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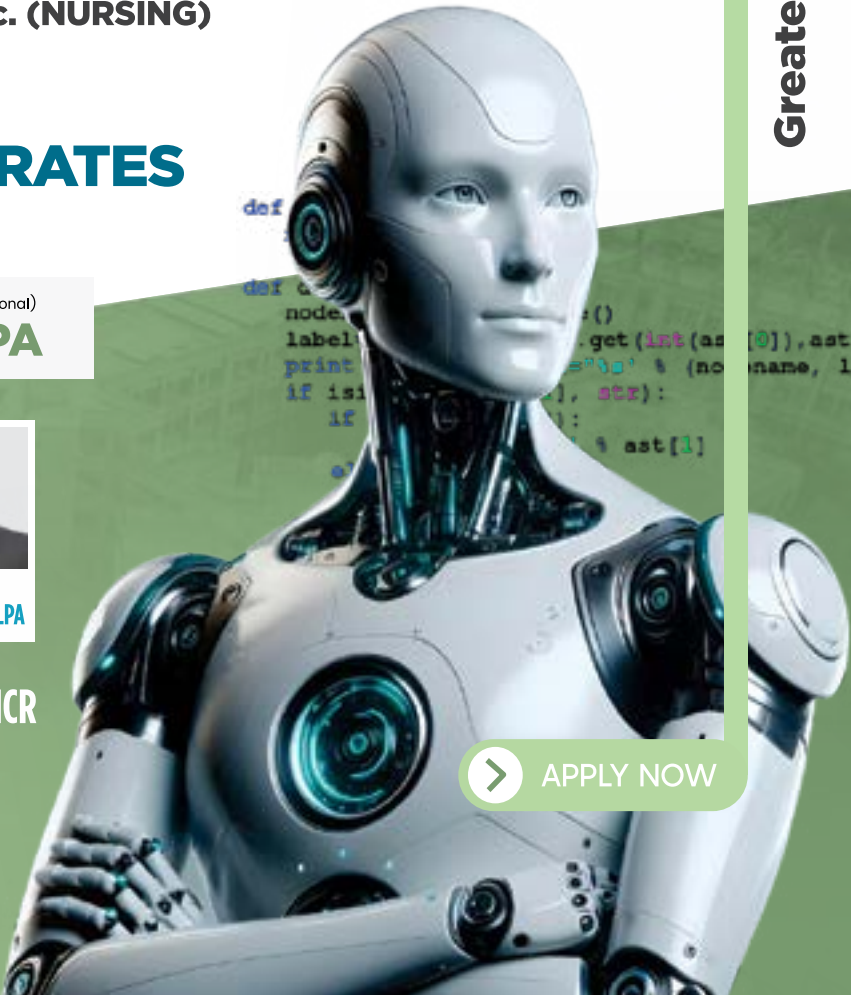
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Life After the Siren: Dealing with PTSD and Rebuilding a World Changed by War

For millions of Ukrainians, the world was divided into “before” and “after” on February 24, 2022. But for those living with PTSD (Post-Traumatic Stress Disorder), the war does not remain in the past or in news reports. It lives beneath the surface. It is the phantom sound of an air raid siren heard in a quiet room, the sudden panic triggered by a loud noise on a peaceful street, or the overwhelming guilt of surviving when others did not. Living with trauma is not simply about coping with painful memories; it is about trying to function with a nervous system that remains trapped in a state of constant alert. People may encourage



Danylo Stavytskyi
Military Serviceman
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Danylo Stavytskyi is a military serviceman from Ternopil, Ukraine. Through his writing, he shares insights on resilience, mental health, and the human impact of war.

whelming. Instead, focus on the next hour, the next meal, or the next walk. Small and quiet victories gradually restore a sense of control.

• Breaking the Silence

War often teaches people to remain strong, suppress their emotions, and keep moving forward. Yet PTSD thrives in silence. It whispers that you are a burden, that your suffering is insignificant compared to others, or that nobody will truly understand what you are experiencing.

However, carrying such a burden alone only makes the struggle harder. Real strength lies in acknowledging that you cannot face everything by yourself. Whether through a therapist who understands war trauma, a support group of people with similar experiences, or a loved one who simply sits beside you and holds your hand, human connection is often the bridge back to life.

A Different Kind of Courage

Adjusting to life after surviving a war is a difficult, painful, and non-linear journey. There will be weeks when you feel stronger and more resilient, and there will be days when a simple sound or shadow brings fear rushing back. But survival is not about being invincible. The fact that you continue to wake up each morning and search for a way to live in a world that feels unfamiliar is evidence of remarkable courage. War may have rewritten your past, but it does not have the final word on your future.



you to “look toward the future,” but moving forward becomes difficult when your mind is still

confined to a basement shelter or a battlefield trench.

Honoring Who You Were,

Accepting Who You Are

One of the most painful aspects of PTSD is grieving the person you were before the war. You remember someone who planned vacations, slept peacefully through the night, and laughed without carrying a heavy burden. Realizing that this version of yourself has changed can be deeply painful.

True healing begins when you stop fighting your former self and allow yourself to accept change. Anxiety, hypervigilance, and exhaustion are not signs of weakness—they are marks of survival. Accepting that your mental and emotional landscape has changed is not surrender; it is the first step toward rebuilding.

Steps Toward a “New Normal”

When your inner world feels shattered, daily routines can become your anchor. Adapting to life after war-related trauma requires patience and deliberate effort:

• Find Your Ground:

When a flashback pulls you back into memories of shelling, fear, or loss, your body may forget that you are safe in the present moment. Bring yourself back to reality. Look around you. Touch a table. Feel your feet firmly on the ground. Inhale for four seconds, hold your breath briefly, and exhale slowly. Re-

mind yourself that the immediate danger has passed.

• Protect Your Boundaries:

If watching the news triggers anxiety or panic, turn it off. If crowded places or noisy social events make you uncomfortable, it is perfectly acceptable to say “no” and stay home. You do not owe anyone an explanation for protecting your mental well-being.

• Focus on the Next Hour:

Avoid carrying the weight of the entire future. With PTSD, thinking too far ahead can feel over-

Integrated Education-Global Career Path: A New Blueprint for Universities Ready for the Future

India is witnessing a defining moment in the evolution of higher education. The rapid emergence of disruptive technologies, the acceleration of the global knowledge economy, and the aspirations of a technologically empowered nation demand a new academic paradigm — one that transcends traditional classroom instruction and creates graduates who are innovators, problem-solvers, researchers, entrepreneurs, and global leaders. The future of higher education will belong to institutions capable of integrating academic excellence with industry relevance, global exposure, research culture, and experiential learning. In this transformative landscape, KIET Deemed to be University is emerging as a visionary institution that is redefining engineering and professional education through a powerful ecosystem of industry collaboration, Centres of Excellence, innovation-driven learning, and international academic partnerships.

This transformation is not merely about introducing specialized programs. It is about building an educational ecosystem aligned with the vision of National Education Policy (NEP) 2020, an ecosystem where learning becomes multidisciplinary, industry-oriented, globally connected, research-driven, and deeply rooted in innovation and societal impact.

At the core of KIET’s vision

lies a fundamental belief: the universities of the future must become engines of technological advancement, innovation, employ-

ability, and national development. Students today require far more than conventional degrees. They need advanced technical competencies, interdisciplinary exposure, practical experience, entrepreneurial thinking, and the ability to adapt to rapidly changing global ecosystems.

Recognizing this shift, KIET has established strategic collaborations with globally reputed organizations including

IBM, L&T EduTech, SAP, Ernst & Young and FESTO to create a next-generation academic framework that bridges the gap between academia and industry. Through these collaborations, students are being trained in transformative and future-centric domains such as Artificial Intelligence & Machine Learning, Quantum Computing, Cyber Security, Semiconductor Design, Electric Vehi-

cles, Industrial IoT, Cloud Enterprise Systems, FinTech, Business Analytics, Robotics, and Industrial Automation. These domains are not simply emerging aca-

ademic disciplines; they represent the foundational technologies that will shape the future of industries, economies, governance, and society itself.

What makes this model particularly powerful is the seamless integration of experiential learning within the academic structure. Students gain access to industry certifications, internships, live industrial projects, corporate mentorship, advanced technological



Prof. Nagaraj Ramrao
Vice Chancellor
KIET Deemed to be University
Ghaziabad - India

platforms, and practical exposure to real-world challenges. Education, therefore, moves beyond theoretical instruction and becomes immersive, application-oriented, and innovation-driven.

A particularly significant dimension of KIET’s vision is the development of industry-collaborative B.Tech and MBA programs that directly connect academic learning with global industrial ecosystems. Unlike conventional programs where industry exposure remains limited to internships or guest lectures, these collaborative academic models integrate corporate expertise, industry-designed curriculum, practical learning, and professional certifications into

the core educational framework itself.

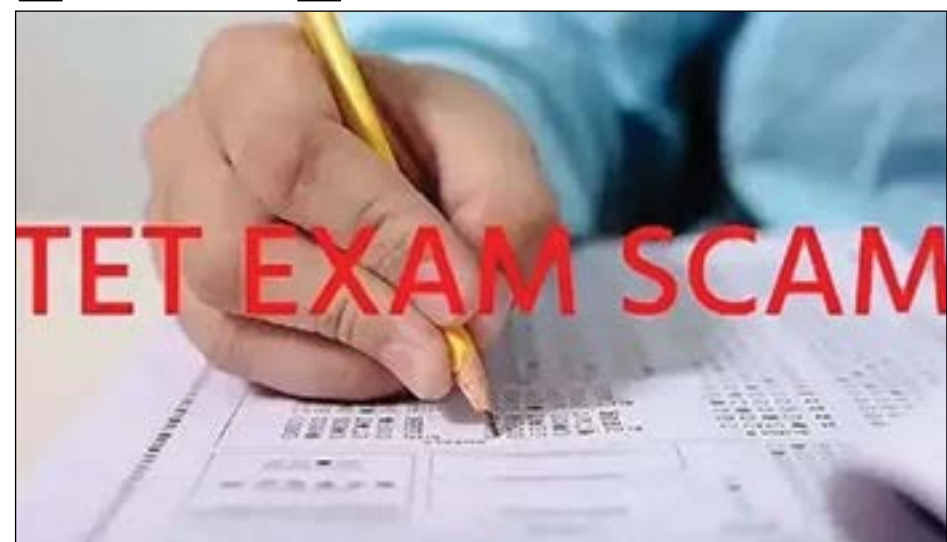
In engineering education, collaborations with IBM, L&T EduTech and FESTO enable students to specialize in advanced technological domains including Quantum Computing, AI & ML, Electric Vehicles, Semiconductor Design, Industrial IoT, Cyber Security, Smart Manufacturing, Robotics, and Automation Systems. Students are trained on emerging technologies, industry-standard platforms, and real-world applications that significantly enhance their technical competence and employability.

Similarly, industry-integrated MBA programs are redefining management education by incorporating Cloud Enterprise Resource Planning, Business Analytics, FinTech, and digital enterprise management into the learning ecosystem. These programs prepare students not merely for managerial positions, but for leadership roles in digitally transforming global enterprises where technology-driven decision-making and integrated business systems are becoming central to organizational success. Among the most transformative aspects of these programs is the integration of SAP Global Certifications within both B.Tech and MBA academic pathways. SAP is one of the world’s leading enterprise software organizations, and its enterprise resource planning systems are used extensively by multinational corporations, manufacturing industries, financial institutions, logistics enterprises, healthcare systems, and government organizations worldwide.

The inclusion of SAP Global Certifications provides students with internationally recognized professional credentials that vali-

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Maharashtra TET Exam postponed after ‘paper leak’



EJ- Thane/Pune
The Teacher Eligibility Test (TET) 2026 in Maharashtra was postponed on Saturday, a day before it was to be held, after police in Thane district found that a part of its question paper had been leaked.

As the development which affected six lakh candidates followed the national scandal caused by the last month's leak of the NEET-UG paper, Opposition leaders trained their guns on the BJP-led government, saying it was busy breaking political parties instead of ensuring foolproof examinations.

While police said they had arrested three persons from Bhiwandi in Thane district in connection with the leak and exposed an "inter-state syndicate", authorities said the revised exam schedule will be published on the website of the Maharashtra State Council of Examination (MSCE).

Police have formed a Special Investigation Team (SIT) and multiple teams have been sent to other states to trace the source of the leak, officials said.

‘Corrupt’ education system at the centre of Jantar Mantar protest

EJ- Ravi Arya
The ninth day of the sit-in at Jantar Mantar, a protest that began over alleged irregularities in examinations had evolved into a wider debate on accountability, public education and the future of students in India. Among the students gathered at the protest site, one word surfaced repeatedly "corrupt" reflecting what many described as the prevailing condition of the country's education system.

Wangchuk calls for nationwide support as the indefinite hunger strike enters Day 3



Bhiwandi Police in Thane district arrested three individuals, originally from Bihar and Haryana, with copies of the TET-2026 question paper, according to an official release. An SIT headed by Deputy Commissioner of Police Pawan Bansod is probing the case, it said.

"On June 27, DCP (Zone-2) of Bhiwandi, Pawan Bansod, received a confidential tip-off that a few individuals were planning to sell the leaked question papers of the upcoming TET exam. Multiple police teams verified the information and detained three suspects. Police recovered copies of the TET exam papers scheduled for Sunday," the release said.

Education department officials confirmed that the seized papers were indeed the original question papers for the June 28 examination, it stated, adding that the arrested men belonged to an inter-state syndicate. A case was registered at the Konaon police station under relevant sections of the Bharatiya Nyaya Sanhita, Maharashtra

Competitive Examination (Prevention of Unfair Means) Act, 2024, and the Maharashtra Prevention of Malpractices at University, Board and Other Specified Examinations Act. Offences under the Maharashtra Competitive Examination Act are non-bailable, officials said.

"Given the gravity of the situation...the exam scheduled for June 28, 2026, has been postponed," the MSCE said, adding that the postponement was necessary to ensure absolute transparency and to allow police to conduct a thorough, uncompromised investigation.

The council urged candidates not to believe rumours, and said that revised dates for the exam will be published soon on its website. Deputy Chief Minister Eknath Shinde termed the paper leak "highly outrageous", saying he will speak to CM Devendra Fadnavis for registration of a case under the stringent Maharashtra Control of Organised Crime Act (MCOCA) against its masterminds.

State Congress chief Harsh-

TEST POSTPONED
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wardhan Sapkal, however, noted that the paper leak took place in Thane district, Shinde's political stronghold. "Who is giving political protection to the racket that is ruining the hard work, dreams, and future of lakhs of students?" he asked, demanding strict action against those responsible. Vijay Wadettiwar, another Congress leader, wondered whether those behind the paper leaks were enjoying political or administrative protection. Cockroach Janta Party founder Abhijeet Dipke alleged in Delhi that the TET paper leak once again showed the government's failure to ensure the integrity of competitive examinations.

"First NEET, now Maharashtra TET exam got leaked and called off at the last minute. Students and teachers have been screaming about TET scams since 2017, but the authorities would rather push our youth into a dead-end than fix the system," he said.

"It is clear now; the TET paper leak in Maharashtra proves, whether on the state level or

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The agitation, being organised under the banner of CJP since June 20, gathered further momentum on Sunday after activist Sonam Wangchuk launched an indefinite hunger strike, demanding accountability and the resignation of Union Education Minister Dharmendra Pradhan. Before beginning his fast, Wangchuk visited Rajghat along with CJP founder Abhijeet Dipke and other members of the organisation. Addressing supporters later

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‘Stop gambling with students’ future’: Rahul Gandhi Slams NTA over NEET aspirant exam centre mix-up

EJ- Nagpur
Congress leader Rahul Gandhi hit out at the NTA after a NEET-UG aspirant from Nagpur was allotted a centre in Abu Dhabi for the re-exam, saying it should "stop gambling" with students' future.

The family of the Nagpur NEET aspirant claimed that he was allocated a school in Abu Dhabi as his exam centre for the June 21 retest.

The National Testing Agency (NTA) said the grievance is being addressed and the candidate will be allocated a centre in Nagpur, after due verification, in the next few hours.

In a post in Hindi on X, Gandhi said, "A student from Nagpur had been preparing for the NEET re-exam for a month.

He downloaded his admit card just a day before the exam.

His assigned centre was in Abu Dhabi. He has no passport, his family lacks the funds to send him abroad, and there is no time left.

He wept all night and is refusing to take the exam -- can one even imagine the level of stress involved?"

"How did this even happen? No student should have to face the issue of being unable to reach their exam centre. In reality, the NTA is merely testing the patience of the country's students and their parents," the leader of opposition in the Lok Sabha said.

A system that cannot provide a student with a centre in their own city -- and instead assigns one abroad -- has no right to conduct examinations, Gandhi asserted.

"This is exactly what I said in Kota: this is no longer an education system. It is the exploitation



of an entire generation's money, time, and mental peace," he said. He said, "Stop gambling with our children's future. They deserve a sensitive, responsible, and accountable education and examination system -- and we will ensure they get it."

Gandhi on Thursday launched a signature campaign to amplify issues related to the nation's education system, such as paper leaks and high fees, asserting that it is a platform for students to make demands directly to the government.

His appeal for participation in the campaign came a day after he interacted with students at a convention in Kota, Rajasthan.

During this interaction, he described India's education system as a "rejection system" rather than a selection system, claiming it places excessive financial burden and causes significant stress to students and middle-class families.

While addressing the gathering in Kota, known for its coaching centres, Gandhi remarked that the current education structure is "extremely stressful and unfair".

The NTA cancelled the May 3 NEET-UG 2026 exam amid allegations of a paper leak, with the government asking the CBI to carry out a comprehensive inquiry into the matter.



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DU faces a funding strain, raising concerns over labs and research



■ **EJ** - New Delhi

Delhi University has approved guidelines for the conduct of research by the first batch of students in the final year of their four-year undergraduate programme without making any provision for funding and infrastructure.

The university's academic council on Saturday cleared a policy for the supervision of research undertaken by the students.

DU is among the first few institutions in the country to roll out the four-year UG course, encouraged by the National Education Policy 2020.

Under the research supervision policy, the students will have to write dissertations, do academic projects or take part in entrepreneurship programmes in any or-

ganisation under the supervision of a mentor.

At Saturday's meeting, 12 members — including four from the Democratic Teachers' Front — submitted dissent notes on the policy, citing additional responsibility on already stressed faculty members without counting these activities under workload or taking into account the lack of infrastructure and poor funding.

At present, the colleges under DU do not have adequate labs and facilities to guide a large number of students engaged in research activities. Also, the students need funds to pursue their research projects. The university has chosen to bank on the college student welfare fund, industry-academic collaborations, corporate

Under the research supervision policy, the students will have to write dissertations, do academic projects or take part in entrepreneurship programmes in any organisation under the supervision of a mentor.

social responsibility initiatives and alumni contributions.

The policy mandates every faculty member to supervise up to 10 students. The research committee of the college may decide to increase the number of students assigned to a supervisor with appropriate justification.

Rudrashish Chakraborty, an associate professor at Kirori Mal College, said the provision for supervising 10 students would severely undermine the quality of research as it is impossible for any teacher to do justice to the research work of so many students. "No funds have been allotted for research work in the fourth year. The colleges are left to fend for themselves and are being advised to mobilise funds through the students' welfare funds instead," he added.

Current Class X batch exempted from CBSE's 3-language policy



■ **EJ** - New Delhi

The Central Board of Secondary Education (CBSE) has made it easier to change its three-language policy. Now, students studying in classes 7, 8, and 9, who are learning two foreign languages, can continue with the same combination and include one Indian language in it.

The board said the current Class X batch will remain under the existing two-language system and will not be covered by the new policy.

The revised guidelines, to be implemented from the 2026-27 academic session in line with the National Education Policy (NEP) 2020, seek to address concerns schools and parents have raised

over the transition to the new language framework.

Under the revised policy, students entering Class IX in 2026-27 will study three languages, with at least two being Indian languages (Bhartiya Bhashas) such as Hindi, Tamil, Bengali or Marathi. For the third language, they could choose another Indian language or a foreign language, such as English, French, or German, depending on a student's existing language combination.

As a one-time relief, students already studying two foreign languages can continue with them while including one Indian language. For these transition batches, the third language will be assessed through internal school-based evaluation, and stu-

dents will not have to appear for a Class X Board examination in the subject. The same exemption from a Board examination will apply to students currently in Classes VII and VIII upon entering secondary school.

The policy will be fully implemented for students currently in Class VI (2026-27) and subsequent batches. They will study three languages, including two Indian languages, and will eventually appear for a Board examination in the third language at the secondary stage. CBSE and NCERT are developing learning material in 22 scheduled Indian languages to support implementation.

The board has given exemptions for Children with Special Needs covered under the RPwD Act, CBSE schools abroad, and foreign students returning to India, while migrant families will get flexibility in language combos.

The Maharashtra government has decided to make Marathi language compulsory from Class 1 to 10 in all education boards in state. If the schools are found violating the norms, then the actions like cancelling the permission and registration of the school would be taken.

IIT Hyderabad launches 2-month nuclear technology orientation programme

■ **EJ** - Hyderabad

IIT Hyderabad announced the launch of the Nuclear Technology Orientation Programme in collaboration with Crimson Energy Experts Pvt Ltd, describing it as a significant step towards strengthening the country's nuclear energy talent pipeline.

The programme, which will commence on August 3 at the IITH campus, is a three-month residential programme designed



to equip engineers and professionals with a comprehensive understanding of nuclear power

technologies and operations and build a skilled workforce for India's growing nuclear energy sector, a release from IIT Hyderabad said.

As India accelerates its clean energy transition and expands its nuclear power capacity, the demand for trained professionals with domain knowledge in nuclear technologies is expected to grow significantly, it said.

The Nuclear Technology Orientation Programme (NTOP), aims

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KIET hosted EVST-2026: Global research in AI, VLSI, and semiconductor technologies showcased at the international conference



■ **EJ** - Ghaziabad

KIET Deemed to be University, successfully inaugurated the 6th International Conference on Emerging VLSI and Semiconductor Technology for AI and Computing Applications (EVST-2026) on Friday, 26 June 2026. Organized by the Department of Electronics and Communication Engineering, the two-day international conference brought together eminent scientists, academicians, researchers, policymakers, industry leaders, and students from across India and abroad to deliberate on emerging trends in Artificial Intelligence, VLSI design, semiconductor technologies, embedded systems, and next-generation computing.

Receiving over 1,400 research paper submissions from premier institutions worldwide, EVST-2026 maintained its global academic excellence by selecting only 166 papers through a rigorous peer-review process, resulting in a highly competitive 11.4% acceptance rate. The conference attracted participants from countries including the United States, Uzbekistan, and India, while researchers and delegates from more than 14 Indian states participated, making EVST-2026 a vibrant platform for international academic collaboration.

The conference is technically co-sponsored by the IEEE Uttar Pradesh Section and financially supported by the Department of Scientific and Industrial Research (DSIR), Government of India; the Defence Research and Development Organisation (DRDO), Government of India; and DesignTech Systems. The event aligns with the objectives of the India Semiconductor Mission and the vision of Viksit Bharat @2047, promoting innovation and research in semiconductor technologies and Artificial Intelligence.

The inaugural ceremony commenced with the traditional lamp lighting and Saraswati Vandana in the presence of distinguished dignitaries. Dr. Vipin Chandra Shukla, Scientist-G & Adviser, Department of Scientific and Industrial Research (DSIR), Ministry of Science & Technology, Government of India, graced the occasion as the Chief Guest. The event was further enriched by the presence of Dr. Sanjeev Kumar, Lead Education Application Engineer, Cadence Design Systems, and Mr. Emile Mwepesi, Second Counsellor, High Commission of the Republic of Rwanda to India, as the Guests of Honour.

The programme was presided over by Prof. Nagraj Ramrao, Vice-Chancellor - KIET, along with Dr. Manoj Goel, Pro Vice-Chancellor - KIET, and Dr.

Adesh Kumar Pandey, Director Academics, KIET.

In the presidential address, Prof. Nagaraj Ramarao emphasized the growing importance of Electronics and Communication Engineering professionals in today's interdisciplinary technological landscape, highlighting the tremendous advancements taking place in VLSI hardware, semiconductor chip design, and AI-driven computing. Congratulating all participating researchers for their valuable contributions, he encouraged them to actively engage with the keynote sessions and technical discussions, urging them to gain maximum insights from the distinguished experts to further enrich their research and innovation journey.

Dr. Vibhav Kr. Sachan, General Chair of EVST-2026, welcomed the delegates and presented an overview of the conference, highlighting its global reach and technical excellence. The inaugural session also witnessed the formal release of the EVST-2026 Conference Souvenir.

Addressing the gathering, Dr. Sanjeev Kumar, Lead Education Application Engineer at Cadence Design Systems, shared valuable insights into the rapidly evolving semiconductor ecosystem and highlighted the convergence of VLSI, computing, Artificial Intelligence, and the Internet of Things (IoT) as the driving force behind next-generation intelligent electronic systems. He emphasized the importance of stronger industry-academia collaboration for developing future-ready talent capable of meeting the demands of the global semiconductor industry.

Speaking on the occasion, Mr. Emile Mwepesi, Second Counsellor, High Commission of the Republic of Rwanda to India, appreciated KIET's initiative in organizing an international conference that provides an excellent platform for researchers, academicians, and industry professionals, to exchange ideas and foster global collaborations.

Delivering the inaugural address, Dr. Vipin Chandra Shukla encouraged researchers to ignite their minds through innovation and curiosity-driven research. He remarked that conferences of this stature broaden one's thinking, provide opportunities to build meaningful professional networks, and inspire collaborative research. Stressing that academia is the best platform for innovation and entrepreneurship, he highlighted the growing significance of start-ups in transforming research into technologies that contribute to national development and technological self-reliance.

The inaugural keynote address was delivered by Dr. Neeta Pandey, Professor, Delhi Technological University (DTU), on "Fractional Domain Shadow Filtering: Opportunities, Challenges, and Applications." During her lecture, she introduced the audience to different types of filters used in modern signal processing before elaborating on the concept and applications of shadow filters. She further explained the emerging role of fractional domain filters in advancing intelligent signal processing and communication systems, while highlighting the associated research opportunities and challenges. During the session, Dr. Neeta Pandey also inaugurated the IEEE Women in Engineering (WIE) Student Chapter at KIET, marking a significant milestone in promoting diversity, inclusion, and women's leadership in engineering and technology.

The afternoon technical programme featured two distinguished keynote lectures. Mr. Saurabh Tiwari, Senior Principal Engineer at Intel India, delivered an insightful address on "From Silicon to Intelligence: Enabling Next-Generation AI Systems through Architectural Innovation," highlighting the future of AI hardware, semiconductor architectures, and next-generation computing platforms. This was followed by Prof. Lalit Garg from the University of Malta, who presented an engaging lecture on "Building the Future of Digital Healthcare: AI, Blockchain, and Data-Driven Intelligence," emphasizing the transformative role of Artificial Intelligence, blockchain technologies, and data-driven decision-making in revolutionizing global healthcare systems.

Day One also witnessed the successful conduct of twelve parallel technical sessions across six major conference tracks, namely Emerging Materials and Device Technologies; IoT & Embedded Systems Design; VLSI Circuit and SoC Design; Packaging and Manufacturing; Electronics Design Automation, Testing & Verification; and the Role of AI/ML in Emerging Technologies. More than 90 research papers were presented by researchers from premier academic institutions and industries, leading to vibrant technical discussions, collaborative interactions, and meaningful knowledge exchange.

The conference brought together over 180 delegates, including scientists, faculty members, industry experts, research scholars, and students, providing a unique platform for collaboration among academia, industry, and government organizations while fostering innovation in semiconductor and AI research.

The first day concluded on a highly successful note, setting the stage for another exciting day of keynote lectures, technical sessions, paper presentations, and the Valedictory Ceremony scheduled for 27 June 2026. EVST-2026 continues to reinforce KIET Deemed to be University's commitment to advancing research excellence, innovation, and global academic engagement while contributing significantly to India's rapidly evolving semiconductor and Artificial Intelligence ecosystem.

GNIOT Hosts Grand “Young Achievers Excellence Award – 2026” Ceremony, Honours Outstanding Students



■ EJ - Gr. Noida

GNIOT Group of Institutions collaboration with Dhruv Classes, successfully organized the grand “Young Achievers Excellence Award – Shiksha Se Seva Tak 2026” ceremony. The event aimed to recognize and honour meritorious students who excelled in Class 10 and 12 board examinations, IIT-JEE, NDA, and other competitive examinations, while inspiring them to contribute to society and the nation through education.

Outstanding students were felicitated with medals and Certificates of Excellence in recognition of their remarkable academic achievements. The event witnessed enthusiastic participation from students, parents, teachers, and distinguished guests.

Addressing the gathering as the Chief Guest, Mr. Chandrashekhar, District Inspector of Schools (DIOS), shared his insights on

the remarkable progress made in the field of education in independent India. He encouraged students to move forward with discipline, continuous learning, and a positive mindset, emphasizing that quality education is the strongest foundation for nation-building.

Prof. Praveen Pachauri inspired students to become job creators rather than job seekers. He encouraged the youth to launch innovative startups and contribute towards the vision of an Atmanirbhar Bharat (Self-Reliant India).

Pawan Rai, Founder of Dhruv Classes, reaffirmed the institution’s commitment to connecting students with quality education, nurturing their talent, and extending academic as well as financial support wherever needed. He also emphasized spreading the spirit of “Education to Service” throughout society.

The event was graced by several eminent personalities, including former Labour Commis-

sioner and Labour Judge Mr. Brijesh Rai, social worker Mrs. Suryakala Lakshmi, CEO of GNIOT Institute Mr. Swadesh Kumar Singh, Helmet Man of India Mr. Raghvendra, and Mr. Pankaj Kumar, Outreach Head of GNIOT Group, along with several academicians, social workers, and distinguished citizens. The dignitaries motivated students to pursue excellence with knowledge, values, discipline, innovation, and a strong sense of social responsibility.

The programme concluded with a vote of thanks by the organizers, who expressed their gratitude to all guests, parents, teachers, and students for making the event a grand success. They also reaffirmed their commitment to continuing the mission of recognizing meritorious students and promoting the vision of “Education to Service” in the years ahead.

DU opens UG admission registration for 2026-27 session



■ EJ - New Delhi

More than 71,000 undergraduate seats at the University of Delhi has begun with the university opening its first phase of registrations for admission for the 2026-27 academic session, triggering excitement and anxiety among aspirants awaiting a place in one of the country’s premier institutions.

The Delhi University has commenced Phase I of admission registrations under the Common Seat Allocation System (CSAS) for candidates who appeared in the Common University Entrance Test (CUET-UG) 2026 and are seeking

admission to its undergraduate programmes.

“The registrations have been opened in the first phase. The second phase will definitely be opened by next week,” Dean of Admissions Haneet Gandhi said. She confirmed that around 71,600 undergraduate seats are available across the university’s colleges this year.

Admissions to 73 undergraduate programmes and more than 100 BA programme combinations offered across 67 colleges will be based solely on CUET UG 2026 scores, subject to programme-specific eligibility criteria.

Candidates can register on the CSAS portal using only their CUET-UG 2026 application number. The university said candidates’ essential details, including name, date of birth, photograph and signature have been auto-integrated through the Government of India’s API Setu to mini mise data-entry errors and enhance security.

The university has pre scribed a one-time, nonrefundable registration fee of Rs 250 for candidates belonging to the unreserved, OBC-NCL and EWS categories, and Rs 100 for SC, ST and PwBD candidates.

After completing Phase I, candidates will have to participate in Phase II, during which they will map their CUET test papers with the subjects studied in Class 12 and submit their preferences for programmes and college combinations.

The university will determine candidates’ eligibility based on this subject mapping before preparing allocations. The schedule for Phase II will be announced shortly.

Jharkhand student who exposed CBSE tender irregularities launches govt. tender tracking portal

■ EJ - Ranchi

Ranchi student Sarthak Siddhant, who exposed irregularities in the tender process used by the CBSE to select a firm for the on-screen evaluation of Class 12 board exam answer sheets, has now created a website that aggregates data from approximately 16.6 crore files.

The files are related to government tenders, primarily covering information on government procurement.

Significantly, he has uploaded all this data to his portal, sarthaksiddhant.com, where anyone can view and download it.

Announcing it on X, Sarthak stated that he undertook this initiative keeping in mind that “transparency should be accessible to everyone.”

“These 16.6 crore files were



sourced from the government’s Central Public Procurement Portal (CPPP), which contains details of tenders from across the country,” Sarthak posted on X.

He further posted, “The country’s procurement database is now publicly available to everyone. Any money the government

spends goes through the tender process: a notice is issued, bids are invited, a winner is selected, and a contract is signed. Theoretically, this process acts as the immune system of public finance. In reality, however, this is precisely where large-scale procurement-related corruption quietly takes place.”

According to Sarthak, he collected this data from the CPPP portal over the past two weeks.

He then organised it and made it available on his own portal, sarthaksiddhant.com. He has appealed to people, journalists and researchers to download the data and examine it.

He believes that as more people analyse records related to government expenditure and procurement, transparency and accountability within the system.

>> Contd. p.6...

NCERT Class 9 Social Science Book Adds Emergency, SIR, Omits Preamble

■ EJ - New Delhi

The Special Intensive Revision (SIR) of electoral rolls is now part of the NCERT’s class 9 Social Science textbook, which describes it as an exercise to ensure that no eligible citizen is left out of the voter list and no ineligible person is included.

The new National Council of Educational Research and Training (NCERT) textbook also lauds the Election Commission of India (ECI) for conducting impartial polls despite challenges such as fake news, misinformation and intimidation.

The SIR, which has so far led to the deletion of nearly 6 crore names from the electoral rolls and led to acrimony between the opposition parties and the ECI, has completed a year and continues in 19 states and Union territories.

The pilot SIR commenced in Bihar on June 24 last year ahead of the state polls. The result was a pruned voter list, with nearly 65 lakh names dropped amid claims by the opposition and activists that the ECI was working at the BJP’s behest to disenfranchise citizens for want of documents.

“The ECI also conducts Special Intensive Revision (SIR), which involves updating, verifying and correcting the electoral rolls. Through SIR, it ensures that no eligible citizen is left out and no ineligible person is included in the electoral roll.



“This exercise ensures the addition of all voters, especially the young voters who have just turned 18 and may be left out due to a lack of awareness of any other reason,” reads a section of the textbook titled “Understanding Society: India and Beyond”.

It notes that SIR also deletes names based on death of the voter, change of residence, duplicate enrolment and being permanently untraceable.

“EC gives time to raise claims or objections against the revised electoral roll and settles these claims and objections before publishing the final electoral roll,” it said.

The old class 9 textbook, in a chapter on electoral politics, had a section on voter lists, where it mentioned that “a complete revision of the list takes place every five years and this is done to ensure that it remains up to date”.

The textbook revised in line with the new National Curriculum Framework also highlights the scale of India’s electoral process

and the ECI’s role in conducting elections across the country.

“India’s electoral exercise is unparalleled and distinct from those in other parts of the world with over 96.8 crore eligible voters spread across diverse regions and terrains,” the chapter stated.

It further said the ECI manages this vast exercise autonomously and works to ensure elections across the country are conducted in a free and fair manner.

“Despite numerous challenges to conducting free and fair elections, the ECI tries to ensure that elections are carried out impartially at multiple levels,” it said. A dedicated section in the textbook titled “Challenges to free and fair elections” said, “In India, conducting elections for 96.8 crore voters with thousands of polling stations and hundreds of political parties spread across diverse regions and socio-economic realities is a challenging task.”



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CBSE vs Vedant: 11 marks increased or 2? Dispute over physics re-evaluation result sparks debate

■ EJ News - Agency

A fresh controversy has surfaced between Class 12 student Vedant Srivastava and the Central Board of Secondary Education (CBSE) over the board's re-evaluation process. Vedant claimed on microblogging site X that his marks increased by only two after re-evaluation, while CBSE rejected the claim as incorrect, stating that his overall score actually rose by 11 marks, including a nine-mark increase in

Jharkhand student.

tem will improve. "This initiative is a significant step towards strengthening public oversight," he said.

Sarthak explained that the Government of India's Central Public Procurement (CPP) portal is quite complex, making it difficult for the general public to download data from it.

Taking note of it, he designed his website to be simple and user-friendly.

"Here, people can download records without facing technical difficulties and conduct independent analyses. The database contains information regarding procurement by various government departments and institutions," said Sarthak.

"A team of engineers is also being assembled to further improve the portal," he added.

Notably, Sarthak had previously raised questions regarding the CBSE's On-Screen Marking (OSM) system and the digital evaluation of Class 12 answer sheets.

He noticed a discrepancy in the marks after viewing the scanned copy of his own answer sheet. Following this, he investigated the entire process.

His analysis was widely appreciated. Now, by making 1.66 crore records of government procurement public via the website, he has once again taken a major step towards transparency.

IIT Hyderabad...

to bridge this industry-academia gap by offering participants exposure to the technical, operational, safety, and regulatory aspects of nuclear power generation, it said.

The programme is targeted at early and mid-career engineers, managers from Engineering, Procurement, and Construction (EPC) companies, engineering consultants, power sector personnel, and executives from public sector undertakings engaged in energy and infrastructure development.

The curriculum combines foundational nuclear engineering concepts with practical industry perspectives and covers topics such as Reactor Physics, Reactor Engineering, Radiation shielding, Nuclear safety, Waste management, Reactor instrumentation and Control systems, Thermal hydraulics, Quality assurance, Emergency preparedness, and Advanced Nuclear technologies, including Small Modular Reactors (SMRs).

Participants will learn from IIT Hyderabad faculty and experienced scientists and engineers from the Department of Atomic Energy (DAE) organisations, the release said.

Speaking on the launch of the programme, IITH Director Prof B S Murty said through this programme, IITH aims to contribute to capacity building by bringing together academic expertise and industry experience to develop a highly skilled workforce for strategic sectors.

Physics.

The issue began after the Class 12 results were announced on May 13. Vedant said that when he accessed his evaluated answer sheet, he found a Physics paper containing handwriting that did not belong to him. He raised a complaint with CBSE, following which the board provided him with what he claimed was his correct answer sheet and revised his marks.

At the United...

against children in 2025, affecting 24,174 children, including 15,493 boys, 7,990 girls and 691 whose sex was unknown. It marked the highest number of children affected by grave violations since the beginning of the mandate.

The report also noted that the number of children facing multiple grave violations increased from 3,137 in 2024 to 3,176 in 2025.

"Parties to conflict failed to uphold or proactively undermined their obligations under international humanitarian law and international human rights law and continued to commit grave violations with near-total impunity, resulting in excessive humanitarian consequences for civilians and civilian objects, disproportionately affecting children and the facilities and services they rely on," the report said.

It added that government forces were responsible for a majority of grave violations and were the main perpetrators of the killing and maiming of children, attacks on schools and hospitals, and denial of humanitarian access.

India pointed out that the Secretary-General's 2025 annual report presented "alarming statistics", noting that attacks on schools increased by 44 per cent in a single year.

Parvathaneni said nearly 473 million children, more than one in six globally — live in or are fleeing conflict zones, while over 85 million among them have no access to education.

"These figures are a damning verdict on humanity's collective failure to translate commitments into reality on the ground," he said.

Highlighting the importance of education during conflicts, the ambassador said protecting a child's education was equivalent to protecting a nation's future. He added that governments carry the primary responsibility of safeguarding children's rights.

He also highlighted India's domestic efforts, noting that the Right to Education is a fundamental right under the Constitution, guaranteeing free and compulsory education up to the age of 14 years.

To expand access to quality learning, India launched DIKSHA (Digital Infrastructure for Knowledge Sharing), the national digital platform for school education that provides interactive content and AI-powered tools in multiple languages.

"Our domestic commitment to ensure access to affordable and quality education also shapes our engagement on this issue internationally," Parvathaneni said.

He said India's experience during disruptions such as the Covid pandemic showed that digital learning could help children continue education when physical schooling is affected.

"Our experience has convinced us that access to digital learning can be the bridge that helps children access education during conflicts," he added.



Maharashtra TET..

national level, the BJP government can't conduct even a single exam. All they can do is break political parties and poach MLAs and MPs," Dipke said. Dipke, meanwhile, said the government was not concerned about the future of the youth and appealed to students to raise their voice against the issue. As part of the campaign demanding Pradhan's resignation, educationist and environmental activist Sonam Wangchuk will join the protest at Jantar Mantar from Sunday and begin an indefinite fast.

'Corrupt' education...

in the day, he said the decision to undertake the hunger strike came after repeated appeals and demands allegedly failed to receive any response.

"When there is no accountability, we are left with the only path available in a democracy — peaceful protest," Wangchuk said. He stressed that the movement was not limited to seeking the resignation of a minister, but aimed to initiate a broader discussion on making India's education system more student-centric, responsive and accountable. He also expressed concern over the growing mental distress among students and argued that issues relating to examination management and educational policy required urgent public as well as parliamentary attention.

Later, Dipke clarified that he would not participate in the indefinite fast due to migraine-related health issues.

In a show of solidarity with Wangchuk, six student leaders associated with the All India Students' Association (AISA) also announced that they would join the indefinite hunger strike.

Aditi, president of the Jawaharlal Nehru University Students' Union, said the agitation represented a larger struggle concerning education and public institutions. She argued that replacing individuals alone would not address deeper structural problems and questioned the growing dependence on centralised examination systems. Neha, president of AISA, said the decision to join the fast intended to strengthen demands for accountability, examination reforms and greater access to education.

At a small library established within the protest venue, Mohit, an SRCC student representing AISF, said movements survive not only through mobilisation but also through ideas. "Public education should remain accessible, affordable and scientific," he said, describing the library as a space for discussion and critical thinking alongside protest activities. As evening descended on Jantar Mantar, the slogans gradually gave way to quieter conversations. Yet the central question raised by the protesters remained unchanged: who is accountable when students lose faith in the education system?

Integrated Education-Global Career Pathways...

date their expertise in enterprise systems, cloud technologies, business process integration, and digital organizational management. Such certifications significantly strengthen global employability and create pathways for international career opportunities across industries.

NEP 2020 emphasizes preparing students not merely for existing employment opportunities, but for emerging industries and future technologies. KIET's collaborations in AI, Quantum Computing, Electric Vehicles, Semiconductor Technologies, Industrial Automation, and Enterprise Systems represent a strategic response to this national vision. The institution is creating graduates equipped not only with employable skills, but with the ability to lead technological transformation in the decades ahead.

Equally critical to this vision are KIET's Centres of Excellence, which function as the institutional pillars of research, innovation, creativity, and advanced technological development. These centres are designed to become dynamic ecosystems where students, faculty, researchers, startups, and industry experts collaboratively work on solving real-world challenges through technology and innovation.

The Centres of Excellence provide an enabling environment for interdisciplinary research, startup incubation, prototype development, patent generation, advanced technical training, and industry-sponsored innovation projects. Their integration with industry collaborations creates a powerful synergy between academic knowledge and industrial application.

A particularly transformative initiative in this direction is the proposed Centre of Excellence in Quantum Computing in collaboration with C-DAC and IBM. Quantum Computing is globally recognized as one of the most disruptive frontier technologies with the potential to revolutionize computing, cryptography, healthcare, finance, material sciences, logistics, artificial intelligence, and national security.

The collaboration with C-DAC and IBM brings together national technological capability and global industrial expertise to create an advanced ecosystem for quantum research, skill development, innovation, and interdisciplinary learning. The Centre of Excellence can provide students and researchers access to quantum programming frameworks, simulation platforms, advanced computational tools, industrial mentorship, and exposure to real-world quantum applications.

More importantly, such an initiative aligns strongly with India's National Quantum Mission and supports the broader objectives of technological self-reliance and indigenous innovation. It creates opportunities for advanced research, faculty development,

Now, Vedant alleged that even after the re-evaluation process, several of the 11 questions he had applied for review were not properly assessed and that he did not receive the marks he expected.

CBSE, however, denied the allegations and said that Vedant's marks increased by 11 points across three subjects after the re-evaluation process, not just two.

Responding to CBSE's statement, Vedant clarified that the nine additional marks in Physics were not a result of the re-evaluation process. He said those marks

represented his actual score, which he had not received earlier because the board had allegedly provided him with another student's answer sheet. He added that the remaining two marks were increased — one each in Computer Science and Mathematics.

Vedant questioned CBSE's explanation, arguing that if the Physics answer sheet shown earlier did not belong to him, then the marks awarded on that sheet could not be considered part of the re-evaluation increase.



lectual leadership, and research-driven societal impact.

Alongside industrial integration, KIET's growing emphasis on international academic collaboration reflects its commitment to creating globally benchmarked educational pathways. Partnerships with RWTH Aachen University, Germany, and INTI University, Malaysia, represent a strategic step toward building a globally connected learning ecosystem that combines international academic excellence with industrial relevance.

RWTH Aachen University is globally recognized as one of Europe's premier institutions for engineering, manufacturing, applied sciences, and research-driven education. KIET's collaboration with RWTH Aachen opens transformative opportunities for students and faculty through advanced academic engagement, collaborative research, interdisciplinary innovation, and international exposure.

A particularly visionary aspect of this collaboration is the proposed 3+1+2 academic pathway, through which students can pursue three years of foundational education at KIET, followed by one year of advanced academic and research-oriented engagement aligned with RWTH Aachen's academic ecosystem, eventually progressing toward a two-year master's degree path-

ciplines. Such partnerships help students develop adaptability, intercultural competence, communication skills, and global perspectives that are essential for leadership in an interconnected world.

Together, industry collaboration, Centres of Excellence, international partnerships, and research-driven learning represent KIET's larger institutional vision, a vision of creating globally competent professionals, future innovators, technology leaders, entrepreneurs, and responsible citizens capable of contributing meaningfully to national growth and global progress.

As India advances toward becoming a global knowledge superpower, higher education institutions must evolve into centres of innovation, research, technological advancement, and societal transformation. The universities of the future will not be defined merely by degrees or infrastructure, but by their ability to create ecosystems that connect knowledge with application, innovation with industry, and education with nation-building.

KIET's vision reflects precisely this future, a future where education is immersive, globally engaged, technologically empowered, innovation-driven, and deeply aligned with the aspirations of a rapidly transforming world.



AI Education: Challenges, Risks, and Skill Development for the Future



In the 21st century, artificial intelligence (AI) is no longer just a technology of the future – it is becoming an integral part of our daily lives, and education is no exception. As an advocate for the use of AI in teaching, I firmly believe that with proper implementation and ethical human behavior, we can achieve significant progress in the development of humanity and the quality of education.

AI offers enormous potential to enhance the teaching process. With intelligent algorithms, teachers can gain insight into each student's individual needs, identify learning gaps, and create personalized strategies. At the same time, students have the opportunity for tailored learning and rapid access to information, enabling them to develop critical 21st-century skills. For example, with AI-powered learning analytics, a teacher can identify which students struggle with a specific topic and provide additional resources, while students can learn at their own pace through interactive and visual content.

However, AI's potential also brings significant challenges and risks. Improper implementation can lead to the spread of inaccur-

rate information, overreliance on automated systems, or a decline in critical thinking. Humans must adapt and develop new skills for the digital era – including critical thinking, ethical behavior, and digital literacy – to ensure the responsible use of AI.

Therefore, the education system must be well-prepared. Schools need better technological infrastructure and tools for learning, as well as lessons dedicated to AI literacy and application. Teachers must be trained to use AI tools ethically and effectively, while students need guidance on evaluating information sources and developing analytical skills. In this way, AI becomes a partner in education, rather than a threat to teacher autonomy or student critical thinking.

A key aspect of successful AI implementation in education is proper organization and planning. Well-structured programs without unnecessary restrictions allow for faster adaptation and maximize the benefits of technology. Teachers can focus on mentoring and creative activities, while AI handles repetitive tasks, assessments, and data analysis. This increases interaction time with students and makes the



Aida Petrovska
Educationist
Skopje - Macedonia

teaching process more effective.

Ethical application of AI is equally important. We must always be mindful of what we post and the information we share, so that AI remains reliable and based on accurate data. Applying AI according to ethical standards creates an environment where technology serves as a tool to improve education quality, rather than create new problems. Both students and teachers must develop responsibility and critical thinking when using digital resources and tools.

AI in education is both a challenge and a tremendous opportunity. With proper implementation, well-designed education, and an ethical approach, AI can transform teaching and learning, improve outcomes, and create new opportunities for both students and teachers. We live in a time of rapid technological change, and now is the moment to harness progress to create wellbeing and high-quality education for all.

Ultimately, our role as educators and citizens of the digital age is to ensure that AI is used as a tool to enhance life, learning, and skill development. With proper organization, training, and ethical implementation, AI can form the foundation for modern, dynamic, and inclusive education, where every student has the opportunity to realize their potential and prepare for a future that is already here.

At UN, India calls for accountability over attacks on schools and children in conflicts



-EJ - Agency

India has called for those targeting schools and children during armed conflicts to be held accountable, stressing that protecting children without ensuring accountability remains incomplete.

Addressing a UN Security Council open debate on "Strengthening the Prevention of and Protec-

tion of Education for Children Affected by Armed Conflict: From Normative Commitments to Effective Implementation" in New York, India's Permanent Representative to the UN, Ambassador Harish Parvathaneni, said education must continue to be protected even during conflicts.

"Education is a right that should

endure in times of conflict. It is a right whose fulfilment is among the most powerful contributions to lasting peace. India remains unwavering in its commitment to protecting children in armed conflict and to upholding their right to learn, to grow, and to realise their full potential," he said.

Emphasising the need for accountability, Parvathaneni said, "Protection without accountability is incomplete. Those who target schools and children with impunity must be held to account."

The UN Secretary-General's latest report on Children and armed conflict highlighted a sharp rise in violations against children, describing the situation in 2025 as reaching "shocking levels" with an unprecedented number of children affected.

According to the report, the UN verified 38,558 grave violations

>> Contd. p.6...

Rural Classrooms to Global Skills

Across the world, education systems are shifting their focus from memorization to skills. Skill-based education is no longer a trend; it is a necessity. For students, especially those in rural and regional schools, skills determine not only academic success but future career opportunities.

As an English language teacher working in a rural school in Georgia, I have seen how skill education can transform students' attitudes toward learning. When lessons are connected to real-life skills, learners become more motivated, confident, and responsible for their own progress.

Skill-based education goes far

in skill-oriented activities, their role changes significantly. They move from passive listening to active participation. They research topics, solve problems, work in teams, and present ideas. These experiences prepare them for real academic and professional environments.

The impact of skill education is clearly visible. Students who once lacked confidence begin to speak more freely and express their ideas clearly. They learn how to manage tasks, work with others, and communicate effectively. Many start to think seriously about future careers, international education, and lifelong learning.



Ana Kobuladze
Educationist
Kutaissi - Georgia



beyond subject knowledge. It develops communication, critical thinking, collaboration, creativity, and digital literacy. In my classroom, English becomes a practical tool for building these skills through discussions, presentations, teamwork, and project-based learning.

When students are involved

Teachers play a key role in implementing skill-based education. Our responsibility is to create learning environments where skills are practiced naturally and meaningfully. This does not always require advanced technology. Even simple, well-designed classroom activities can develop essential life skills.

In a rapidly changing world, education must prepare students not only to pass exams, but to adapt, communicate, and succeed in real life. Skill-based education builds this foundation. When students develop skills alongside knowledge, they gain confidence, independence, and a clear vision of their future.

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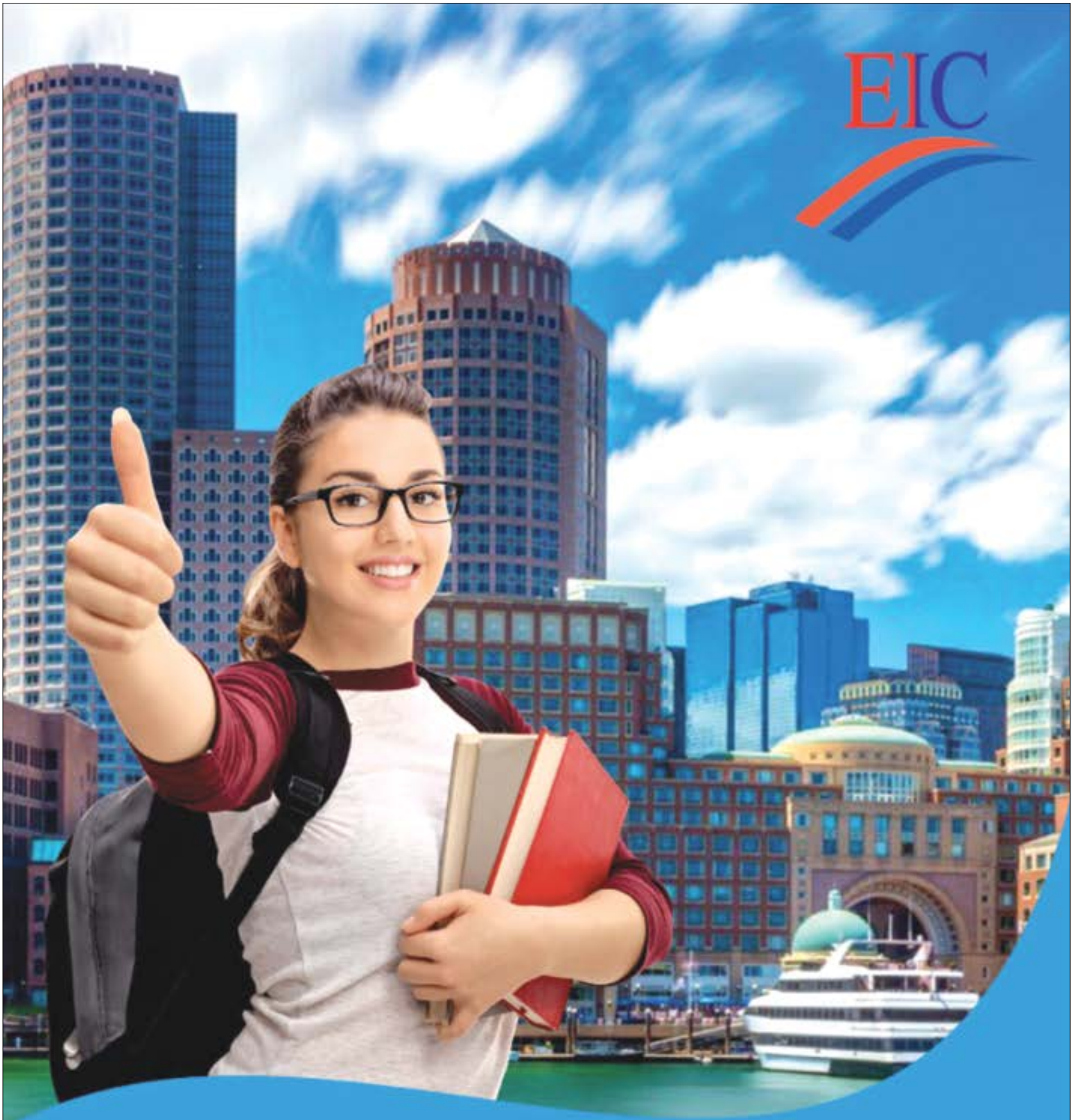
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