DRUG CELL

in collaboration with the NSS Unit

REPORT ON AWARENESS PROGRAMME

"NASHA MUKT YUVA FOR VIKSIT BHARAT"

RESOURCE PERSON

Dr. Gopal Chauhan

Block Medical Officer, Community Health Centre (CHC), Karsog



Programme at a Glance

Programme	Awareness Programme on “ Nasha Mukta Yuva for Viksit Bharat ”
Organised by	Anti-Drug Cell, in collaboration with the NSS Unit, Government College Karsog, District Mandi, Himachal Pradesh
Date	9 th October, 2026
Venue	Room No. 202
Resource Person	Dr. Gopal Chauhan , Block Medical Officer, Community Health Centre (CHC), Karsog
Dignitaries Present	Dr. Gulshan Mahajan , Principal Dr. Kulbhushan , Assistant Professor of English Mr. Pankaj Gupta , Assistant Professor of Zoology Dr. Lomeshwar Assistant Professor Botany Dr. Virender , Assistant Professor of Physics

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1. Introduction

The Anti-Drug Cell of Government College Karsog, in collaboration with the NSS Unit of the college, organised an awareness programme on the theme **“Nasha Mukh Yuva for Viksit Bharat”**, with the objective of sensitising students to the harmful consequences of substance abuse and highlighting the vital role of a healthy, responsible and informed youth population in building a developed India.

The programme emphasised that the vision of Viksit Bharat cannot be achieved through economic growth and infrastructure development alone. It also requires a physically healthy, mentally resilient, scientifically informed and socially responsible generation of young citizens. Substance abuse, addiction, unhealthy lifestyles and the increasing vulnerability of young people to harmful social influences can undermine individual potential and adversely affect families, communities and national development.

The programme was designed to encourage students to make informed decisions, develop scientific temper, recognise the early signs of substance dependence, seek timely professional help and contribute actively to the creation of a drug-free society.

2. Welcome of the Chief Guest and Resource Person

The programme commenced with a warm welcome to the chief guest and resource person, Dr. Gopal Chauhan, Block Medical Officer, CHC Karsog, by the Officiating Principal, Dr. Gulshan Mahajan, along with Dr. Kulbhushan, Assistant Professor of English; Mr. Pankaj Gupta, Assistant Professor of Zoology; and Dr. Virender, Assistant Professor of Physics.

The dignitaries welcomed Dr. Chauhan and acknowledged his presence and contribution to public health awareness. His participation provided an opportunity for students to understand substance abuse not merely as a personal or social problem, but also as a significant public health concern requiring scientific understanding, preventive education, institutional support and collective responsibility.

3. Address by Dr. Gopal Chauhan: Importance of Research and Scientific Temper

In his address, Dr. Gopal Chauhan began by highlighting the importance of research in developing a rational understanding of the world. He explained that human perception and personal experience are important starting points for learning; however, reliable conclusions require systematic investigation, observation, experimentation and evidence.

He distinguished between perception-based assumptions, knowledge acquired through practical experience and conclusions supported by scientific research. He encouraged students to develop the habit of asking questions, examining evidence and avoiding decisions based solely on assumptions, social pressure or unverified information.

To make the concept relatable, he referred to scientific questions such as how long a microphone would take to degrade in the environment and how scientists estimate the mass of the Earth. These examples illustrated that scientific methods can answer questions that may initially appear difficult or impossible, provided that appropriate measurements, models and evidence are available.



He also emphasised that decisions driven by ego, prejudice, misinformation or rigid ideology, rather than reason and evidence, can have serious consequences. Scientific temper, therefore, is not limited to laboratories; it is equally important in everyday life, public policy, social relationships and personal choices.

Connecting this message to the theme of the programme, he encouraged students to apply the same critical thinking to substance use. The fact that a substance is popular, socially accepted or promoted by influential individuals does not make it safe. Young people must learn to distinguish between attractive claims and scientifically established facts.

4. Viksit Bharat: Development Beyond Economic Growth

Dr. Chauhan explained the broader significance of the vision of Viksit Bharat. He emphasised that a developed nation is not defined exclusively by its income, buildings, roads, industries or technological achievements. Genuine development must also include accessible healthcare, quality education, adequate nutrition, sanitation, environmental sustainability, social security, scientific innovation and a high quality of life.

He encouraged students to understand that national development begins with the development of individuals. A young person who is educated, healthy, skilled, disciplined and free from addiction is better equipped to contribute to the economy, support their family, serve society and participate in nation-building.

The discussion also highlighted the importance of public institutions, including colleges, healthcare facilities and community organisations, in transforming national aspirations into practical outcomes. Educational institutions can cultivate scientific awareness and responsible citizenship, while health institutions can provide prevention, counselling, treatment and rehabilitation services.

The central message was that **a drug-free youth population is an important foundation for a healthy, productive and developed India.**

5. Lessons from World War II and the Need for International Cooperation

While discussing the importance of peaceful international relations and responsible decision-making, Dr. Chauhan referred to the Second World War as one of the most devastating conflicts in human history. The war demonstrated how militarism, aggressive nationalism, political rivalries, ideological extremism and failures of diplomacy can lead to immense human suffering.

Historical estimates commonly place total deaths associated with the Second World War at approximately 70–85 million, although estimates vary according to the geographical and demographic scope used. The conflict caused enormous military and civilian casualties, widespread disability, destruction of infrastructure, displacement of populations and long-lasting economic and social consequences.

The United Nations was established in 1945, following the devastation of the war, with the objective of promoting international peace and security, cooperation among nations, human rights and improved



living conditions. It began with 51 founding member states. The Security Council was entrusted with primary responsibility for maintaining international peace and security, and five countries received permanent membership with veto power: China, France, Russia as the successor state to the Soviet Union, the United Kingdom and the United States.

The discussion highlighted the significance of international cooperation and the ability of nations to participate meaningfully in decisions affecting global peace, security and development. India's aspiration for permanent membership of the UN Security Council was discussed in the broader context of its population, democratic institutions, economic importance, international contributions and desire for a greater role in global decision-making.

The speaker's wider message was that conflict, competition and the misuse of power can destroy human potential, whereas cooperation, knowledge and responsible leadership can create opportunities for progress. These principles also apply at the individual level: destructive choices can undermine lives, while informed and responsible choices help build stronger communities.

6. Global Development Goals and India's Development Priorities

Dr. Chauhan discussed the importance of internationally agreed development targets and the responsibility of governments and citizens in achieving them. The United Nations Millennium Development Goals (MDGs), adopted in 2000, comprised eight goals intended to address major challenges such as poverty, hunger, education, gender equality, child mortality, maternal health, infectious diseases and environmental sustainability. The target period ended in 2015.

The global MDG assessment acknowledged substantial progress but also identified important gaps. The experience demonstrated that development requires measurable targets, evidence-based planning, sustained investment, effective implementation and continuous evaluation. The MDGs were subsequently succeeded by the 2030 Agenda for Sustainable Development, which contains 17 Sustainable Development Goals (SDGs).

The discussion connected these priorities with India's development needs, including:

- **Health and well-being:** Improving access to preventive, promotive and curative healthcare.
- **Quality education:** Ensuring that young people acquire knowledge, skills, critical-thinking abilities and opportunities for employment.
- **Nutrition and food security:** Reducing hunger, malnutrition and preventable health problems.
- **Sanitation and clean water:** Maintaining hygienic surroundings and preventing disease.
- **Gender equality and social inclusion:** Promoting equal opportunities, safety and dignity.
- **Employment and economic growth:** Developing productive, skilled and responsible human resources.
- **Environmental sustainability:** Addressing pollution, climate change, waste management and the responsible use of natural resources.

Dr. Chauhan's discussion reinforced the idea that these goals are interconnected. For example, substance dependence can interrupt education, reduce employability, increase healthcare needs, strain household



finances and weaken social participation. Preventing addiction and providing timely treatment can therefore support several wider development objectives simultaneously.

7. Human Development, Health Indicators and the Quality of Life

The resource person also highlighted the importance of assessing development through human-centred indicators rather than relying exclusively on economic output. The Human Development Index (HDI), published by the United Nations Development Programme (UNDP), combines indicators relating to life expectancy, education and standard of living.

According to the UNDP Human Development Report 2023–24, India's HDI value was 0.644 in 2022, placing it at **134th among 193 countries and territories**. Switzerland was ranked first in that report. These figures were discussed as a reminder that economic growth must be accompanied by sustained improvements in health, education and living standards.

Infant mortality, maternal health, life expectancy, nutrition and access to essential health services are also important indicators of social progress. Improvements in these areas require strong healthcare systems, public awareness, timely medical intervention and the participation of informed citizens.

The speaker emphasised that a developed society must invest in the health of its younger generation. When young people experience addiction, chronic stress, poor nutrition, inactivity or untreated mental health difficulties, the consequences may extend beyond the individual to families, workplaces and the wider economy.

8. Youth Vulnerability to Social Media, Peer Pressure and Substance Abuse

A major part of the address focused on the challenges faced by young people in an increasingly connected and competitive world. Social media and digital platforms provide valuable opportunities for learning, communication and career development. However, excessive use, misleading content, harmful online influences and the promotion or normalisation of substance use can expose young people to avoidable risks.

Dr. Chauhan cautioned students against confusing online popularity, fashionable lifestyles and social approval with genuine success. Young people may encounter pressure to experiment with intoxicating substances, smoke, consume alcohol or adopt unhealthy habits in order to fit into a group or imitate an admired personality.

He stressed that peer pressure, curiosity, emotional distress, family difficulties, academic stress and the desire for temporary relief may contribute to the initiation of substance use. Commercial exploitation and the illegal drug trade can further aggravate the problem by treating vulnerable individuals as sources of profit.

The discussion encouraged students to recognise warning signs, question misleading claims, avoid risky situations and support friends who may be struggling. Students were also urged to use social media responsibly, verify health-related information and seek help from qualified professionals rather than relying on unverified online advice.



9. Substance Dependence: Understanding the Health and Social Consequences

The resource person explained that repeated substance use can lead to harmful patterns of behaviour, and some substances can cause dependence, tolerance, withdrawal symptoms and significant health complications. The risk varies according to the substance, quantity, frequency, route of administration, age of initiation and individual vulnerability.

The discussion covered the harmful effects associated with tobacco smoking, alcohol misuse and other psychoactive substances. Tobacco use is associated with cancers, cardiovascular disease and respiratory disorders. Harmful alcohol consumption can contribute to liver disease, injuries, mental health difficulties and family problems. Other drugs may affect cognition, judgement, coordination, emotional regulation and the functioning of vital organs.

Dependence can make it difficult for a person to stop using a substance despite harmful consequences. It should not be viewed simply as a moral failure or a lack of willpower. Substance-use disorders are health conditions that may require professional assessment, counselling, medical treatment and sustained support.

Dr. Chauhan highlighted that the consequences extend beyond physical health. Addiction may interrupt education, damage relationships, increase financial hardship, reduce productivity and expose individuals to unsafe situations. Families may experience emotional distress, conflict and additional financial burdens, while communities and healthcare services may face increased demands.

He encouraged students to understand the difference between experimentation, harmful use and dependence, while recognising that early intervention is important at every stage. The most effective response combines prevention, early identification, treatment, rehabilitation and social reintegration.

10. Stress Management, Counselling and Mental Health Support

The speaker emphasised the importance of addressing the underlying factors that can make young people vulnerable to substance use. Academic pressure, uncertainty about employment, relationship difficulties, family expectations, social comparison and emotional distress may affect mental well-being.

Students were encouraged to develop healthy coping strategies, including regular physical activity, adequate sleep, balanced nutrition, meaningful social interaction, time management and participation in constructive academic, cultural and sports activities.

He highlighted the value of counselling services, hospital-based support systems and appropriate referral mechanisms. Students experiencing persistent stress, anxiety, low mood, sleep disturbances or substance-related difficulties should be encouraged to seek timely professional assistance.

A supportive environment is essential. Mocking, shaming or isolating a person who is experiencing a substance-use problem may discourage them from seeking help. Instead, families, teachers, peers and healthcare professionals should promote empathy, confidentiality within professional limits, responsible guidance and access to appropriate treatment.

The message was clear: seeking help is a sign of responsibility and strength, not weakness.



11. Lifestyle-Related Challenges Among Youth

The programme also drew attention to several lifestyle-related concerns that can affect the health and productivity of young people. These included smoking, harmful alcohol consumption, physical inactivity, poor dietary habits, inadequate sleep, excessive screen time and the physical or emotional consequences of abuse.

Students were encouraged to understand that health is shaped by the interaction of biological, psychological, social and environmental factors. A balanced diet, regular exercise, adequate rest, positive relationships and timely medical care contribute to physical and mental resilience.

The discussion also highlighted the importance of recognising physical, emotional and sexual abuse, bullying and other forms of violence. Individuals facing such situations should be encouraged to approach trusted adults, appropriate institutional authorities, counsellors or healthcare professionals for support.

Healthy lifestyles do not replace professional treatment for addiction or mental illness; however, they can contribute to prevention, recovery and long-term well-being.

12. Relevance to Himachal Pradesh and the Karsog Region

The discussion was particularly relevant to the local community of Karsog and the wider state of Himachal Pradesh. Rural and semi-urban communities may face distinctive challenges relating to access to specialised healthcare, awareness of addiction, social stigma, educational opportunities, employment and the availability of confidential counselling services.

Students can play a valuable role in addressing these challenges by sharing reliable information, encouraging healthy choices and helping their peers connect with appropriate support. Colleges, healthcare institutions, families, local bodies and community organisations can work together to identify risks early and strengthen prevention efforts.

The speaker also highlighted the need to consider broader social and environmental concerns, including changing family structures, demographic trends, climate-related challenges and the pressures associated with changing aspirations and lifestyles. These issues require careful assessment through reliable data rather than assumptions or sensational claims.

The role of young people in protecting the natural environment, supporting local development, pursuing education and contributing to community welfare was emphasised. A healthy and drug-free youth population can strengthen the social and economic foundations of the region.

13. Population Trends, Fertility and Responsible Citizenship

The discussion touched upon India's changing demographic profile and the importance of understanding population trends through scientific evidence. Fertility rates, population ageing, migration, employment, education and healthcare access influence long-term development planning.

India's National Family Health Survey-5 (2019–21) reported a total fertility rate of 2.0 children per woman at the national level, below the replacement-level benchmark of approximately 2.1. Fertility patterns vary



between states and communities, and their implications must be interpreted in the context of age structure, life expectancy, migration and other demographic factors.

The relevance of this topic to the programme was the broader importance of responsible citizenship, informed family decisions, health awareness and investment in human development. The quality of education, health, skills and opportunities available to each young person matters greatly in determining the future strength of society.

14. Environmental Responsibility and Climate Change

The resource person also referred to climate-related concerns and the growing importance of sustainable development. Climate change, environmental degradation, changing weather patterns and the pressure on natural resources affect agriculture, water availability, livelihoods and public health.

Students were encouraged to understand that development must be sustainable and that individual choices can contribute to wider social outcomes. Responsible consumption, waste reduction, environmental awareness and participation in community initiatives can help protect local ecosystems.

The discussion also encouraged students to look beyond superficial displays of success and to focus on meaningful contributions to society. Genuine progress requires scientific thinking, responsible behaviour, environmental stewardship and concern for future generations.

15. Role of the College and the Anti-Drug Cell

The programme reinforced the importance of the college as a centre for education, prevention and social responsibility. The Anti-Drug Cell, in collaboration with the NSS Unit, can continue to promote awareness and encourage students to make informed and healthy choices.

Important areas for continued action include:

1. Organising regular awareness lectures, interactive discussions and educational campaigns on substance-use prevention.
2. Encouraging students to seek counselling and professional help when needed.
3. Sharing verified information about the health risks of tobacco, alcohol and other psychoactive substances.
4. Promoting sports, cultural activities, volunteering, environmental initiatives and other constructive avenues for student engagement.
5. Encouraging peer-support initiatives that promote empathy, early help-seeking and responsible behaviour.
6. Strengthening links with local healthcare facilities and appropriate counselling or rehabilitation services.
7. Promoting responsible social-media use, critical thinking and the ability to identify misinformation.
8. Maintaining a supportive, non-stigmatising environment for students experiencing personal, emotional or substance-related difficulties.



Such efforts can help create an educational environment in which students feel informed, respected and supported in making healthy decisions.

16. Key Message of the Programme

The central message of the programme was that the vision of Viksit Bharat must be supported by a generation that is educated, healthy, scientifically aware, emotionally resilient and free from the harms of substance abuse.

Development is not measured merely by material prosperity or technological advancement. It also depends on the health of citizens, the strength of families, the quality of education, the availability of opportunities and the ability of society to respond compassionately to those facing difficulties.

By encouraging scientific temper, responsible decision-making, early help-seeking and healthy lifestyles, young people can become active partners in nation-building. A drug-free society requires sustained cooperation among educational institutions, healthcare professionals, families, communities and public authorities.

17. Conclusion

The awareness programme on **“Nasha Mukh Yuva for Viksit Bharat”** provided a valuable opportunity for students to reflect on the relationship between personal well-being, scientific thinking, social responsibility and national development.

Through his address, Dr. Gopal Chauhan, Block Medical Officer, CHC Karsog, connected the importance of research and evidence-based decision-making with the larger goals of human development, international cooperation, public health and a drug-free society. His discussion encouraged students to question misinformation, resist harmful peer pressure, manage stress constructively and seek professional assistance when required.

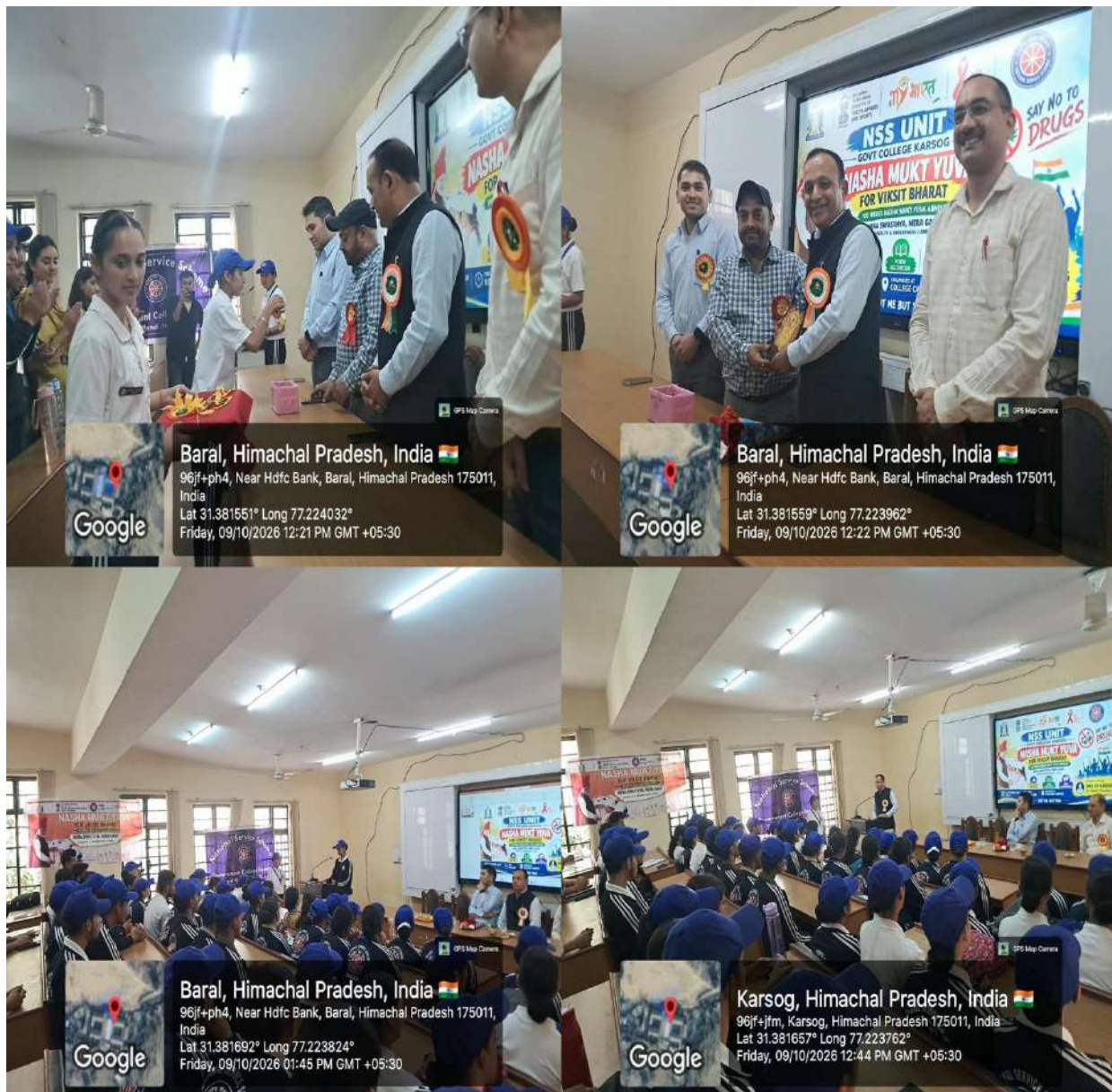
The presence of Dr. Gulshan Mahajan, Officiating Principal, and faculty members Dr. Kulbhushan, Mr. Pankaj Gupta and Dr. Virender added institutional support and significance to the programme.

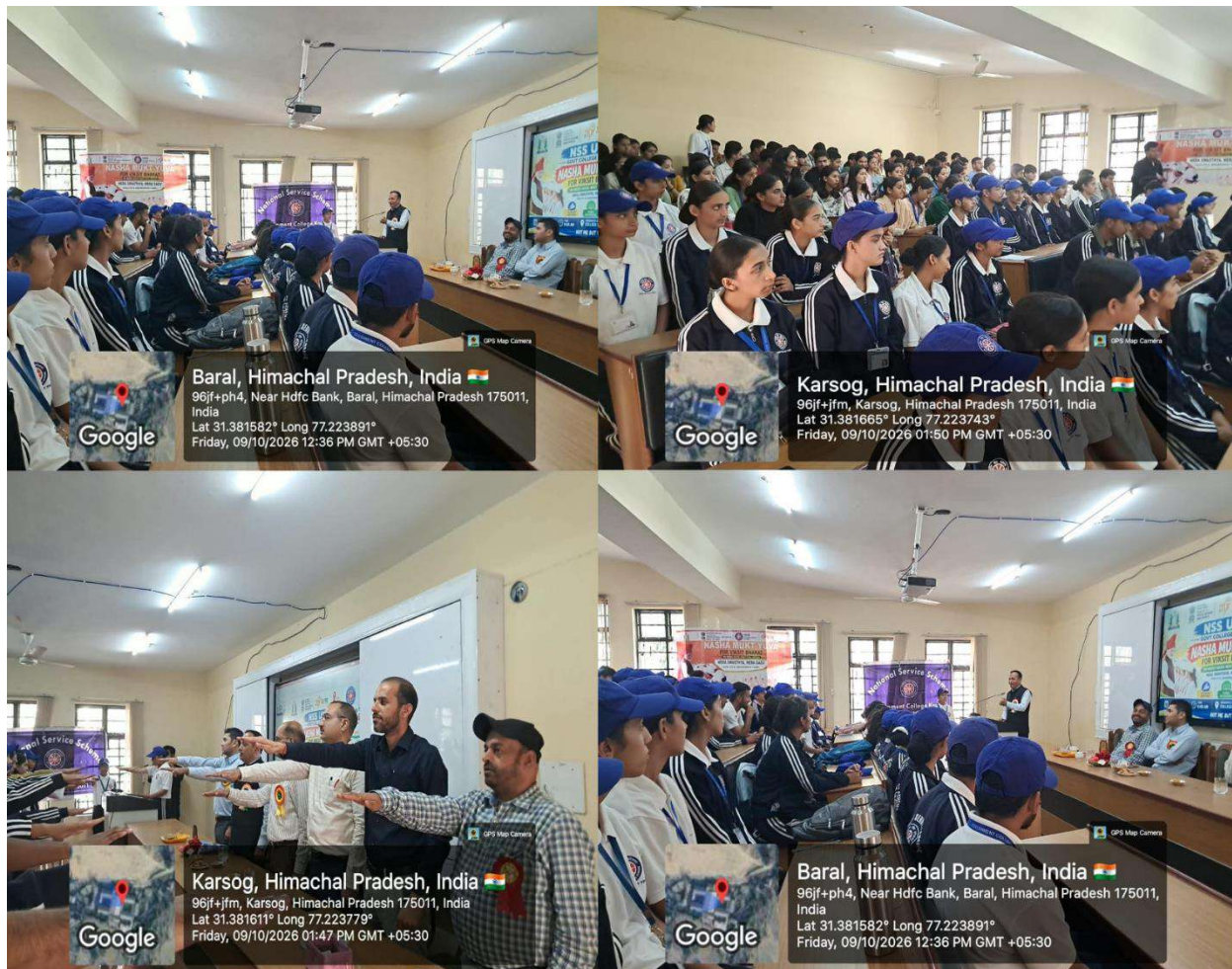
The event reaffirmed the commitment of the Anti-Drug Cell, in collaboration with the NSS Unit of Government College Karsog, to promoting awareness, preventive education and responsible citizenship among students.

The programme concluded with the broader resolve that a healthy youth population is the foundation of a strong nation, and that the dream of Viksit Bharat can be advanced by empowering young people to choose knowledge over misinformation, well-being over addiction, responsibility over peer pressure and constructive action over harmful habits.



18. Some Glimpses of the Event





Submitted by

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19. News Cutting



डिजिटल समाचार

निष्पक्ष, निर्भीक, निश्चल

Saturday 10th October 2026

website: mynettv. online

जीसी करसोग में 'नशा मुक्त युवा फॉर विकसित भारत' अभियान के तहत विविध कार्यक्रम आयोजित

बीएमओ डॉ. गोपाल चौहान ने विद्यार्थियों को नशे के दुष्प्रभावों के प्रति किया जागरूक, NSS स्वयंसेवियों ने ली नशामुक्ति की शपथ



करसोग, 9 अक्टूबर 2026: राजकीय महाविद्यालय करसोग की राष्ट्रीय सेवा योजना (NSS) इकाई द्वारा 'नशा मुक्त युवा फॉर विकसित भारत' अभियान के अंतर्गत परिसर में विभिन्न जागरूकता गतिविधियों का आयोजन किया गया। कार्यक्रम का मुख्य उद्देश्य युवाओं को नशे के कुचक्र से बचाना और उन्हें एक स्वस्थ व अनुशासित जीवनशैली अपनाने के लिए प्रेरित करना रहा।

कार्यक्रम का शुभारंभ सुबह 9 बजे एक जागरूकता रैली के साथ हुआ, जिसमें महाविद्यालय के विद्यार्थियों एवं स्वयंसेवियों ने भाग लेकर हाथों में जागरूकता पट्टिकाएं थामे नशे के विरुद्ध जोरदार संदेश दिया। रैली के उपरांत परिसर में पोस्टर प्रतियोगिता और

कविता पाठ सत्र का आयोजन किया गया, जिसमें प्रतिभागियों ने अपनी रचनात्मकता के माध्यम से नशामुक्त समाज की आवश्यकता पर प्रकाश डाला। इस अवसर पर महाविद्यालय के मुख्य द्वार के समीप NSS स्वयंसेवियों द्वारा एक नुक्कड़ नाटक का मंचन किया गया। नाटक के माध्यम से नशे के सामाजिक व पारिवारिक दुष्प्रभावों को दर्शाते हुए इससे बचाव के उपायों को बेहद प्रभावी ढंग से प्रस्तुत किया गया।

विशेष वक्ता के रूप में उपस्थित करसोग के बी.एम.ओ. डॉ. गोपाल चौहान ने विद्यार्थियों को संबोधित करते हुए नशे के शारीरिक, मानसिक और सामाजिक दुष्परिणामों की विस्तृत जानकारी दी। उन्होंने युवाओं को प्रेरित करते हुए कहा कि एक सशक्त और विकसित भारत के निर्माण के लिए युवाओं का नशामुक्त, स्वस्थ और अनुशासित रहना अत्यंत आवश्यक है।

कार्यक्रम के समापन पर उपस्थित सभी विद्यार्थियों व स्वयंसेवियों ने नशामुक्त समाज के निर्माण में अपनी सक्रिय भूमिका निभाने तथा दूसरों को भी इसके प्रति जागरूक करने की शपथ ली। संपूर्ण आयोजन के दौरान विद्यार्थियों में भारी उत्साह देखा गया, जिससे "नशामुक्त युवा—विकसित भारत" का संकल्प और अधिक मजबूत हुआ।



20. List of student Participants

Name	Class	Roll No.	Signature	Name	Class	Roll No.	Signature
Tinku	BSC I Year	BSC/24/PSC/507	Tinku	Tinku Thakur	BSC/24/LSC/2509	BSC/24/LSC/2509	Tinku Thakur
Amr Thakur	BSC 1st Year	BSC/26/PSC/1002	Amr	Sania Verma	BSC 5th year	BSC/24/LSC/2006	Sania
Ujjwal	BSC Ist year	BSC/26/PSC/514	Ujjwal	Ronam	BA/1st year	BA/Soc/7027	Ronam
Krish Thakur	B.Com Ist year	B.Com/26/3034	Krish	Samiksha	BA 1st year	BA/Hind/4675	Samiksha
Harish Kumar	B.Com Ist year	B.Com/26/3013	Harish	Ankita Kumari	BA 3rd year	BA/24/POL/6068	Ankita
Karan	B.Com Ist year	B.Com/26/3098	KARAN	Sakshi	"	BA/24/POL/6029	Sakshi
Mahender Kumar	B.Com Ist year	B.Com/26/3010	Mahender	Sakshi Verma	"	BA/24/POL/6105	Sakshi
Khusshi	B.Com Ist year	B.Com/3068	Khusshi	Mansi Chauhan	BA 1st year	BA/Hindi/4578	Mansi
Amam	B.Com Ist year	B.Com/3003	Amam	Aasthi	BA/1st year	BA/Hindi/4654	Aasthi
Abhishek Chauhan	B.Com Ist year	B.Com/3021	Abhishek	Anshika	BA/1st Year	BA/Hindi/4695	Anshika
Arun	B.Com Ist year	B.Com/3033	Arun	Kritika	BSC 3rd Year	BSC/24/LSC/2505	Kritika
Devansh Verma	B.Com Ist year	B.Com/3025	Devansh	Manika	BA/1st Year	BA/26/SOC/7050	Manika
Priyanshu	B.Com Ist year	B.Com/3004	Priyanshu	Shagun	BA/1st Year	BA/26/Eng/4047	Shagun
Harsh	B.Com Ist year	B.Com/3044	Harsh	Pallavi	BA/1st Year	BA/26/Hindi/4584	Pallavi
Himender Kumar	B.Com Ist Year	B.Com/26/3008	Himender	Anshika	BA/1st year	BA/26/Hindi/4622	Anshika
Himanshu Sharma	BSC. Ist Sem.	BSC/26/PSC/501	Himanshu	KARTIK	BSC 3rd Year	BSC/24/LSC/2013	KARTIK
Mohit	B.Com Ist year	B.Com/26/3055	Mohit	Jaswaz	BA/1st Year	BA/24/HIND/4599	Jaswaz
Jitesh Thakur	BSC/1st-Sem	BSC/26/LSC/2001	Jitesh	Sahil	BA/3rd Year	BA/24/POL/8004	Sahil
Lucky Sharma	B.Com Ist year	B.Com/26/3064	Lucky	Gitanishu	BSC Ist year	BSC/26/LSC/2013	Gitanishu
Ankita	B.Com Ist year	B.Com/26/3040	Ankita	Trukesh Verma	BSC Ist year	BSC/26/LSC/2002	Trukesh
Sonam	B.Com Ist year	B.Com/26/3039	Sonam	Saksham	BSC Ist year	BSC/26/LSC/503	Saksham
Suman	B.Com Ist year	B.Com/26/3041	Suman	Sahil	BSC Ist Year	BSC/26/PSC/01	Sahil
Monika	B.Com Ist year	B.Com/26/3015	Monika	Yogesh Kumar	B.Com Ist year	B.Com/26/3045	Yogesh
Monika	B.Com Ist year	B.Com/26/3059	Monika	Harshil	BSC Ist year	BSC/26/LSC/2042	Harshil
Lavanya	B.Com Ist year	B.Com/26/3077	Lavanya	Aditya Thakur	B.Com Ist year	B.Com/26/3009	Aditya
				Chandresh	B.Com Ist year	B.Com/26/3065	Chandresh
				Pallavi	BSC 3rd Year	BSC/24/LSC/2011	Pallavi
				Garima	BSC 3rd Year	BSC/24/LSC/2009	Garima



Name	Roll No.	Class	Signature	Name	Roll No.	Class	Signature
Yashvinder Kaur	BA/25/HIST/5029	BA 2nd year		Himani Thakur	BSc/25/LSC/2015	BSc 2nd year	
Rajpal	BA/25/POL/6127	BA 2nd year		Pooja Kumari	B.Com/26/3001	B.Com 1st year	
Ajeet	BA/25/POL/6046	BA 2nd year		Tanviya	BSc/25/LSC/2514	BSc 2nd year	
Sukhvir	B.Com/24/7011	B.Com 2nd Year		Rajni Kaur	B.Com/26/3066	B.Com 1st year	
Urvashi Thakur	BA/25/POL/6066	BA 2nd Year		Kaushika Chaitan	BSc/25/LSC/1303	BSc 2nd Year	
Suneeta	BA/25/HIND/4553	BA 2nd Year		Bhavya	BSc/24/LSC/2004	BSc 2nd Year	
Tajinder Sharma	BA/25/HIND/4586	BA 2nd year		Jatin	BSc/24/LSC/2001	B.Sc 2nd year	
Anshu Mehta	BA/25/POL/6077	BA 2nd year		Shikha	BA/26/SMT/9003	BA 2nd year	
Sneha Kumari	BA/25/HIST/5075	BA 2nd year		Nadish	B.Com/26/3001	B.Com 1st year	
Rachna Jomathi	BA/25/POL/6117	BA 2nd year		Rohit	B.Com/26/3038	B.Com 1st year	
Charvi Kaur	BA/25/POL/6056	BA 2nd Year		Dinwansh Sharma	B.Com/26/3005	B.Com 1st year	
Aradhana	BA/25/HIST/5055	BA 2nd year		Mohit	B.Com/26/3055	B.Com 1st year	
Kaushika	BA/25/POL/8008	BA 2nd year		Mridul	BSC/26/BSC/1301	BSC 2nd year	
Prakruti	BA/25/POL/6055	BA 2nd year		Lucky	B.Com/26/3014	B.Com 1st year	
Isha Devi	BA/25/POL/6054	BA 2nd year		Bhagchand	B.Com/26/3057	B.Com 1st year	
Soniya	BA/25/POL/6118	BA 2nd year		Ankita	B.Com/26/3040	B.Com 1st year	
Gangita Thakur	BA/25/HIND/4711	BA 2nd year		Sonam	B.Com/26/3039	B.Com 1st year	
Monika	BA/25/POL/6026	BA 2nd year		Luman	B.Com/26/3041	B.Com 1st year	
Subhadra	BA/25/POL/6067	BA 2nd year		Monika	B.Com/26/3017	B.Com 1st year	
Shreeta	BA/25/POL/6027	BA 2nd year		Monika	B.Com/26/3059	B.Com 1st year	
Gurksha	BA/24/POL/6034	BA 3rd year		Lavanya	B.Com/26/3077	B.Com 1st year	
Vivek	BA/25/HIST/5034	BA 2nd Year		Jigyasa	BSC/26/LSC/2504	BSC 1st - sem	
Tarun Kaur	BA/26/SOC/7113	BA 1st year		Bhumiika Thakur	BSC/26/LSC/12507	BSC 1st - sem	
Sasika	BA/25/ENG/4054	BA 2nd year		Bhuvneshwari	BSC/26/LSC/2502	BSC 1st - sem	
Vanashika	BA/25/ENG/4034	BA 2nd year		Rubeena	B.Com/26/3030	B.Com 1st year	
Shabaz	BA/24/POL/6027	BA 3rd year		Varshika Verna	B.Com/26/3015	B.Com 1st year	
Rohul	BA/26/HIND/4511	BA 1st year		Ankita	B.Com/26/3072	B.Com 1st year	
Payal	BSC/25/LSC/2509	BSC 2nd year		Sonu	B.Com/26/3018	B.Com 1st year	
Jyoti Thakur	BSC/25/LSC/2501	BSC 2nd year		Sakshi	BSC/26/LSC/4003	BSC 1st year	
Krishna	BSC/25/LSC/2511	BSC 2nd year		Shreya Sharma	BSC/26/LSC/1302	BSC 1st year	
Neha Kumari	B.Com/26/3002	B.Com 1st year		Rajul	BSC/26/LSC/2501	BSC 1st year	
Koushik	BSC/24/LSC/2012	BSC 1st year		Pragya K.	BSC/26/PSC/1511	BSC 1st year	
Rishi	BSC/25/LSC/2008	BSC 2nd year		Pragya K.	BSC/26/PSC/502	BSC 1st year	



Name	Class	Roll No.
Poo	BSc 3rd year	BSc/24/LSC/2308
Anjali	BSc 3rd year	BSc/24/LSC/2503
Kamana Thakur	BA 1st year	BA/26/ENG/24036
Yamini Sharma	BA 1st year	BA/26/ENG/4089
Chetna	BA 1st year	BA/26/ENG/4002
Kalpa	BA 1st year	BA/26/ENG/4034
Gurjan	BA 1st year	BA/26/Hindi/4586
Vanshika Verma	BSc 1st year	BSc/26/PSC/505
Astha Sharma	BSc 1st year	BSc/26/PSC/1001
Kritika	BSc 1st year	BSc/26/PSC/513
Amshika Thakur	BA 1st year	BA/26/PSC/7023
Vanshika Thakur	BA 1st year	BA/26/Eng/4060
Nisha	BSc 3rd year	BSc/24/LSC/2507
Suresh Kumar	BA 1st year	BA/26/Hindi/4508
Yash	BA 1st year	BA/26/Eng/4023
Sagar Thakur	BA 1st year	BA/26/Hindi/4529
Ankit	BA 1st year	BA/26/Hindi/4643
Ankit Kumar	BA 1st year	BA/26/Hindi/4734
Vivek	BA 2nd year	BA/25/Hist/5034
Tarun Kumar	BA 1st year	BA/26/Sec/7113
Rohit	BA 1st year	BA/26/Hindi/4511
Shubal	BA 3rd year	BA/24/Pol/6027
Vanshika	BA 2nd year	BA/25/ENG/4034
Savika	BA 2nd year	BA/25/ENG/4054
Rohit	BA 1st year	BA/26/Hindi/4511
Krishana Thakur	BSc 2nd year	BSc/25/LSC/2511
Vikram	BSc 1st year	BSc/26/LSC/2506
Vinay Gupta	BSc 1st year	BSc/26/LSC/2010
Vijeta	BSc 2nd year	BSc/25/LSC/2010
Bhumi Thakur	BSc 2nd year	BSc/25/LSC/2516
Jyoti Kapoor	BSc 2nd year	BSc/25/LSC/2504

Name	Class	Roll No.
Anchal	BSc 2nd year	BSc/26/LSC/2508
Poo	BSc 2nd year	BSc/26/LSC/2503
Shrawan Singh	BSc 2nd year	BSc/26/ENG/24036
Karan Kumar	BSc 1st sem.	BSc/26/ENG/4089
Sanjana Thakur	BSc 1st semester	BSc/26/ENG/4002
Shanti	BSc 2nd Year	BSc/26/ENG/4034
Himanshu Sharma	BSc 1st sem	BSc/26/Hindi/4586
Titresh Thakur	BSc 1st sem	BSc/26/PSC/505
Lucky Sharma	BSc 1st sem	BSc/26/PSC/1001
Mehit	B.Com 1st year	B.Com/26/PSC/513
Himanshu	B.Sc. 1st sem.	BA/26/PSC/7023
Ankita	B.Com 1st year	BA/26/Eng/4060
Sonam	B.Com 1st year	BSc/24/LSC/2507
Suman	B.Com 1st year	BA/26/Hindi/4508
Shikharini	B.Com 1st year	BA/26/Eng/4023
Monika	B.Com 1st year	BA/26/Hindi/4529
Monika	B.Com 1st year	BA/26/Hindi/4643
lavanya	B.Com 1st year	BA/26/Hindi/4734
Jigyasa	BSc 1st sem	BA/25/Hist/5034
Bhumi Thakur	BSc 1st sem	BA/26/Sec/7113
Samiksha	BSc 1st sem	BA/26/Hindi/4511
Bhuvnashwari	B.Com 1st year	BA/24/Pol/6027
Poo	B.Com 1st year	BA/25/ENG/4034
Vanshika Verma	B.Com 1st year	BA/25/ENG/4054
Ankita	B.Com 1st year	BA/26/Hindi/4511
Sonu	B.Com 1st year	BSc/25/LSC/2511
Sakshi	B.Com 1st year	BSc/26/LSC/2506
Shreya Sharma	B.Com 1st year	BSc/26/LSC/2010
Poo	B.Com 1st year	BSc/25/LSC/2010
Poo	B.Com 1st year	BSc/25/LSC/2516
Poo	B.Com 1st year	BSc/25/LSC/2504