



Role of Mercury, Mars, and Saturn in Technical Education: An Observational Astrological Study

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Issue DOI: <https://doi.org/10.63300/aathiyoga406072026>

Date of Submission: 18-07-2026

Date of Acceptance: 28-07-2026

Abstract

This study investigates the role of Mercury, Mars, and Saturn in technical education through an observational analysis of fifty selected horoscopes belonging to students pursuing engineering courses. Mercury is examined for intellect and analytical ability, Mars for technical and practical skill, and Saturn for discipline and perseverance. The study analyses the planetary strength, house placement, sign position, and relevant inter-planetary associations of these three planets in the birth charts of the sample population. Six predefined astrological rules covering individual planetary associations with educational houses (2nd, 4th, 5th, 9th, and 10th) as well as mutual relationships between Mercury–Mars, Mercury–Saturn, and Mars–Saturn were applied uniformly across the sample. The research aims to identify recurring astrological patterns that correspond with aptitude and inclination toward technical education, and to place these patterns within the wider context of classical and contemporary Vedic astrological literature on educational signifiers.

Keywords

Vedic Astrology; Technical Education; Mercury, Mars, Saturn; Planetary Combinations; Educational Houses; Horoscope Analysis; Observational Study

1. Introduction

Astrology has, for centuries, been employed in Indian tradition as a tool to understand an individual's inherent aptitudes, including those relevant to learning and vocation. Among the many dimensions considered in Vedic astrology, the fields of intellect, technical skill, and discipline occupy a special place when it comes to educational and career prediction. Mercury (Budha), Mars (Kuja), and Saturn (Shani) are traditionally associated respectively with analytical intelligence, practical/technical execution, and sustained disciplined effort — the very three qualities that technical and engineering education demands of a learner. This study examines the astrological influence of Mercury, Mars, and Saturn on an individual's aptitude, inclination, and eventual achievement in technical education through the systematic observational analysis of birth charts.

Modern engineering and technology-oriented education places a premium on quantitative reasoning, hands-on technical execution, and the ability to sustain rigorous and often repetitive practice over



several years. It is therefore reasonable, from a Vedic astrological standpoint, to examine whether the natural signifiers of these three qualities — Mercury, Mars, and Saturn — show a discernible, recurring pattern of association with individuals who pursue technical education, and whether such a pattern can be expressed as a defined and testable set of rules.

1.1 Hypothesis

The position, strength, and inter-relationships of Mercury, Mars, and Saturn show a significant association with an individual's aptitude and inclination towards technical education.

1.2 Research Evidence

Fifty (50) horoscopes collected from engineering students constitute the primary evidence base for this study.

1.3 Research Limitations

The study is limited to the analysis of the fifty collected horoscopes of engineering students, evaluated strictly against the six predefined astrological rules selected for this research. The sample is drawn largely from students of South Indian origin, and the findings should be read as indicative of this population rather than as universally generalizable without further study on larger and more diverse samples.

1.4 Objectives

1. To examine the role of Mercury, Mars, and Saturn in indicating aptitude for technical education.
2. To analyse the house placement, sign position, strength, and inter-relationships of these three planets in the selected horoscopes.
3. To identify recurring astrological combinations associated with engineering, technology, mathematics, and technical studies.

1.5 Astrological Indicators Considered

- Mercury, Mars, Saturn
- Their house placements
- Sign positions
- Planetary strength
- Conjunctions
- Aspects
- Other relevant associations (dispositorial, Kendra, and Trikona connections)



2. Literature Survey

Classical and contemporary literature on Vedic astrology consistently identifies education and subject specialization as matters governed principally by the 2nd, 4th, 5th, and 9th houses, their lords, and the planets associated with them. Mercury is generally associated with intelligence, analytical ability, calculation, and learning, while Mars is traditionally connected with logic, practical application, engineering, and technical subjects. Saturn, in turn, is associated with discipline, systematic effort, mechanics, engineering, and other structural or process-driven fields. Earlier astrological writings have also suggested that combinations or relationships between Mercury and Mars, and between Mars and Saturn, may be associated with technical or engineering education specifically, as distinct from purely academic or humanities-oriented learning.

Contemporary educational astrology continues this emphasis: Mercury remains central to the educational houses, while Mars and Saturn are treated as the principal factors relevant to technology, engineering, and practical or hands-on learning. Independent commentators on educational astrology similarly note that a native's inclination toward technical or engineering fields is frequently traced to Mars and Saturn's association with the 4th and 5th houses, while the 9th house is examined for higher and postgraduate-level studies. Writers on engineering-specific combinations have further proposed that the mutual relationship of Mars and Saturn — whether by conjunction, mutual aspect, or sign exchange — plays an integral role in creating a native's inclination toward technical qualification, while Mercury's placement and its connection with the 4th, 5th, 9th, or 10th houses is considered essential for a native to attain distinction in education generally. Case-based studies of individual engineers have likewise pointed to the conjunction of Mercury and Mars with the 10th lord, and to the disciplined strength of Saturn, as recurring features in the charts of professionally successful engineers.

Despite this substantial body of interpretive literature, there is a recognized need for a systematic observational study that tests these long-standing propositions against a predefined and uniformly applied set of rules over a fixed sample of horoscopes, rather than relying solely on illustrative case studies. The present study responds to this need by analysing fifty horoscopes of individuals associated with technical education, and by investigating the recurring rules and combinations of Mercury, Mars, and Saturn in relation to the educational houses and technical specialization.

2.1 Natural Significations of Mercury, Mars, and Saturn in Education

The table below summarizes, in brief, the houses and educational significations traditionally attributed to the three planets under study, drawing upon both classical house-lordship principles and contemporary educational-astrology commentary.

Planet	Educational Houses Considered	Educational Signification
Mercury	2nd, 4th, 5th, 9th	Intellect, analytical ability, calculation, logical reasoning, learning capacity
Mars	4th, 5th, 9th, 10th	Technical aptitude, engineering skill, courage, mechanical ability, execution



Planet	Educational Houses Considered	Educational Signification
Saturn	4th, 5th, 9th, 10th	Discipline, perseverance, systematic effort, structural and mechanical fields

Table 1. Educational Significations of Mercury, Mars, and Saturn

3. Research Methodology

This study interprets its research topic as an empirical, rule-based examination of the astrological influence of Mercury, Mars, and Saturn on aptitude for technical education. A fixed set of six rules was formulated in advance, based on classical house-lordship and karaka principles as well as contemporary educational-astrology literature, and applied uniformly to fifty horoscopes of individuals who had already completed or were pursuing engineering education. Each horoscope was examined for the presence or absence of each rule, and the results were tabulated to identify the frequency and pattern of satisfaction across the sample.

3.1 The Six Rules

1. Mercury — a significant association with the 2nd, 4th, 5th, or 9th houses and their lords.
2. Mars — a significant association with the 4th, 5th, 9th, or 10th houses or with their lords.
3. Saturn — a significant association with the 4th, 5th, 9th, or 10th houses or with their respective lords.
4. Mercury–Mars association.
5. Mercury–Saturn association.
6. Mars–Saturn association.

3.2 Interpretation of the Rules

Rule 1 may indicate a positive association with intellectual, analytical, scientific, and technical education.

Rule 2 is expected to show a positive association with technical and engineering education.

Rule 3 may be associated with systematic, disciplined, practical, and technical education.

Rule 4 (Mercury–Mars): a significant association between Mercury and Mars is frequently observed in individuals pursuing technical education, reflecting the union of analytical intelligence with technical execution.

Rule 5 (Mercury–Saturn): a significant association between Mercury and Saturn is frequently observed among individuals pursuing analytical, computational, and engineering disciplines. Mercury represents the analytical and intellectual function, while Saturn represents structure, discipline, and persistence; together they show an observable relationship with technical education.

Rule 6 (Mars–Saturn): a significant association between Mars and Saturn is frequently observed in individuals pursuing technical, engineering, mechanical, or other discipline-intensive education.



3.3 Possible Measurable Associations

For the purposes of this study, an "association" between two planets, or between a planet and a house/house-lord, was considered established if any one or more of the following measurable conditions were satisfied:

1. Conjunction — both planets occupy the same Rasi.
2. Mutual aspect — the two planets aspect each other.
3. Exchange of signs (Parivartana) — the two planets occupy each other's signs.
4. Connection through relevant houses/lords — both planets connect with the mentioned houses or with the mentioned house lords.
5. Dispositorial relationship — for example, Mercury placed in Capricorn (ruled by Saturn) makes Saturn the dispositor of Mercury.
6. Kendra connection — both planets are connected through the Kendra houses (1st, 4th, 7th, 10th).
7. Trikona connection — both planets are connected through the Trikona houses (1st, 5th, 9th).

This multi-criteria framework was adopted so that the study would capture genuine planetary relationships regardless of the specific chart mechanism through which they manifested, consistent with the broader Parashari principle that planetary relationships may be established through occupation, aspect, exchange, or lordship rather than through any single mechanism alone.

4. Sample and Data

The birth details (date, time, and place of birth) of fifty engineering students were collected and their horoscopes cast for analysis. Each horoscope was independently checked against the six rules described above, and a cumulative rule-satisfaction score (out of six) was recorded for every individual. Table 2 presents the complete dataset along with the rule-wise results.

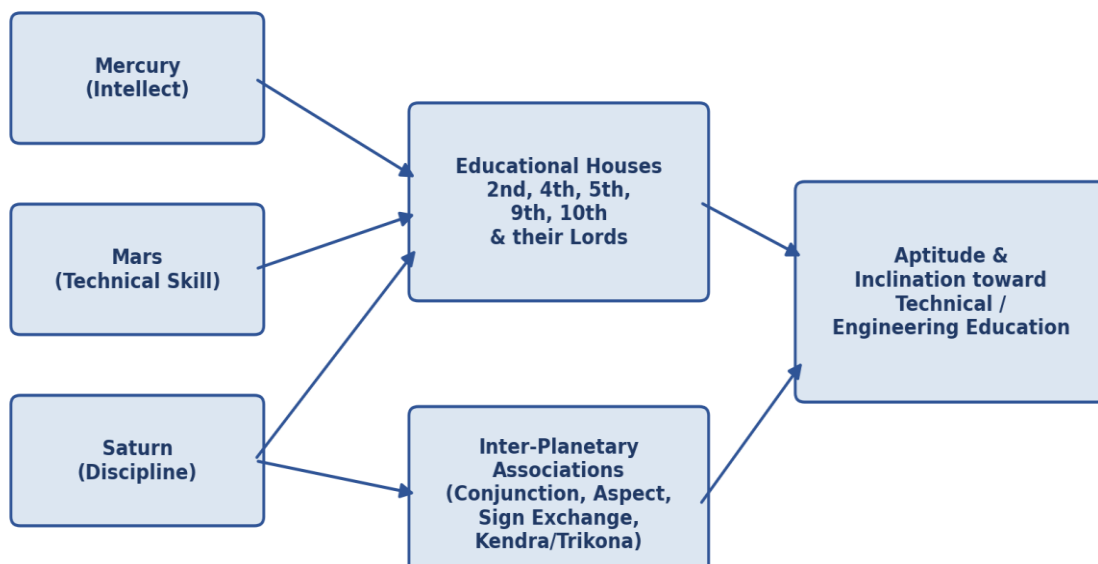




Figure 1. Conceptual Framework of the Study



Table 2. Fifty-Horoscope Rule-Satisfaction Dataset

Sl. No	DOB	TOB	POB	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5	Rule 6	Total
1	27-05-08	2:00 am	Trichy	✓	✓	✓	✓	✓	✓	6
2	16-02-08	8:45 am	Trichur	✓	✓	✓	✓	✓	✓	6
3	10-04-06	6:00 am	Kayankulam	✓	✓	✓	✓	✓	✓	6
4	04-04-07	6:12 am	Tirupati	✓	✓	✓	✓	✓	✓	6
5	18-11-06	2:30 am	Puducherry	✓	✓	✓	✓	✓	✓	6
6	15-03-06	7:30 am	Thanjavur	✓	✓	✓	✓	✓	–	5
7	27-12-05	11:30 am	Thoothukudi	✓	✓	✓	✓	✓	✓	6
8	17-04-07	6:00 am	Kayankulam	✓	✓	✓	–	✓	✓	5
9	29-09-05	5:34 pm	Nagercoil	✓	✓	✓	–	✓	✓	5
10	27-01-07	10:00 am	Vilattikulam	✓	✓	✓	✓	✓	✓	6
11	11-08-06	10:00 pm	Thoothukudi	✓	✓	✓	–	✓	–	4
12	27-08-06	9:00 pm	Cuddalore	✓	✓	✓	✓	–	–	4
13	08-08-06	10:45 pm	Cuddalore	✓	✓	✓	–	✓	–	4
14	10-04-05	5:30 am	Karaikkudi	✓	✓	✓	–	✓	✓	5
15	02-02-07	10:40 am	Madurai	–	✓	✓	✓	✓	✓	5
16	21-01-07	10:40 am	Nagappatinam	–	✓	✓	–	✓	✓	4
17	07-04-07	6:10 am	Musiri	✓	✓	✓	✓	✓	✓	6
18	24-06-06	12:00 am	T. Puram	✓	✓	✓	✓	✓	✓	6
19	06-03-07	7:00 am	Karaikkal	✓	✓	✓	✓	✓	✓	6
20	13-04-06	5:00 am	Udipi	✓	✓	✓	✓	✓	–	5
21	18-07-05	11:40 pm	Puducherry	✓	✓	✓	✓	✓	✓	6
22	17-08-05	9:35 pm	Alleppey	✓	✓	✓	✓	✓	✓	6
23	05-10-05	5:30 pm	Paramagudi	✓	✓	✓	✓	✓	✓	6
24	17-05-04	3:30 am	Nagarcoil	✓	✓	✓	✓	✓	✓	6
25	02-06-04	2:26 am	Malappuram	✓	✓	✓	✓	✓	✓	6
26	17-02-05	9:30 am	Kodlipet	✓	✓	✓	–	✓	✓	5
27	29-08-05	7:59 pm	Udipi	✓	✓	✓	✓	✓	✓	6
28	13-12-04	1:00 pm	Madurai	✓	–	✓	✓	✓	✓	5
29	29-10-02	4:30 pm	Trichy	✓	✓	✓	✓	✓	✓	6
30	16-08-02	8:30 pm	Nagappattinam	✓	✓	✓	✓	✓	–	5
31	13-09-06	7:00 pm	Chennai	✓	✓	✓	✓	✓	✓	6
32	01-11-06	4:00 pm	Sitamarhi	✓	✓	✓	✓	✓	✓	6
33	10-04-08	5:30 am	Puducherry	✓	✓	✓	✓	–	–	4
34	09-05-07	3:15 am	Periyar	✓	✓	✓	–	✓	✓	5
35	06-04-07	6:00 am	Yavatmal	✓	✓	✓	✓	✓	✓	6
36	24-01-08	11:00 am	Coimbatore	✓	✓	✓	✓	✓	–	5
37	01-02-07	10:00 am	Patna	–	✓	✓	✓	–	✓	4
38	24-08-07	7:47 pm	Chennai	✓	✓	✓	✓	✓	✓	6
39	17-04-08	4:45 am	Indore	✓	✓	✓	✓	✓	–	5
40	24-12-07	12:00 pm	Thanjavur	✓	✓	✓	✓	✓	–	5



Sl. No	DOB	TOB	POB	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5	Rule 6	Total
41	23-03-05	7:04 am	Kozhikode	✓	✓	✓	–	✓	✓	5
42	29-08-05	8:00 pm	Nagpur	✓	–	✓	–	✓	✓	4
43	30-06-07	12:15 am	Azhikkal	✓	✓	✓	–	✓	✓	5
44	07-05-07	4:30 am	Chennai	✓	✓	✓	✓	✓	✓	6
45	19-08-07	9:15 pm	Rajahmundry	✓	✓	✓	✓	✓	✓	6
46	13-09-06	7:00 pm	Chennai	✓	✓	✓	✓	✓	–	5
47	12-12-04	12:30 pm	Puducherry	✓	✓	✓	✓	✓	✓	6
48	23-09-03	6:00 pm	Madurai	✓	✓	✓	✓	✓	✓	6
49	03-09-00	10:30 pm	Melur	–	✓	✓	✓	✓	✓	5
50	09-10-03	5:20 pm	Vriddhachalam	✓	✓	✓	✓	✓	✓	6

5. Illustrative Horoscope Analysis

To demonstrate how the six rules were applied in practice, two representative horoscopes from the sample are presented below in the D1 (Rasi) and D9 (Navamsa) charts, along with the corresponding rule-wise verification.

5.1 Example Horoscope – I

Date of Birth: 18-11-2006 Time of Birth: 2:30 am Place of Birth: Puducherry

Ra	D1		
			Sa Ke
	Su Ve	Ju Md	Mo Me Ma

	Sa	Ma	Ra
Me	D9		Su
			Ju
Ke		Mo Md	Ve

Figure 2. D1 (Rasi) and D9 (Navamsa) Charts — Horoscope I

Rule No.	Rule Applied	Result
1	Mercury and 2nd Lord Mars in the same house	Satisfied
2	Mars and 4th Lord Mercury in the same house	Satisfied
3	Saturn aspects 4th Lord Mercury and 5th Lord Moon	Satisfied
4	Mercury and Mars both conjunct	Satisfied
5	Mercury aspected by Saturn	Satisfied
6	Mars aspected by Saturn	Satisfied



5.2 Example Horoscope – II

Date of Birth: 27-05-2008 Time of Birth: 2:00 am Place of Birth: Trichy

		Ve Su Me		Ve Ke	Su		Sa
	D1		Ma Ke		D9		Md
Mo Ra			Sa				
M Ju				Ju	Ma		Mo Me Ra

Figure 3. D1 (Rasi) and D9 (Navamsa) Charts — Horoscope II

Rule No.	Rule Applied	Result
1	Mercury associated with the 9th house	Satisfied
2	Mars in the 5th house; Mars–5th Lord Moon mutual aspect	Satisfied
3	Saturn aspects 4th Lord Mercury; 10th Lord Jupiter aspects Saturn	Satisfied
4	Mercury stands on Mars' Nakshatra	Satisfied
5	Mercury–Saturn Kendra connection; Saturn aspects Mercury	Satisfied
6	Mars stands on Saturn's Nakshatra	Satisfied

6. Results and Statistical Summary

The observational analysis of fifty horoscopes indicates a significant association of Mercury, Mars, and Saturn with technical education. Of the fifty students studied:

- 26 horoscopes satisfied all six rules
- 17 horoscopes satisfied five rules
- 7 horoscopes satisfied four rules

Rule-wise, the individual satisfaction counts across the sample of fifty horoscopes were as follows:

- Rule 1 satisfied — 46 horoscopes
- Rule 2 satisfied — 48 horoscopes
- Rule 3 satisfied — 50 horoscopes
- Rule 4 satisfied — 38 horoscopes
- Rule 5 satisfied — 47 horoscopes
- Rule 6 satisfied — 39 horoscopes

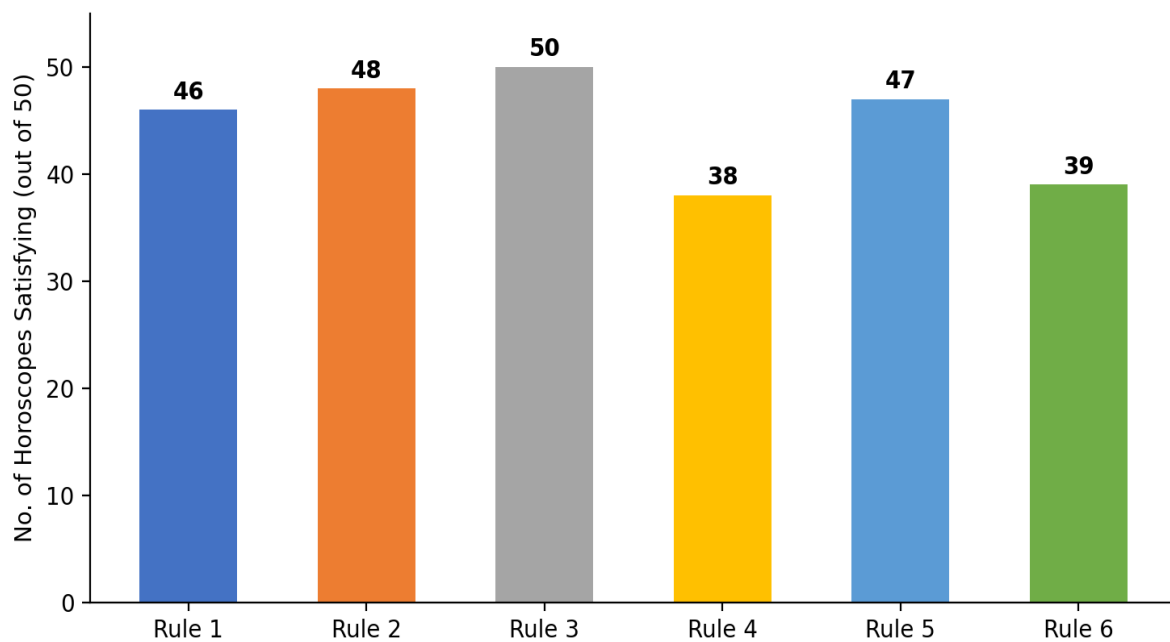


Figure 4. Rule-wise Satisfaction Across 50 Horoscopes

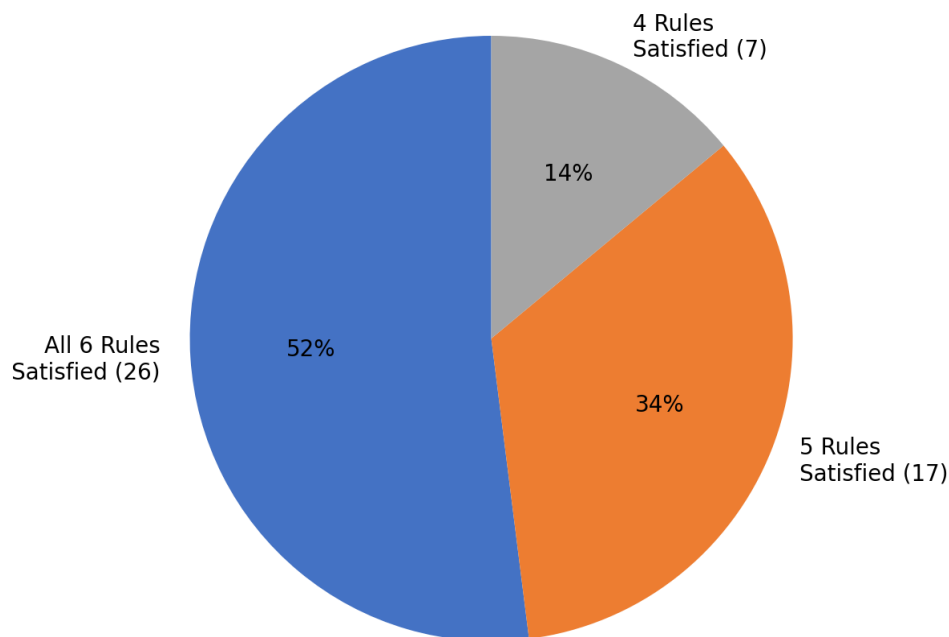


Figure 5. Distribution of Rule-Satisfaction Levels Among 50 Horoscopes

Rule 3 (Saturn's association with the 4th, 5th, 9th, or 10th houses or their lords) was satisfied by the entire sample, suggesting that disciplined, sustained effort — as signified by Saturn — is an almost universal feature among the engineering students studied. Rule 4 (Mercury–Mars association) recorded the lowest satisfaction rate (38 of 50), indicating that while the individual planetary



associations (Rules 1–3) are common, the specific combination of Mercury and Mars together is comparatively less frequent, even though it remains present in the substantial majority of charts.

7. Discussion

The results of this study are broadly consistent with the classical and contemporary literature reviewed in Section 2. The near-universal satisfaction of the Saturn-related rule (Rule 3) supports the traditional view that sustained discipline and systematic effort are foundational to technical and engineering education, more so than any single measure of raw intellectual ability. Similarly, the high satisfaction rates for the Mercury (Rule 1, 46/50) and Mars (Rule 2, 48/50) rules corroborate the traditional pairing of these two planets with, respectively, analytical intelligence and practical/technical execution.

The comparatively lower — though still substantial — satisfaction of the inter-planetary association rules (Rules 4–6, ranging from 38 to 47 out of 50) suggests that while individual planetary strength and house association are common among technically inclined individuals, the additional presence of direct planetary relationships (conjunction, aspect, exchange, or Kendra/Trikona connection) between Mercury, Mars, and Saturn may correspond to a stronger or more clearly expressed inclination toward technical fields. This is consistent with commentary in engineering-specific astrological literature, which places particular emphasis on the mutual relationship of Mars and Saturn, and of Mercury with Mars and Saturn, as markers of technical aptitude, rather than resting on the placement of any single planet alone.

It is also notable that 26 of the 50 horoscopes (52 percent) satisfied all six rules simultaneously, and a further 17 (34 percent) satisfied five of the six rules — together accounting for 86 percent of the sample satisfying at least five of the six predefined rules. This concentration lends support to the hypothesis that the combined signature of Mercury, Mars, and Saturn, examined through both individual house association and mutual planetary relationship, offers a meaningful and reasonably consistent astrological marker for inclination toward technical education within the studied population.

8. Conclusion

The observational study of fifty horoscopes indicates a significant association of Mercury, Mars, and Saturn with technical education. The findings suggest that the proposed six astrological rules — covering the individual associations of Mercury, Mars, and Saturn with the educational houses (2nd, 4th, 5th, 9th, and 10th) and their mutual inter-planetary relationships — show a notable and consistent tendency toward technical education in the observed sample. Saturn's association with the relevant houses proved to be the most universally satisfied condition, underscoring the classical emphasis on discipline and perseverance as prerequisites for technical learning, while the Mercury–Mars combination, though the least frequently satisfied of the six rules, was nonetheless present in more than three-quarters of the sample. Future research with a larger and more geographically diverse sample, together with the application of divisional charts such as the D9 (Navamsa) and D24 (Chaturvimshamsa) in a more extensive statistical framework, may further validate and refine the rules proposed in this study.



9. Literature Supporting the Astrological Indicators of Technical Education

- Brihat Parashara Hora Shastra
- Brihat Jataka
- Phala Deepika
- Saravali
- Jataka Parijata
- Uttara Kalamrita



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