



Academy of Professional Development of Urdu Medium Teachers

In Collaboration With

Department of Teacher Training and Non-Formal Education (IASE)

Faculty of Education, Jamia Millia Islamia, New Delhi

Organizes

Jamia International Conference of Education

(JICE-2027)

On the Theme

***"Grounding NEP-2020's Vision of Inclusive, Holistic,
Multidisciplinary & Employable Education: Stepping
Towards Viksit Bharat @ 2047"***

**"राष्ट्रीय शिक्षा नीति-2020 की समावेशी, समग्र, बहुविषयक एवं रोजगारोन्मुख शिक्षा
की परिकल्पना का क्रियान्वयन: विकसित भारत @ 2047 की दिशा में अग्रसर"**

**"قومی تعلیمی پالیسی-2020 کی شمولیاتی، ہمہ جہتی، کثیر الشعبہ اور روزگار پر مبنی
تعلیم کے وزن کا مؤثر نفاذ: وکست بھارت @ 2047 کی جانب ایک مضبوط پیش قدمی"**

In

Hybrid Mode

Multilingual

(Paper may be submitted and presented in English, Urdu, and Hindi)

For Details in Urdu Version, please click: <https://shorturl.at/7EQh2>

For Concept Note & guidelines in Hindi, please click: [JICE-2027, Hindi CN&G](#)

Conference Dates

2-4 February 2027

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Hon'ble Vice Chancellor
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Dr.

Abdul Wahid
Assistant Professor
APDUMT

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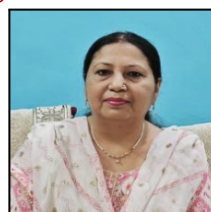
Prof. Sayedah Fawzia Nadeem
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(Submissions)



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Dept of TT&NFE
(Foreign Delegates)



Dr. Dori Lal
Associate Professor
Dept. of TT&NFE
(Review & Registration)



Dr. Hina Afreen
Assistant Professor
APDUMT
(Logistics & Certificates)



Dr. Naushad Alam
Translator, APDUMT
(Review & Publications)

Advisors from Abroad



Prof. Rekha B. Koul
Curtin University, Australia



Dr. Syarip Hidayat
Universitas Pendidikan Indonesia.



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University of Dhaka, Bangladesh



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Selangor, Malaysia.



Dr. Kate Coleman
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Victoria, Australia



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Horizon University College, Ajman, UAE



Dr. Kananga Robert Mukuna
University of the Free State, South Africa

Advisors from India



Prof. M. A. Siddiqui
Former Chairperson,
NCTE, Govt. of India



Prof. Santosh Panda
Former Chairperson,
NCTE, Govt. of India



Prof. C. B. Sharma
Vice-Chancellor
Vinoba Bhave University



Prof. Saroj Sharma
Vice-Chancellor
Ranchi University

Experts/ Resource Persons from Various parts of the Country

Prof. Dhananjay Joshi, Former VC, DTU & Dean, GGSIPU

Prof. Amrendra P. Behera, Jt Director, CIET, NCERT, Delhi

Prof. Dinesh Singh, Head, DESM, NCERT, New Delhi.

Prof. K. Srinivas, Head, Information and Communication Technology, NIEPA, Delhi

Prof. Manoj Kumar Saxena, Central University Himachal Pradesh, Dharamshala

Prof. Gopal Krishna Thakur, Head & Dean, School of Education, MGAHV, Wardha

Prof. Madhusudan J. V, Head, Department of Education and Education Technology, School of Social Science, University of Hyderabad

Prof. Nakhat Nasreen, Chairperson, Dept. of Education, Aligarh Muslim University

Prof. Sajid Jamal, Dept. of Education, Aligarh Muslim University

Prof. Mohd. Moshahid, Dean, School of Education and Training, MANUU, Hyderabad

Prof. Vanaja Mahadusu, School of Education, MANUU, Hyderabad

Prof. Mohd. Faiz Ahmad, Principal, CTE Darbhanga, MANUU

Prof. Mohd. Saheel Khan, Principal, CTE Sambhal, MANUU

Dr. Mohd. Shakeel, Principal, College of Teacher Education, Srinagar

Prof. Mohammed Abdul Sami, Director, CPDUMT, MANUU, Hyderabad

Prof. Amit Gautam, Director, UGC-MMTTC, NIEPA

Prof. Yukti Sharma, CIE, University of Delhi

Prof. Gaurav Rao, CIE, University of Delhi

Prof. Romila Bhatnagar, DEE, NCERT, Delhi

Prof. Sai Minakshi Biswal, SSS University Bangalore

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Prof. Mushtaq Ahmed I. Patel (Former Registrar, CU Karnataka), CDOE, MANUU

Prof. Amit Ahuja, GGSIPU, Delhi

Prof. Md. Athar Hussain, School of Education and Training, MANUU, Hyderabad

Prof. Sandhya Sangai, Department of Elementary Education, NCERT, New Delhi

Prof. Anjali Shokeen, GGSIPU, Delhi

Dr. Asghar Ali, Associate Professor, STRIDE, IGNOU, Delhi

Dr. Kishor Kumar, Education Officer, UGC, Govt of India

Dr. Naushad Husain, Associate Professor, CTE Bhopal, MANUU

Resource Persons & Review Panel from Host University

Faculty Members, Department of Teacher Training and Non-Formal Education (IASE):

Prof. Farah Jawed Farooqui, Prof. Sara Begum, Prof. Naheed Zahoor, Prof. Syedah Fauzia Nadeem, Prof. Mehnaz Ansari, Prof. Fauzia Khan, Prof. Mohammad Yusuf, Prof. Kartar

Singh, Prof. Sarika Sharma, Prof. Gurjeet Kaur, Prof. Jasim Ahmad, Prof. Tabassum Naqi, Prof. Bharti Sharma, Prof. Roohi Fatima, Prof. Savita Kaushal, Prof. Sarika Sharma, Dr. Savitri, Dr. Kapil Dhingra, Dr. Dori Lal, Dr. Mohd Faijullah Khan, Dr. Aerum Khan, Dr. Pettala Ramakrishna, Dr. Asfiya Daneshyar, Dr. Arif Mohammad, Dr. Eram Nasir, Dr. Md Arsad Ansari, Dr. Tausif Alam, Dr. Mohd Mamur Ali, Dr. Mohammad Asjad Ansari, Dr. Raisa Khan, Dr. Mohd. Uvais Siddiqui, Dr. Saurabh Ray, Dr. R. Jamuna, Dr. Mohammad Tanweer, Dr. Andleeb, Dr. Naziya Hasan, Mohammad Abrar Alam, Mr. Mohd Zuber, Dr. Shadma Yasmeen, Mr. Zeeshan Zamir Ahmed & Ms. Farhana Khatoon, Dr. Saman Zaki, Dr. Javed Khan, Dr. Mohd. Tarique, Dr. Zuha Aisha, Dr. Aysha, Dr. Nazneen, Dr. Sumita Bhangu, Dr. Mumtaz Bano

Faculty Members, Department of Educational Studies: Prof. Aejaz Masih, Prof. Anita Rastogi, Prof. Harjeet Kaur Bhatia, Prof. Arshad Ikram Ahmad, Prof. Kaushal Kishore, Dr. Harpreet Kaur Jass, Dr. Quazi Firdausi Islam, Dr. Sameer Babu M., Dr. Sarita Kumari, Dr. Afaq Nadeem Khan, Dr. Md Musa Ali, Dr. Md. Jawaid Hussain, Dr. Zeba Tabassum, Dr. Sajjad Ahmad, Dr. Ali Haider.

About Jamia Millia Islamia



Jamia Millia Islamia, established in 1920 and located in Delhi, is a prestigious university offering a wide range of undergraduate, postgraduate, and doctoral programs. Renowned for its academic excellence, commitment to social justice, and inclusive environment, the university provides a vibrant campus that blends modern facilities with historical architecture. It has made notable contributions across disciplines such as sciences, humanities, social sciences, and technology. Through collaborations with national and international institutions, Jamia Millia Islamia promotes knowledge exchange, innovation, and creativity while fostering both academic achievement and personal development.

For details about the university, please visit <https://www.jmi.ac.in/>

Academy of Professional Development of Urdu Medium Teachers (APDUMT)

The Government of India took a significant step towards promoting the Urdu language and improving the standards of Urdu and Urdu-medium education in the country. As a result, the University Grants Commission (UGC), vide letter no. F.49-3/2004(CU) dated October 2006, sanctioned three centres for the professional development of Urdu teachers. These centres were subsequently established at Jamia Millia Islamia, New Delhi; Aligarh Muslim University, Aligarh; and Maulana Azad National Urdu University, Hyderabad. The jurisdiction of each centre was also defined.

The Centre at Jamia Millia Islamia, New Delhi, is responsible for Urdu-medium schools, including madrasas, and schools where Urdu is taught as a first, second, or third language in Delhi, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, and Madhya Pradesh.

Major Functions of the APDUMT

- Develop the teaching abilities and professional capacities of in-service Urdu and Urdu-medium teachers.
- Enhance the teaching effectiveness of in-service Urdu and Urdu-medium teachers.
- Develop teaching methods that make Urdu teaching more effective and engaging.
- Improve the oral and written communication skills of Urdu-medium teachers in Urdu.
- Provide teaching aids and other instructional resources to in-service Urdu and Urdu-medium teachers.
- Make available help books, handbooks, Urdu style manuals, reference books, and other teaching and reading materials according to teachers' needs, school curricula, and changing educational requirements at different levels.
- Promote the maintenance and continuous improvement of teachers' professional proficiency.
- Conduct short-term training programmes such as orientation courses, refresher courses, pronunciation courses, and other relevant programmes for in-service Urdu and Urdu-medium teachers.
- Enrich teachers' mastery of language teaching.
- Update teachers' knowledge and professional skills.
- Assist the governments of the concerned states in preparing syllabi, textbooks, teaching materials, and training programmes for Urdu teachers and Urdu-medium teachers for mother tongue as well as second and third language instruction.
- Prepare suitable and engaging teaching materials in print, audio-visual, and other media for teaching Urdu language, literature, and other subjects.

- Provide extension and consultancy services to teachers engaged in Urdu teaching and in teaching other subjects through the Urdu medium at different levels.
- Organise motivational programmes for in-service Urdu teachers and learners to develop their interest in the Urdu language, literature, and culture.
- Provide solutions, guidance, and information in response to queries related to Urdu teaching and Urdu-medium education from teachers and others interested in learning and teaching Urdu For more information about the Academy, visit the website: <https://jmi.ac.in/apdumt>

Department of Teacher Training & Non-Formal Education (IASE)

The Department of Teacher Training & Non-Formal Education was established as a Teacher Training Institute (T.T.I.) in 1938 under the inspiring leadership of Dr. Zakir Hussain in response to the need to prepare teachers for the Basic Education Scheme launched by Mahatma Gandhi in 1937. It was perhaps the first institution of its kind in the country to train teachers for basic schools that offered craft-centred indigenous education to children. Over time, the TTI expanded its activities and evolved into the Teachers' College. It also took a pioneering role in introducing teacher training programmes for art teachers in schools. Under the dynamic leadership of Mr. Saeed Ansari and Dr. Salamatullah, the institution further strengthened its academic programmes and activities, eventually attaining the status of the Faculty of Education. As part of the reorganisation of the Teachers' College into a faculty in 1980, three departments were established: the Department of Teacher Training & Non-Formal Education, the Department of Foundations of Education, and the Department of Fine Arts & Art Education.

Following the recommendations of the National Policy on Education (NPE), 1986, the Ministry of Human Resource Development adopted the centrally sponsored Scheme of Strengthening and Reorganisation of Teacher Education in 1987. Under this scheme, several teacher education institutions were strengthened, while selected institutions were upgraded to the status of Institute of Advanced Studies in Education (IASEs). In 1988, the Department of Teacher Training & Non-Formal Education at Jamia became the first institution in the country to be upgraded as an IASE under this scheme. This recognition acknowledged the Department's longstanding contributions to teacher education and reflected the Government's confidence in the progressive traditions of this historic institution.

The objective of the upgradation was to develop the institution into a centre of excellence in teaching and research. Its broad functions include imparting pre-service and in-service education to secondary, special, elementary, and nursery school teachers; preparing personnel for elementary teacher education institutions and supporting their continuing education; developing and publishing teaching and learning materials for teachers and teacher educators; and undertaking research, innovation, and extension activities in the field of education. The

Institute had been performing most of these functions even before its upgrade as an IASE, with enhanced emphasis on continuing education thereafter. It also publishes quality educational materials produced by its faculty for use by classroom practitioners.

The Department of Teacher Training & Non-Formal Education (IASE) offers D.El.Ed., B.Ed., B.Ed. (Special Education), B.Ed. (Nursery Education), ITEP Secondary (B.Sc. B.Ed. & B.A. B.Ed.), M.Ed. (Special Education in V.I. & S.L.D.), M.A. (Education), and Ph.D. Programme. The department is planning to offer B.P.Ed. and M.P.Ed., and the process of getting approval has already started.

For more info about the department, you may visit the website: <https://jmi.ac.in/iase>

Important Dates

Submission of Abstract with Full Paper (Last Date)	31 Oct. 2026
Paper Review Committee Meeting	2 - 5 Nov. 2026
Intimation about Acceptance of Paper	5 - 10 Nov. 2026
Submission of Revised Paper (If any)	11 - 18 Nov. 2026
Registration & Submission of Fee Slip	19 - 23 Nov. 2026
Display of list of registered Paper Presenters/ registered Participants	4 Dec. 2026
Display of Session Schedule of Paper Presentations	20 Jan. 2027
CONFERENCE DATES: 2-4 February 2027	

Note: Paper may be submitted in **English, Urdu or Hindi** around any of the themes of the conference.

For conference related updates please visit:

1. <https://jmi.ac.in/Academy-Of-Professional-Development-Of-Urdu-Medium-Teachers/Event>
- OR
2. <https://jmi.ac.in/ACADEMICS/Departments/Department-Of-Teacher-Training-&-Non-Formal-Education/Events>

Concept Note

The National Education Policy (NEP) 2020, the first education policy of the 21st century, aims to transform India's education system by 2030. It proposes several aspirational goals and path-breaking reforms to ensure quality education and build a just, equitable, progressive, and prosperous society. Recognising the pivotal role of teachers in achieving these objectives, the policy emphasises multidisciplinary and holistic education and calls for reforms in both pre-service and in-service teacher education.

These reforms also contribute to the broader national vision of Viksit Bharat@2047, as envisioned by the Hon'ble Prime Minister of India and NITI Aayog, which seeks to position India among the developed nations of the world by 2047. Achieving this vision requires the participation of every citizen, making inclusive education, inclusive development, inclusive progress, and an inclusive society essential. Without inclusiveness in all aspects of development, we cannot achieve meaningful and sustainable progress.

In this context, Chapter 5 of NEP 2020 further elaborates the policy's vision and mission of fostering an inclusive approach to education, with reforms aimed at building a robust educational foundation and creating a globally competitive and inclusive education system. This conference will be a key opportunity to bring researchers, policymakers, and practitioners together to strengthen our vision and mission and achieve our shared goals. We look forward to fostering meaningful discussions and collaborations that pave the way for creating a globally competitive and inclusive education system in alignment with NEP 2020.

To realise the vision envisaged in NEP 2020 and contribute to the goals of Viksit Bharat@2047, educators and educational institutions must adapt to the new policy directives and prepare for the evolving teaching-learning landscape. In this context, a three-day national conference titled ***"Grounding NEP-2020's Vision of Inclusive, Holistic, Multidisciplinary & Employable Education: Stepping Towards Viksit Bharat @ 2047"*** is being organised to discuss, deliberate, and identify ways to translate this vision into practice.

The conference will bring together researchers, policymakers, and practitioners to strengthen the shared vision and mission of advancing inclusive, holistic, and multidisciplinary education. It aims to foster meaningful discussions and collaborations that contribute to achieving the goals of NEP 2020 and the vision of Viksit Bharat@2047.

CALL FOR PAPERS

The conference invites unpublished, original research articles broadly related to the conference themes. Contributions are welcome from faculty members, research scholars, and other stakeholders in colleges and universities.

Title of the Conference:

"Grounding NEP-2020's Vision of Inclusive, Holistic, Multidisciplinary & Employable Education: Stepping Towards Viksit Bharat @ 2047"

Themes and Scope of the Conference

To draft a comprehensive, academically rigorous structure for an international conference centered on “*Grounding NEP-2020’s Vision of Inclusive, Holistic, Multidisciplinary & Employable Education: Stepping Towards Viksit Bharat @ 2047*”, the themes are required to align with India’s strategic National Education Policy (NEP-2020) goals with global educational benchmarks (UN SDG-4). The structure is divided into **11 major themes** with targeted, actionable sub-themes:

Theme 1: Foundations of Educational Opportunities: Access, Equity, Inclusion, and Antyodaya

The theme focuses on bridging socio-economic, regional, and structural gaps to ensure that the last person in the most remote part of the country is reached.

Sub-Themes:

- **Universalizing Quality ECCE:** Strategies for an integrated *Anganwadi-School* continuum.
- **Educating the Marginalized:** Overcoming geographical and socio-economic barriers for SEDGs (Socio-Economically Disadvantaged Groups).
- **Gender Parity:** An ecosystem of gender parity and accelerating leadership and safety pathways for girls and women in education.
- **Inclusive Ecosystems for Persons with Disabilities (PWDs):** Advanced assistive technologies, universal design for learning (UDL), and barrier-free environments.
- **Addressing Adult Illiteracy:** Scalable community frameworks via initiatives like ULLAS to establish 100% functional literacy.

Theme 2: The Holistic & Multi-disciplinary Blueprint – Pedagogy, Assessment, and Well-being

The theme focuses on shifting the paradigm from rote learning to 360-degree multidisciplinary, experiential, and human-centric education.

Sub-Themes:

- **Competency-Based Curricula:** Designing flexible, multidisciplinary courses that foster critical thinking and problem-solving.
- **Restructuring Assessments:** Transitioning to formative, holistic progress cards (e.g., the PARAKH framework).
- **Mental Health & Institutional Well-being:** Building resilient psychological support systems for students and educators.
- **Sports, Arts, and Fitness Integration:** Moving co-curricular activities into the mainstream core curriculum.
- **Early Literacy & Numeracy (FLN):** Standardizing localized benchmarks for foundational learning.

Theme 3: Digital Public Infrastructure (DPI) & Tech-Driven Inclusion

The theme focuses on leveraging frontier tech and scalable digital architectures to democratize high-quality learning across the length and breadth of India.

Sub-Themes:

- **AI and Personalized Learning:** Utilizing Artificial Intelligence to address diverse learning speeds and languages.
- **Scaling Up National Digital Platforms:** Maximizing the reach and interoperability of platforms like DIKSHA, SWAYAM, and Academic Bank of Credits (ABC).

- **Bridging the Digital & Connectivity Divide:** Sustainable infrastructure solutions for rural, tribal, and tier-3 ecosystems.
- **Immersive Technologies in Classrooms:** The role of AR/VR and gamified learning in technical and abstract education.
- **Data Privacy and Cybersecurity:** Ensuring ethical guidelines and safety for minors within the digital academic ecosystem.

Theme 4: Skilling, Employability, and the Industry 4.0 Landscape

The theme focuses on aligning higher and vocational education with the future demands of a \$30 trillion developed economy, creating world-ready talent.

Sub-Themes:

- **Vocational Integration from Schooling Onward:** Mainstreaming skills training from Class 6 onward.
- **Higher Education for Industry 4.0:** Preparing graduates for quantum computing, green technologies, semiconductors, and automation.
- **The "Education to Employment & Enterprise" Pipeline:** Fostering micro-entrepreneurship and incubation hubs within colleges-Swadeshi Shodh Sansthan
- **Lifelong Learning & Corporate Upskilling:** Creating institutional frameworks for continuous micro-credentials and rapid re-skilling.
- **Global Labour Market Dynamics:** Standardizing Indian qualifications for global mobility and cross-border remote work.

Theme 5: Roots and Wings – Bharatiya Gyan Parampara (IKS) & Global Citizenship

Rooting the educational ethos deeply in Indian heritage while building globally responsible minds (*Vasudhaiva Kutumbakam*).

Sub-Themes:

- **Integrating Indian Knowledge Systems (IKS):** Integrating traditional sciences, arts, architecture, and mathematics into modern STEM/humanities.
- **Multilingualism & Mother Tongue Instruction:** Pedagogical benefits, implementation strategies, and material development in regional languages.
- **Values-Based Education & Humanism:** Cultivating ethical leadership, empathy, and social responsibility.
- **Global Citizenship Education (GCED):** Preparing Indian students to solve global crises like climate change, poverty, and geopolitical fragmentation
- **Preserving Oral and Tribal Heritages:** Documenting and integrating indigenous wisdom into modern academic discourse.

Theme 6: Governance, Institutional Leadership, and Internationalization

Structuring world-class Multidisciplinary Education and Research Universities (MERUs) and building collaborative governance models.

Sub-Themes:

- **Internationalization of Indian Higher Education:** Attracting foreign students, establishing foreign campuses, and dual-degree collaborations.
- **Funding and Philanthropy in R&D:** Building a robust ecosystem through the National Research Foundation (NRF) and corporate partnerships like Swadeshi Shodh Sansthan
- **Decentralized Governance:** Strengthening the role of states, local Panchayats, and urban local bodies in school management.
- **Public-Private-Partnership (PPP) Models:** Ethical frameworks for private sector investment in public education delivery.

Theme 7: Challenges, Opportunities, and Roadmap to Realise the NEP-2020's Visions

Sub-Themes:

- Challenges faced by teachers, students, parents and the general public
- Opportunities for teachers, students, parents and the general public
- Roadmap for effective implementation of NEP2020 Vision and realization of Viksit Bharat @ 2047.
- A critical review of the goal, present status, and possibilities

Theme 8: Evolving Landscape of Teacher Education

Sub-Themes:

- Reimagining the continuous professional development (CPD) matrix and tracking training outcomes in the classroom.
- The need of NPST (National Professional Standards for Teachers) for in-service teachers
- Teacher education reforms through ITEP (Integrated Teacher Education Programme)
- Searching for effective ways to prepare quality teachers for quality school education.

Theme 9: Languages and Their Role in Nation-Building

This theme focuses on the role of language in developing culture, identity and nation-building.

Sub-Themes:

- Language as a means of dissemination of knowledge
- Language as culture and identity
- Language as a cohesive force to bring unity in diversity
- Language is a strong tool to nurture creativity, imagination, and diverse human potential.
- Nature, Scope, and Current trends of research in languages (With special reference, but not limited to English, Hindi, and Urdu languages and literature).

Theme 10: Curriculum and 21st-Century Pedagogies across the Levels

This theme explores innovative curricula and learner-centred pedagogies that foster critical thinking, creativity, collaboration, communication, digital literacy, and problem-solving, preparing learners for lifelong learning, responsible citizenship, and the evolving demands of the 21st century.

Sub-Themes:

- Competency-Based Curriculum and Learning Outcomes
- Innovative Pedagogies for 21st Century Skills
- Technology-Enabled Teaching and Digital Pedagogies
- Inclusive, Multidisciplinary, and Contextualized Curriculum
- Assessment, Feedback, and Reflective Teaching Practices

Theme 11: Financing and Resource Mobilization in Higher Education

This theme examines sustainable financing models, resource mobilization, and financial governance in higher education, focusing on equity, accountability, institutional resilience, and efficient utilization of resources to achieve quality education and long-term sustainability.

Sub-Themes:

- Public Financing and Government Funding Policies
- Institutional Budgeting and Financial Management
- Alternative Financing and Resource Mobilization
- Equity, Affordability, and Student Financial Support
- Financial Sustainability and Governance

Best Paper and Presentation Award

Best paper and presentation award/certificate **may be conferred** in each of the themes (irrespective of languages) of the conference. In this regard, the decision of the paper review expert and chairperson of the technical session will be final.

Conference Modality

The conference will be conducted in *hybrid mode*, facilitating both in-person and online participation to ensure inclusivity and accessibility for a diverse audience.

Registration/Participation Fees	
For Single/Individual Author	
Faculty Members and Other Professionals	2000 INR
Research Scholars	1000 INR
UG/PG Students	800 INR
Foreign Nationals	100 USD
For Joint Authors	
Faculty Members and Other Professionals	1500 INR each
Research Scholars	800 INR each
UG/PG Students	500 INR each
Foreign Nationals	75 USD each

Note: Fee payment details will be shared along with the paper acceptance mail.

Publication of Papers

Out of the papers presented at the conference, selected papers may be published in some peer-reviewed or refereed journal/book with ISBN No. /Proceedings, depending on financial viability. The decision of the organising secretaries regarding the publication of papers will be final.

Certificate of Paper Presentation

Certificates of paper presentation will be provided to all. It may be collected from the reception counter after the valedictory function by the physical presenters. Certificates in soft copy will be sent to all online presenters.

Email for contact: apdut@jmi.ac.in

For submission of the full paper with abstract, please follow the link given below:

<https://forms.gle/mtawgnkuPMQuBthD6>

OR, Scan QR



Note: Conference registration form and necessary details will be shared along with the acceptance letter after reviewing the papers received.

Accommodation

The conference will be held in **hybrid mode**. Physical participation will be open for Delhi NCR participants. Participants from other parts of the country/world may join online. In case they want to join offline, they will have to do the stay arrangement on their own. Although, we may help and book rooms in University Guest House/Nearby Guest House on the personal request and as per the availability. For **international participants**, the university guest house will be booked on request in advance. They are requested to give us a mail request regarding stay arrangements well in advance.

Conference Coordinators

(Contact the relevant coordinator for queries & support)

1. Coordinators-Foreign Participants

Dr. Ansar Ahmad (9891381978), Dr. Naushad Alam (99712 60657)

2. Coordinators-Registration

Dr. Dori Lal (9968255975), Dr. Raisa Khan (9999053396)

Md. Ashique Husain (78579 58994)

3. Coordinators-Submissions (Full Paper with Abstract, Fee Details, etc.)

Dr. Aerum Khan (9250733230), Md. Ashique Husain (7857958994), Ambrin Khanam (8588925176)

4. Coordinators-Parallel Sessions

Md. Ashique Husain (7857958994), Ambrin Khanam (8588925176)

Soumya Priyadarsini Panigrahi (9599740054), Nisar Ahmad (9161417645)

5. Coordinators-Certificates

Ms. Ambrin Khanam (8588925176), Mr. Nisar Ahmad (9161417645)

Mr. Mohd Aleem, Ms. Shaista Tanweer, Mr. Syed Mohd. Abdullah

6. Coordinators-English Version Submissions

Dr. Naziya Hasan (7085370686), Ms. Soumya Panigrahi (9599740054)

Ms. Sehar Nigar (8448523371), Ms. Ambrin Khanam (8588925176)

7. Coordinators-Urdu Versions Submissions

Dr. Arsad Ansari (9911543984), Dr. Hina Afreen (8743871003)

Dr. Naushad Alam (9971260657)

8. Coordinators-Hindi Version Submissions

Prof. Sarika Sharma (822088814), Dr. Raisa Khan (9999053396), Dr. Andleeb (9555547841), Dr. Javed Khan (7055536645), Dr. Saman Zaki, Mr. Mohd Haroon Salmani (9795242008)

Guidelines for Paper Submission

Authors are requested to adhere to the following guidelines before submitting their papers to JICE-2027:

1. Only original papers which have never been published or sent for publication to any other publisher will be accepted.
2. Use Times New Roman for the entire manuscript with specific font sizes for different parts and headings of the paper (as given below).
3. Word limit for the full paper: 2500 to 3000 words (maximum 10 to 12 pages)
4. Title of the Paper: Font 14, Centre text and **Bold**
5. Abstract: Font 12, *Italics*, word limit-around 200 words
6. Key words: 5 to 7
7. All headings with font size 13 in **bold**
8. All subheadings in font size 12 in **bold**
9. Body text/running text in font 12 un-bold
10. Conclusion/Summary: Font 12, *Italics*, 200 to 300 words
11. References and Bibliography: APA latest edition
12. Diagrams/graphs/figures: Properly placed and cited in the text with figure labels/description at the bottom of the diagram/graphs/figures/sketches etc.
13. Tables: Properly placed and cited in the text with a table number and labels at the top of the table.
14. The factual information adopted from any of the published documents must be cited with a source. In addition, this citation must be referred to in detail in the reference list.
15. Name of the contributor(s), designation, institutional affiliation, mobile number, and email ID must be given properly, preferably on the first sheet of the paper.
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