PROCEEDINGS OF THE NATIONAL SEMINAR

Artificial Intelligence and its Impact on Media, Literature, Education and Mental Health

on

24 January 2026

Sponsored by

College Development Council (CDC)
Panjab University, Chandigarh

Organized by

Gobindgarh Public College
Alour, Khanna, Punjab

Convener
Dr. Neena Seth Pajni
Principal, Gobindgarh Public College

Organizing Secretary
Prof. Narinder Pal Singh
Dr. Ruchika Jain

Chief Guest

Dr. Ravi Inder Singh
Dean, College Development Council
Panjab University, Chandigarh

Keynote Speaker

Dr. Daljit Ami
Director, Educational Multimedia Research Centre (EMRC)
Punjabi University, Patiala

Resource Persons

Dr. Rajesh Kumar Chander
Professor, Department-cum-Centre for Women's Studies and Development
Panjab University, Chandigarh

Dr. Vipul Sharma
Head, Department of Computer Science and Engineering
IKG Punjab Technical University, Amritsar Campus

Session Chairpersons

Dr. Savinder Pal
Principal, Kamla Nehru College for Women, Phagwara

Dr. Shashi Bala
Principal, GKSM Government College, Tanda Urmar

Invited Speakers

Dr. Sarvjeet Kaur
Principal, GNC, Doraha

Dr. Ranjeeta Chatterjee
Professor, Pune

Dr. Nishi Bala
Director, PIMT

Seminar Brochure

National Seminar

ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON MEDIA, LITERATURE, EDUCATION AND MENTAL HEALTH

HYBRID MODE

Date: 24 January 2026
Venue: Seminar Hall, Gobindgarh Public College

Under the Aegis of:
Gobindgarh Educational & Social Welfare Trust

Sponsored by:
College Development Council (CDC), Panjab University, Chandigarh

Organized by:
Gobindgarh Public College, Alour (Khanna)

Affiliated to Panjab University, Chandigarh (NAAC Accredited)
Recognised under Sections 2(f) & 12(B) of the UGC Act

with academic support from
Vidya Bharati Uchcha Shiksha Sansthan, Punjab

Purpose of the Seminar

Artificial Intelligence has become a transformative force reshaping communication, creativity, education, and emotional well-being. This national seminar provides a platform for educators, scholars, mental health professionals, media practitioners, policymakers, and students to examine AI's multifaceted influence. It aims to foster interdisciplinary dialogue, ethical reflection, and India-centric perspectives while addressing the cultural, linguistic, and societal implications of AI.

Sub-themes

- Ethical Journalism and Automated News Generation
- Fake News and Misinformation
- Robotic Teachers and AI in Classrooms
- Artificial Intelligence Causing Unemployment
- Cultural Imperialism through Global AI Platforms
- Social Media Eroding Cultural Values
- Digital Detox and Mental Well-being
- Indian Knowledge System during the AI Era
- Impact of Artificial Intelligence on Human Values
- AI and Literary Creativity: Algorithms as Writers and Poets
- AI in Personalized Learning and Student Performance
- Psychological Impacts of AI on Children and Adolescents
- The Future of Work: Reskilling for the AI Era
- AI in Indian Languages: Preservation or Disruption
- Machine Translation and Its Impact on Literature and Culture
- Spirituality, Ethics, and AI: Philosophical Questions
- Digital Storytelling: AI in Media and Entertainment

Submission Guidelines

(Last date of Registration Abstract /Full Paper Submission is 20 January 2026)

- Abstract: 200–250 words, 4–6 keywords
- Full Paper: 2500–4000 words
- Font: Times New Roman, 12 pt • Line Spacing: 1.5
- Referencing: APA 7th Edition
- File Format: MS Word (.doc/.docx)
- Submissions must be original and aligned with seminar sub-themes

Email for Submission:: gpcresearchcell@gmail.com
For Query Contact : 95012-30556 (WhatsApp)

* An Edited Book with ISBN will be published, provided a sufficient number of high-quality papers are received.

Gobindgarh Public College (GPC), Alour (Khanna) was established in 2003 with the steely resolve of the industrial leadership of the steel town of Mandi Gobindgarh. The College was founded with a clear vision: "To be a center of excellence with value-based education for the upliftment of rural and urban youth through societal responsibility and the fostering of global competencies." It is a multi-faculty, co-educational, self-financed postgraduate institution managed by GESWT (Regd.) It is affiliated with Panjab University, Chandigarh and recognized under Section 2(f) & 12(B) of the UGC Act. Under the visionary leadership of its Principal, Dr. Neena Seth Pajni—Vice President of the Association of Indian College Principals (National Body), a trained NAAC Assessor, and President of the Panjab University Sports Committee-the College has earned NAAC accreditation twice, first in 2014 and again in 2024, securing a 'Very Good' grade. With quality assurance embedded in its institutional culture, the College has organized 15 National Conferences, 6 Faculty Development Programmes (FDPs), 10 Skill Training Programmes (STPs), and over 60 webinars since 2010. The College has also been awarded the One District One Green Champion Award by MGNCRE, Ministry of Education, Government of India, and an A+ grade in the National Rural Sustainability Ranking 2023. The NSS Unit of the College secured First Position among 206 colleges of Panjab University. GPC has won several honors, including the Overall Men B Division Runner-Up Trophy and the Championship in Men's Weightlifting. The College has also received the National Achiever Award 2025 (Category 2: Institutional Award for Promoting Women's Rights). The College remains steadfast in its commitment to excellence, inclusivity, sustainability, and nation-building through quality higher education.

Scan to register

https://forms.gle/UFJ1xoz6appYTiDKAon

PROGRAMME SCHEDULE

National Seminar on "Artificial Intelligence and its Impact on Media, Literature, Education and Mental Health"

Time	Session / Activity	Details
09:00 AM – 10:00 AM	Registration	Participant Registration
10:00 AM – 11:30 AM	**Inaugural Session** • Lamp Lighting • Panjab University Anthem • Welcome Address • Inaugural Address • Keynote Address •Vote of thanks by Convenor	**Chief Guest:** Dr. Ravi Inder Singh, Dean, CDC, Panjab University, Chandigarh **Keynote Speaker:** Dr. Daljit Ami, Director, EMRC, Punjabi University, Patiala
11:30 AM – 11:45 AM	High Tea	-
11:45 AM – 12:30 PM	Technical Session I	**Resource Person**: Dr. Rajesh Kumar Chander, Professor, Dept.-cum-Centre for Women's Studies & Development, Panjab University, Chandigarh
12:30 PM – 01:15 PM	Technical Session II	**Resource Person** : Dr. Vipul Sharma, Head, Department of Computer Science & Engineering, IKGPTU, Amritsar Campus
01:15 PM – 02:15 PM	**Lunch Break**	
02:15 PM – 03:30 PM	**Parallel Technical Sessions (Paper Presentations)**	
	Technical Session III ***Venue:*** *Seminar Hall*	**Chairperson:** Dr. Savinder Pal, Principal, Kamla Nehru College for Women, Phagwara **Invited Speaker**: Dr. Sarvjeet Kaur, Principal, GNC, Doraha ***Paper Presentations: Serial No. 1–10***
	Technical Session IV ***Venue:*** *Computer Lab*	**Chairperson**: Dr. Shashi Bala, Principal, GKSM Govt. College, Tanda Urmar **Theme:** Ancient Roots, Modern Relevance: Management Lessons from the Bhagavad Gita through Indian Knowledge Systems **Invited Speaker**: Dr. Ranjeeta Chatterjee, Professor,Pune ***Paper Presentations: Serial No. 11–20***
	Technical Session V ***Venue:*** *IQAC Room*	**Chairperson**: Prof. Varinder kumar, GPC Alour **Invited Speaker**: Dr. Nishi Bala, Director, PIMT ***Paper Presentations: Serial No. 21–30***
03:30 PM – 05:00 PM	**Valedictory Session** • Welcome Address • Valedictory Address • Certificate Distribution • Vote of Thanks by OS	**Chief Guest**: GESWT Office Bearers

List of Participants Registered

S.N.	Full Name	Designation	Name of the Institute
1	Dr. Ranjeeta Chatterjee	Associate Professor	Prof. Ramkrishna More ACS College, Pune
2	Muhammed Marzooq	UG student	University of Calicut
3	SALSABEEL A.P	KERALA	KOKKACHAL WAFY COLLEGE
4	Amandeep Singh	Research Scholar	RIMT University,Mandi Gobindgarh, Punjab
5	Amandeep Kaur Cheema	Assistant Professor	Guru Nanak National College Doraha
6	Pooja	Assistant Professor	Punjab Institute of Management and Technology
7	Vandna Garg	Assistant Professor	Punjab Institute of Management and Technology
8	Dr. Punpreet Kaur	Assistant Professor	Guru Nanak Khalsa College for Women, Gujarkhan Campus, Model Town, Ludhiana
9	Ramandeep Kaur	Student	Guru Nanak Khalsa College for Women, Model Town, Ludhiana
10	Surbhi Sofat	Asst prof.	Gobindgarh public college . Alour
11	Rashmi Sharma	Assistant professor	GPC
12	Ravinder Kaur	Assistant Professor	Gobindgarh Public College Alour,Khanna
13	Muhammed Adil ch		Indira Gandhi National Open University (IGNOU)
14	Muhammad Muhaz		Indira Gandhi National Open University
15	PRANJAL JAIN	Assistant Professor	Gobindgarh Public College
16	Ritika Dhand	Assistant Professor in Economics	Gobindgarh Public College, Alour (Khanna)
17	IMPI	Assistant professor	Gobindgarh Public College, Alour, Khanna
18	Ranjna Dhand	Assistant Professor	Gobindgarh Public College Alour,khanna
19	Gurleen kaur	Assistant Professor Computer Science	Gobindgarh Public College Alour, khanna
20	Sukhjeet kaur	Assistant professor	Gobindgarh public college alour khanna
21	Dr. Pooja Sharma	Assistant Professor	Gobindgarh public college Alour Khanna
22	Arshita Sharma	Assistant Professor in English	Gobindgarh Public College, Alour, Khanna
23	Mrs Sushma Miglani	Assistant professor	Gobindgarh Public college Alour Khanna
24	Aradhana Sharma	Assistant Professor	Gobindgarh Public College,Alour,khanna
25	Rajesh Kumar	Assistant Prof	Gobindgarh Public College, Alour-Khanna
26	Abhishek Khokhar	Assistant Professor	Punjab Institute of Management and Technology
27	Gaganpreet Walia	Assistant professor	GGDSD College, Chandigarh
28	Dr Virender Singh	Associate Professor	GGDSD College, Chandigarh
29	Yasmine Saggu	Assistant Professor	Gobindgarh Public College, Alour, Khanna
30	Dr. Shilpy Arora	Asst. Professor	A.S.College of Education Kalal Majra Khanna
31	Dr.Manpreet Kaur	Assistant Professor	Sri Guru Teg Bahadur Khalsa College, Sri Anandpur Sahib
32	Shubneet Kaur Sidhu	Assistant Professor	Sri Guru Teg Bahadur Khalsa College Sri Anandpur Sahib
33	Ramneet Kaur	Assistant Professor	Sri Guru Teg Bahadur Khalsa College Sri Anandpur Sahib
34	Amandeep Kaur	Librarian	Gobindgarh public college Alour Khanna
35	YUVRAJ SINGH	Assistant Librarian	GOBINDGARH PUBLIC COLLEGE ALOUR KHANNA
36	Subhan sagar	Assistant professor	Gobindgarh public college
37	Gurwinder Singh	Assistant professor	Gobindgarh public college alour khanna

38	Bangera Rupinder Kaur	ASSISTANT PROFESSOR	GOVERNMENT COLLEGE MACHHIWARA
39	Mr. Arun Sharma	Assistant Professor	Gobindgarh Public College
40	Dr. Alka Sharma	Assistant professor	A. S. College of Education, Khanna
41	RANJEET KAUR	ASSOCIATE PROFESSOR	GURU NANAK NATIONAL COLLEGE ,DORAHA
42	Varinder Kumar	Assistant Professor	Gobindgarh Public College Alour Khanna
43	NARINDER PAL SINGH	ASSISTANT PROFESSOR	GOBINDGARH PUBLIC COLLEGE
44	Tejinder Singh	Assistant professor	Gobindgarh Public college Alour khanna
45	Karan dev sharma	Assistant professor	Gobindgarh Public college Alour khanna
46	Harjot Kaur	Assistant professor	gobindgarh public college, Alour (khanna)
47	DIPIKA RAICHAN	ASSISTANT PROFESSOR	GURU NANAK NATIONAL COLLEGE, DORAHA
48	Dr. Radhe Shyam	Assistant Professor	Post Graduate Government College for Girls, Sector-11, Chandigarh
49	Sunil Dutt	Assistant Professor in English	Post Graduate Government College for Girls, Sector 11, Chandigarh
50	Dr. Rupinder Singh	Assistant professor	gobindgarh public college, Alour (khanna)
51	Dr. Mandeep Singh	Assistant professor	gobindgarh public college, Alour (khanna)
52	Prof. Bharat Bhushan	Assistant professor	gobindgarh public college, Alour (khanna)
53	Prof. Narinder Pal	Assistant professor	gobindgarh public college, Alour (khanna)
54	Prof. Kuldeep Sekhon	Assistant professor	PIMT
55	Prof. Manjinder Singh	Assistant professor	PIMT

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2	Muhammed Marzooq	Student	University of Calicut	The Digital Companion: Toward a Personal AI Ecosystem for Student Development
	Salsabeel A. P.	Student	KokkachalWafy College, Kerala	
3	Amandeep Singh	Research Scholar	RIMT University, MandiGobindgarh, Punjab	AI as a Force Changing Social System and Social Behavior
4	Amandeep Kaur Cheema	Assistant Professor	Guru Nanak National College, Doraha	Artificial Intelligence and Human Values: Opportunities, Risks and Ethical Dilemmas
5	Pooja	Assistant Professor	Punjab Institute of Management and Technology	A Study on the Challenges of AI Adoption while Ensuring Ethical Use
6	Vandna Garg	Assistant Professor	Punjab Institute of Management and Technology	Examining the Role of AI-Driven Social Media in shaping Cultural Values
7	Dr. Punpreet Kaur	Assistant Professor	Guru Nanak Khalsa College for Women, Model Town, Ludhiana	AI AND JOB DISPLACEMENT: MYTH VS REALITY
	Ramandeep Kaur	Assistant Professor		
8	GaganpreetWalia	Assistant Professor	PG Department of English, GGDSD College, Chandigarh	Reading, Thinking, and Teaching with Machines: NotebookLM and the Reconfiguration of Academic Knowledge Work
	Dr. Virender Singh	Associate Professor	PG Department of Computer Science and Applications,	

			GGDSD College, Chandigarh	
9	RitikaDhand	Assistant Professor	Gobindgarh Public College, Alour	Impact of AI on Personalized Learning: A Way Towards SDG-4
10	RanjnaDhand	Assistant Professor	Gobindgarh Public College, Alour	Artificial Intelligence and Robotic Educators in Modern Classrooms: A Transformative Approach to Digital Learning
11	Bharat Bhushan	Assistant Professor	Gobindgarh Public College, Alour	Fake News and Misinformation
12	Ravinder Kaur	Assistant Professor	Gobindgarh Public College, Alour	Robotics Teachers and AI in Classrooms
13	Dr. Munna Lal Yadav	Head of Department	R.K. P.G. College, Amethi / Dr. Ram Manohar Lohia Avadh University, Ayodhya (U.P.)	Social Media Eroding Cultural Values: Its Impact on Society – Challenges and Opportunities
14	Muhammad Muhaz	Student	Indira Gandhi National Open University	Bridging the Skills Gap: Reskilling for the AI-Powered Workforce
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15	Rajesh Kumar	Assistant Professor	GPC, Alour	Reimagining the Future of Work: Human-Centered Reskilling in the Age of Artificial Intelligence
16	Tavisha Singh	Assistant Professor	Kamla Nehru College for Women, Phagwara, Punjab	CAN CULTURAL VALUES SURVIVE THE DIGITAL AGE?
	Dr. Savinder Pal	Principal		
17	Dr. Manpreet Kaur	Assistant Professor	Sri Guru Teg Bahadur Khalsa College	The Future of Work: Reskilling for the AI Era
	Ramneet Kaur	Assistant Professor		
	Shubneet Kaur	Assistant Professor		
18	Gurleen Kaur	Assistant Professor	GPC, Alour	Computational Intelligence in Digital Storytelling Systems for Media and Entertainment
19	Dr. Pooja	Assistant	GPC, Alour	AI -DRIVEN DIGITAL MARKETING:

	Sharma	Professor		OPPORTUNITIES GROWTH & CHALLENGES
20	Impi	Assistant Professor	GPC, Alour	Digital colonialism as pawns of Power: Surveillance, control and domination of English literature in the digital literary ecosystem.
21	Arshita Sharma	Assistant Professor	GPC, Alour	Artificial Intelligence and English Literature: Redefining Literary Analysis, Creativity, and Pedagogy
22	Sukhjeet Kaur	Assistant Professor	GPC, Alour	Impact of Artificial Intelligence on Human Values
23	Abhishek Khokhar	Assistant Professor	Punjab Institute of Management and Technology	Role of Artificial Intelligence in Study and Learning: Advantages and Disadvantages
24	Amandeep Kaur	Librarian	GPC, Alour	Fake News and Misinformation in Library Science
25	Yuvraj Singh	Assistant Librarian	GPC, Alour	Artificial Intelligence in Libraries: Transforming Library Services, Research & Knowledge Management.
26	RANJEET KAUR	Associate Professor in Commerce	Guru Nanak National College Doraha	Artificial Intelligence in Indian Education: Opportunities and Challenges
27	SubhanSagar	Assistant Professor	GPC, Alour	From Human Cognition to Intelligent Systems: Exploring the Psychological Foundations of Artificial Intelligence
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29	Arun Sharma	Assistant Professor	GPC, Alour	The Erosion of Agency: How AI-Driven Cognitive Offloading Undermines "Desirable Difficulty" and Self-Efficacy in Adolescents)
30	DIPIKA RAICHAN	ASSISTANT PROFESSOR IN COMMERCE	GURU NANAK NATIONAL COLLEGE,	AI AND ROBOTICS IN EDUCATION

			DORAHA	
31	Pranjal Jain	Assistant Professor	Gobindgarh Public College, Alour	AI's impact on entrepreneurship and startups
32	Dr. Shilpy Arora	Assistant Professor	A.S. College of Education, KalalMajra, Khanna	AI Replacing the Human Touch: A Critical Perspective
33	BangeraRupinder Kaur	Assistant Professor	Govt.College Machhiwara	"The Death of the Author 2.0:Algorithms,Intertextuality and the Automation of Meaning"
34	Dr. RadheShyam	Assistant Professor	Post Graduate Government College For Girls	Role of AI Translation in Promoting Regional Indian Literatures
35	Sunil Dutt	Assistant Professor	Post Graduate Government College For Girls	Digital Detox 2.0:An Antidote for the Problematic Internet Use.
36	Kuldeep Singh Sekhon	Assistant Professor	PIMT	Algorithmic Interaction in Chat Gpt: A Technical Examination of Query
37	Manjinder Singh	Assistant Professor	PIMT	Processing and Generative Retrieval

IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE IN TEACHING LIFE SCIENCES: THE TOOLS AND TECHNIQUES

Ranjeeta Chatterjee
Department of Zoology, Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi, Pune, Maharashtra, India

The integration of Artificial Intelligence (AI) in education has revolutionized the way life sciences are taught and learned. The implementation of AI in teaching life sciences, requires utilization of the tools and techniques used to enhance student engagement, understanding and outcomes. AI-powered tools such as intelligent tutoring systems, virtual labs and adaptive learning platforms have transformed the traditional classroom experience, providing personalized and immersive learning experiences for students. There are various AI techniques employed in life sciences education, including machine learning, natural language processing, dissection simulation, species identification tools and computer vision. These techniques enable the development of interactive simulations, virtual dissections, and real-time feedback mechanisms, allowing students to explore complex biological concepts in a more engaging and effective manner. There are several benefits of AI-driven education, such as improved student outcomes, increased efficiency and enhanced teacher support. It also addresses the challenges and limitations of implementing AI in life sciences education, including data quality, equity and teacher training. The current state of AI in life sciences education and identifying areas for future research and development is explored. The use of AI has implications for educators, policymakers and developers seeking to harness the potential of AI to improve life sciences education.

Keywords: *Artificial Intelligence, Life Sciences Education, Dissection Simulation, Virtual Labs, Adaptive Learning, Machine Learning, Natural Language Processing, Computer Vision.*

The Digital Companion: Toward a Personal AI Ecosystem for Student Development

Author: Muhammed Marzooq
Co Author: Salsabeel A P
Affiliation: University of Calicut

Innovation is most effective when it is born from personal necessity. While academic discourse treats Artificial Intelligence (AI) as a tool for institutional efficiency, this paper argues for a more human-centered approach. Every student faces moments of quiet doubt, emotional struggle, or hidden curiosity that a crowded classroom or rigid curriculum cannot address.

Drawing from the authors' own academic and personal experiences, this research explores how AI can function as a "Digital Companion"—a non-judgmental, always-available mentor that supports students during private and critical moments of learning and self-reflection. However, most AI systems today remain fragmented, confined to a single application or screen.

To address this limitation, the paper proposes a "Personal AI Ecosystem." This ecosystem envisions AI not as a static platform, but as a continuous presence that moves seamlessly with the student throughout the day—on smartphones during mobility, through smart glasses in real-world interaction, and on laptops during focused academic work. This interconnected system functions as a "digital nervous system," bridging the gap between a student's inner cognitive and emotional states and their outward academic and social performance.

By offering real-time, context-aware support—ranging from confidence-building and research guidance to habit formation and reflective learning—the AI evolves beyond a mere tool. It becomes an "architect of the self," enabling students to shape a personalized identity and learning path often overlooked by traditional educational structures. The paper concludes that when technology adapts to human movement and emotion, it begins to truly serve the individual, not merely the institution.

Keywords: *Artificial Intelligence in Education, Personalized Learning, Digital Companion, Student Development, Personal AI Ecosyst*

AI AS A FORCE CHANGING SOCIAL SYSTEM AND SOCIAL BEHAVIOR

Amandeep Singh
RIMT University, MandiGobindgarh, Punjab

AI has changed today's world. It shapes our society in many ways. In short period AI has become a force in changing social behavior of human. AI plays an important role in rapid change in communication patterns, culture, economic and political structures. With the use of AI, our lives have become simpler, more productive and more interconnected. Artificial Intelligence has reshaped labor markets and human resource management. Social media also as an important weapon of AI has affected and redefined the social system and social behavior. Drawing upon a comprehensive review of literature and studies, this paper explores how AI advancements, social media platforms etc, reshape social behavior in different domains like decision making, communication, interaction, problem solving attitude, learning and well-being etc. This paper presents the role of AI in changing social system and social behavior. It examines relationship between AI and its impact on social system and social behavior. It also highlights the most important improvements and innovations of technology. It also explores inclusiveness and disparities lead by technological advancements. As this paper will also discuss the issues related to privacy, autonomy and psychological well-being. Through different researches, studies and review of literature, this research paper highlights the role of AI in various domains of social system and social behavior.

Keywords: Social System, Artificial Intelligence, Social Behavior, Technology.

ARTIFICIAL INTELLIGENCE AND HUMAN VALUES: OPPORTUNITIES, RISKS AND ETHICAL DILEMMAS

Ms.Amandeep Kaur Cheema
Asst.Prof.in Business AdministrationGuru Nanak National College Doraha

Artificial Intelligence has emerged as a transformative force across economic, social, cultural, and political domains. While AI technologies promise significant improvements in productivity, decision-making, healthcare, education, and quality of life, they also pose challenges to core human values such as privacy, autonomy, equality, empathy, responsibility, and dignity. Artificial Intelligence refers to computational systems that perform tasks traditionally requiring human intelligence, including decision-making, learning, natural language understanding and perception. The advent of AI reflects human ingenuity and technological progress; however, its pervasive integration into daily life raises pressing questions about its influence on the fundamental values that define humanity. Human values are principles that guide behavior, relationships, and judgments about right and wrong. This research paper investigates the multifaceted impact of AI on human values, analyzes the ethical and societal implications, and proposes strategies for aligning AI development with human-centric value systems and also explores how AI reinforces, threatens, and reshapes these values.

Key words*: Artificial Intelligence, human values, dignity, empathy***.**

A STUDY ON THE CHALLENGES OF AI ADOPTION WHILE ENSURING ETHICAL USE

Pooja
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Abstract

The rapid advancement of Artificial Intelligence (AI) has transformed industries by enhancing productivity, optimizing decision-making and increasing revenue generation. As organizations increasingly integrate AI into their operational frameworks, several challenges arise that must be addressed to ensure responsible, scalable, and ethical deployment. This paper examines the critical issues associated with AI implementation, with particular emphasis on scalability, content bias, and the ethical use of data.

Scalability is essential for sustainable AI adoption and requires the cost-effective and efficient utilization of computational resources such as GPUs, CPUs, and memory. Proper infrastructure planning enables organizations to expand AI capabilities without excessive financial or technical constraints. Content bias in AI models is another major concern. Continuous efforts are necessary to identify, reduce, and mitigate biases so that AI systems deliver accurate, fair, and reliable outcomes. Addressing bias is crucial for building trust, improving decision quality, and ensuring inclusivity in AI-driven solutions.

Ethical use of data forms the foundation of responsible AI. Organizations must implement transparent data-handling practices that clearly inform users about what data is collected, how it is processed, and for what purposes. Promoting AI literacy, digital responsibility, and mental well-being is essential to ensure that AI serves society positively while preserving ethical standards and cultural integrity.

Keywords: *Artificial Intelligence; Scalability; Content Bias; Ethical AI; Data Privacy; Data*

EXAMINING THE ROLE OF AI-DRIVEN SOCIAL MEDIA IN RESHAPING CULTURAL VALUES

Vandna Garg
Assistant Professor, Department of Management
Punjab Institute of Management and Technology

The rapid integration of Artificial Intelligence (AI) into social media platforms has fundamentally transformed contemporary communication, media consumption, and cultural expression. AI-driven algorithms, designed to personalize content and maximize user engagement, now play a decisive role in shaping individual perceptions and collective social behaviour. While these technologies have democratized access to information and enabled new forms of creativity and expression, they have also raised critical concerns regarding the gradual erosion of traditional cultural values.

This research paper critically examines the impact of AI-powered social media on cultural identity, social behaviour, education, literature, and mental health, with particular reference to the Indian socio-cultural context. Using secondary data analysis and real-world case studies, the study highlights both the positive and negative consequences of algorithmic content &how it promotes cultural homogenization, amplifies misinformation, and intensifies psychological stress, especially among younger populations. The findings suggest that the unchecked dominance of engagement-driven algorithms often prioritizes virality over cultural sensitivity and ethical responsibility. The paper concludes by emphasizing the urgent need for ethical AI governance, enhanced digital literacy, and culturally inclusive technological frameworks to ensure that technological advancement supports, rather than undermines, cultural diversity and social well-being.

Keywords: *Artificial intelligence;Socialmedia;culturalerosion;algorithms;mentalhealth;digital cultur*

AI AND JOB DISPLACEMENT: MYTH VS REALITY

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Dr. Punpreet Kaur, Assistant Professor, Guru Nanak Khalsa College for Women ,Gujarkhan Campus, Model Town, Ludhiana

Artificial Intelligence (AI) has emerged as a transformative force reshaping contemporary labour markets, generating both optimism regarding productivity gains and concern over widespread job displacement. This paper examines the impact of AI on employment by critically analysing whether AI leads to large-scale unemployment or primarily drives job transformation. Drawing on recent empirical studies, systematic reviews, and policy reports, the study highlights that AI does not eliminate work in absolute terms but alters task composition, skill requirements, and occupational structures across sectors. The paper explores prevailing myths surrounding AI-driven unemployment and contrasts them with evidence-based realities, demonstrating that job displacement is selective, task-specific, and often temporary. While routine and predictable tasks face higher automation risk, many occupations are redefined rather than eliminated, with workers increasingly redeployed towards higher-value functions. Sectoral analysis reveals varied employment effects, including declining routine roles in manufacturing and services alongside emerging opportunities in healthcare, education, finance, and technology-enabled services. The study further emphasises the growing importance of skill transformation, noting increased demand for digital literacy, adaptability, and uniquely human capabilities such as creativity, ethical reasoning, and emotional intelligence. However, the paper also acknowledges distributional and ethical challenges, including job polarisation, income inequality, algorithmic bias, and employment insecurity. The findings underline that AI's employment outcomes are shaped by institutional responses, governance frameworks, and access to reskilling opportunities. The paper concludes that the central policy challenge lies not in resisting AI adoption but in managing workforce transitions through inclusive skill development, ethical AI governance, and coordinated policy interventions to ensure sustainable and equitable employment growth.

Keywords: *Artificial Intelligence, Employment Transformation, Job Displacement, Skill Development, Workforce Transition, Inclusive Growth*

READING, THINKING, AND TEACHING WITH MACHINES: NOTEBOOKLM AND THE RECONFIGURATION OF ACADEMIC KNOWLEDGE WORK

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Dr Virender Singh
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GGDSD College, Chandigarh

The increasing integration of Artificial Intelligence into higher education is reshaping the foundational practices through which academic knowledge is produced, interpreted, and transmitted. As AI-enabled tools become embedded within scholarly and pedagogical environments, institutions are required to reconsider how reading, thinking, and teaching are conceptualized in relation to machine-assisted cognition. This paper examines these transformations through a focused case study of NotebookLM, an AI-powered, source-grounded knowledge augmentation tool designed to support structured engagement with academic texts. Situated within an institutional framework, the study foregrounds higher education's responsibility to mediate AI adoption in ways that preserve epistemic rigor, academic integrity, and reflective learning.

Drawing on pedagogical and scholarly applications, the paper analyzes how NotebookLM reconfigures academic knowledge work by facilitating analytical reading, supporting interpretive reasoning, and informing teaching and curriculum design. Rather than functioning as a generative substitute for intellectual labor, the tool operates as a mediating technology that augments comprehension and synthesis while maintaining human judgment at the center

of knowledge construction. The paper argues that such forms of augmentation are essential to reskilling in higher education, where the ability to critically supervise and contextualize AI-assisted work has become a core academic competency. It concludes that the meaningful integration of AI into higher education depends on aligning technological innovation with the enduring practices of reading, thinking, and teaching that define academic life.

Keywords: *Artificial Intelligence; Higher Education; Academic Knowledge Work; NotebookLM; Pedagogy; Knowledge Augmentation; Academic Integrity*

IMPACT OF AI ON PERSONALIZED LEARNING: A WAY TOWARDS SDG-4

RitikaDhand
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AI in Education is influencing the learning environment by offering a customized learning approach to responding to students. AI is transforming the education system by enabling personalized leaning experiences for students. Personalized learning focuses on adopting education according to individual student needs, abilities, learning pace and interests. AI powered tools analyze student data to provide customized content, instant feedback and intelligent recommendations. Personalized learning is an educational approach that customizes the learning experience- including pace, content and methods- to fit each student's unique needs, strengths, interests and goals moving beyond the "one-size-fits-all" model. It empowers students to take ownership of their journey, using technology and varied strategies to make learning relevant, engaging and effective for every individual. Personalized learning is different from traditional learning as traditional learning is a teacher-led, standardized curriculum where students adapt to the teaching, whereas personalized learning is a student- centered approach where teaching adapts to the learner, focusing on deep understanding rather than just completion. It motivates students and their engagement, improved academic outcomes and development of essential skills like self-direction and critical thinking. AI significantly impacts education by accelerating progress towards SDG4 (Quality Education) through personalized learning, virtual tutors and enhanced access especially in underserved areas. Personalized learning is an educational approach that aims to tailor instruction, learning materials and assessment to meet the unique needs of each student. Unlike traditional classrooms where all students are taught the same content at the same pace, personalized learning allows flexibility. Students can learn at their own speed, revisit difficult topics and explore areas of interest more deeply. This paper explores how AI impacts personalized learning and enhances the quality of education, the concepts of personalized learning, the role of AI education, its benefits, role in promoting SDG-4 and other related goals, challenges and suggestions.

ARTIFICIAL INTELLIGENCE AND ROBOTIC EDUCATORS IN MODERN CLASSROOMS: A TRANSFORMATIVE APPROACH TO DIGITAL LEARNING

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Artificial intelligence (AI) and robotic Teachers are transforms modern education and integrate with classrooms. It encourages research into current developments in this field. Robotics and artificial intelligence (AI) is used in several industries include education. Robotic teachers and AI-powered educational technology are rapidly used in classrooms to improve learning, personalize learning, and increase student engagement.

The primary goal of integration of robotics and artificial intelligence (AI) impact on modern classroom or education. It Analyses how AI and Robotic Teachers improve educational outcomes and learning. This Research Paper Analysis the role of robotic teachers and artificial intelligence (AI) in modern classrooms as well as present uses, pedagogical benefits, ethical and societal concerns, and potential future developments. AI and Robotic Educators used to enhance teaching and learning and engaged students. AI enables accessible for developing systems that can analyze vast amounts of data, automate procedures, and enhance educational administration. The Analysis insure that AI and robotic teachers cannot completely replace human educators based on various reasons such as lack of emotional intelligence.The research displays the importance of balanced integration, ethical governance, and teacher preparation in order to ensure that AI-driven education promotes equality, creativity, and human-centered learning.

FAKE NEWS AND MISINFORMATION

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Fake news and misinformation have become serious challenges in the modern digital world. With the widespread use of social media, smartphones, and online news platforms, false information can spread rapidly among people of all age groups. Fake news not only misleads individuals but also affects society, democracy, public health, and social harmony. This research article explains the concept of fake news and misinformation, examines their causes and modes of spread, analyses their social, political, and economic impacts, and discusses effective measures to control and reduce their influence. This study follows a **descriptive and analytical research design.** The study highlights the importance of media literacy, responsible journalism, technology, and individual responsibility in combating fake news.

Key words: *Fake news, social media, democracy, media literacy, social harmony.*

ROBOTICS TEACHERS AND AI IN CLASSROOMS

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This research paper explores the integration of robotics and AI in classrooms, with a particular focus on robotics teachers as key facilitators of technological and pedagogical change. The study investigates how robotics and AI tools help students learn through experience, solve problems, and be creative.AI tools reduces teachers workload by automating of the tasks such as attendance evaluation and assignments evaluation. The findings suggest that effective use of AI and robotics in classrooms depends heavily on well-trained teachers who can align technology with educational goals rather than treat it as a standalone solution. The collaboration between the Human teachers and AI Systems Establishes a new learning model that increases educational outcomes.The paper concludes by emphasizing the need for institutional support, interdisciplinary collaboration, and strategic policy frameworks to ensure the sustainable and ethical implementation of AI-driven smart classrooms in higher education. It also concludes by stressing the importance of institutional support and strategic planning to ensure the sustainable and responsible integration of AI and robotics in higher education classrooms.

Keywords: *- Artificial Intelligence (AI), Educational Robotics, Smart Classrooms, Higher Education, Robotics Teachers, Problem-Solving Skills*

SOCIAL MEDIA ERODING CULTURAL VALUES : ITS IMPACT ON SOCIETY CHALLENGES AND OPPORTUNITIES

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International community is not immune to forces of use and misuse of digital and media. The use of social media with new communication instruments has brought serious security threats and raised privacy concerns. The new vectors for cyber attack are serious concerns of government and the military. Criminals and terrorist organizations with bad intentions and seditious elements, frequently use electronic media particularly internet to spread their agenda with exclusive intention to recruit, radicalize and reach out target audience.

The primary purpose was to the effects of modern media on national security in order to proposed strategies for enhanced control. modern media platforms have far-reaching social and security implications. Some of the ways modern media could affect a country include terrorism, criminality, communal violence, and leakage of classified documents. The indicated, as a response to the primary question, that information gathering and sharing is the common thread between modern media and national security. It is necessary to continually monitor how modern media platforms develop, work, and their potential. Such oversight will, in most cases, reduce surprise offensive attacks via modern media and assist in preparing an appropriate national-level response in the 21st century.

BRIDGING THE SKILLS GAP: RESKILLING FOR THE AI-POWERED WORKFORCE

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Abstract
Artificial Intelligence (AI) is rapidly transforming the world of work by changing how tasks are performed across sectors such as information technology, education, digital marketing, and even everyday occupations like driving and delivery services. Rather than causing only job displacement, AI is increasingly leading to job replacement, where individuals who can use AI tools effectively gain an advantage and perform the same profession in a faster, smarter, and more diverse manner. However, this shift is creating serious challenges, including a growing skill gap, unequal access to digital learning opportunities, and a widening digital divide between different regions and social groups, especially in developing contexts like India.
This conceptual paper explores the future of work in the AI era by examining how reskilling and upskilling can help individuals remain employable and adaptive. It highlights the need for AI literacy, critical thinking, and role-specific digital skills as essential components of future readiness. The paper also discusses the psychological impact of rapid workplace change, such as job insecurity and stress, and emphasizes the importance of supportive learning environments.
The study proposes a combined approach involving curriculum updates in education, industry–academia collaboration, micro-credentials, and policy-level initiatives that ensure inclusive access to reskilling opportunities. Ultimately, the paper argues that sustainable career growth in the AI age depends not only on technology adoption but also on equitable and continuous learning for all.

Keywords: *Artificial Intelligence, Reskilling, Employability, AI Literacy, Lifelong Learning, Digital Divide*

REIMAGINING THE FUTURE OF WORK: HUMAN-CENTERED RESKILLING IN THE AGE OF ARTIFICIAL INTELLIGENCE

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Abstract
The advancement of AI is transforming global labour markets and India's workforce, reshaping job roles, and redefining required competencies. India's ongoing national skilling missions and rapid adoption of AI technologies offer both significant opportunities and challenges. While AI integration could enhance productivity and innovation, it may also exacerbate skill gaps, particularly among youth, due to low participation in AI skilling programmes and uneven workforce preparedness. Using the latest Indian data from 2024–25, this research explores how reskilling and upskilling strategies can enable a human-centered transition into AI-augmented work environments. The study integrates data from national skills reports, industry adoption rates, and government initiatives like Future Skills PRIME, along with global research on skills transformation. Results show improvements in employability and AI tool usage, yet persistent gaps in readiness and reskilling coverage. The study argues that India must strengthen industry-education linkages, scalable reskilling pathways, and policies prioritizing both technical and human skills. Effective future-proofing of the workforce demands multi-stakeholder collaborations and inclusive, lifelong learning ecosystems. Preparing India's workforce for the AI era centers not only on technology adoption but on human potential, ethical frameworks, and equitable access to learning opportunities.
Keywords: *Artificial Intelligence, Future of Work, Reskilling, India, Workforce Preparedness*

CAN CULTURAL VALUES SURVIVE THE DIGITAL AGE?

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Abstract
This article discussed the complex impact of social media on cultural values, particularly among young people. It highlights how social media influences behaviors, communication styles, and cultural practices, often leading to the erosion of traditional values such as respect, empathy, patience, and community engagement. The discussion addresses issues such as the rise of superficial interactions, disrespectful communication, unrealistic lifestyle comparisons, and mental health challenges linked to social media use. Despite these concerns, the article emphasizes that technology itself is neutral and can be harnessed to support cultural preservation and renewal through mindful use, conscious choices, and integration of digital tools with ethical education. It concludes that sustaining cultural identity in the digital age requires collective effort from families, schools, and individuals to balance technological advancement with the preservation of core moral values.
Keywords: *Social media, Cultural values, Youth behavior, Mindful technology*

THE FUTURE OF WORK: RESKILLING FOR THE AI ERA

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Abstract
The rapid advancement and widespread adoption of artificial intelligence (AI) technologies results into continuously changes in the global workplace; transforming job roles, organizational structures, and the nature of work itself. While AI-driven automation enhances productivity and efficiency, it also intensifies skill mismatches and workforce displacement risks. Analysis across multiple sectors demonstrates that middle-skill jobs have declined by 23.4%, while new employment categories have increased by 31.7%, indicating a fundamental reallocation of labor rather than simple job displacement. In this context, reskilling and upskilling have emerged as critical strategies for ensuring workforce adaptability and long-term employability. This research paper focuses on the impact of AI on employment, identifies key skill requirements in the AI-driven economy, and evaluates the role of organizations, educational institutions, and government initiatives in promoting workforce reskilling. The findings indicate that AI is reshaping work rather than eliminating employment, with growing demand for technical, cognitive, and human-centric skills. However, significant challenges persist in the effective implementation of reskilling strategies, especially in developing economies due to institutional constraints and unequal access to learning opportunities. The study concludes that proactive, inclusive, and continuous reskilling frameworks are essential for enhancing workforce competitiveness and organizational sustainability in the AI era.

Keywords: *Reskilling, upskilling, workforce, employment, Automation*

COMPUTATIONAL INTELLIGENCE IN DIGITAL STORYTELLING SYSTEMS FOR MEDIA AND ENTERTAINMENT

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Abstract

Digital storytelling has evolved from linear narrative construction into a complex computational process driven by artificial intelligence. Modern media and entertainment platforms increasingly rely on intelligent algorithms to generate, personalize, and adapt narrative content in real time. Unlike traditional storytelling methods that depend solely on human authorship, AI-based storytelling systems operate as data-driven architectures capable of learning narrative patterns, predicting user preferences, and autonomously producing story elements. This paper presents a comprehensive analysis of digital storytelling from a computer engineering perspective, focusing on computational models, system architectures, and algorithmic techniques that support intelligent narrative generation. Artificial intelligence is examined as a narrative intelligence layer that transforms storytelling into a scalable, adaptive, and context-aware computational system. The paper also discusses technical challenges, ethical concerns, and future research directions in AI-driven storytelling systems.

Keywords:*Artificial Intelligence, Digital Storytelling, Computational Intelligence, Generative Models, Interactive Media, Intelligent Entertainment Systems*

AI -DRIVEN DIGITAL MARKETING: OPPORTUNITIES GROWTH & CHALLENGES

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Abstract

Artificial Intelligence has emerged as a powerful force transforming digital marketing practices and creating new growth opportunities for businesses. By enabling advanced data analytics, predictive modeling, automation, and personalization, AI helps organizations understand consumer behavior more accurately and deliver targeted marketing strategies. AI-driven tools such as chat bots, recommendation systems, programmatic advertising, and content optimization enhance customer engagement, improve decision-making, and increase return on investment. Moreover, AI supports real-time performance tracking and efficient resource allocation, allowing firms to scale their marketing efforts effectively. The integration of AI in digital marketing not only improves operational efficiency but also opens significant growth opportunities by fostering innovation, customer retention, and competitive advantage. However, challenges related to data privacy, ethical concerns, and skill gaps must be addressed to fully realize AI's potential. This study highlights the impact of AI on digital marketing and examines how it contributes to sustainable business growth in the digital economy.

Keywords: *Artificial Intelligence; Digital Marketing; Business Growth; Personalization; Predictive Analytics; Customer Engagement*

DIGITAL COLONIALISM AS PAWNS OF POWER: SURVEILLANCE, CONTROL AND DOMINATION OF ENGLISH LITERATURE IN THE DIGITAL LITERARY ECOSYSTEM.

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Abstract

AI continues to captivate global attention occupying celebrated position in contemporary technological and literary discourse mediated by digital artifacts such as online databases, e book platforms, and academic indexing system. These chaste appearances of digital algorithms actually conceals the hostile intent of creating cultural imperialism, shaping its own virtual empire through pervasive surveillance and creation of digital artifacts that sways culture, knowledge, social behavior. It has intensified its influence taking an authorial position in literary production within a networked and distributed global order rooted in automation .AI technologies and digital artifacts serves as instrument of cultural influence embedding westernized norms, knowledge and imposition of dominant cultural values through media, language and apps. Using postcolonial theory, surveillance studies as and critical digital humanities the paper examines how perpetuated domination of English literature reinforces surveillance, capitalism, and legitimacy in digital spaces through academic institutions and publishing infrastructures. By analyzing the intersection of literature, technology, and power the present study reveals how digital infrastructure serves as promotional mix of specific hegemonic codes.

Keywords: digital colonialism, surveillance, algorithms, imperialism, surveillance capitalism, digital artifacts

ARTIFICIAL INTELLIGENCE AND ENGLISH LITERATURE: REDEFINING LITERARY ANALYSIS, CREATIVITY, AND PEDAGOGY

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Abstract

The rapid advancement of Artificial Intelligence (AI) has begun to significantly influence the field of English Literature, reshaping traditional approaches to literary analysis, creative writing, and pedagogy. AI-driven tools such as natural language processing, machine learning, and generative models enable scholars to analyze large literary corpora, identify patterns, themes, and stylistic features that were previously difficult to detect through manual methods. At the same time, AI-generated poetry, fiction, and translations challenge conventional notions of authorship, originality, and creativity. In the academic context, AI enhances teaching and learning by supporting personalized instruction, language enhancement, and critical engagement with texts. However, the integration of AI in English Literature also raises ethical concerns related to intellectual property, bias, and the human role in literary interpretation. This paper explores the interdisciplinary relationship between AI and English Literature, highlighting its transformative potential while emphasizing the need for a balanced and ethically informed approach that preserves the humanistic essence of literary studies.

Keywords: *Artificial Intelligence, English Literature, Literary Analysis, Digital Humanities, Creative Writing, Authorship, Pedagogy, Ethics in AI*

IMPACT OF ARTIFICIAL INTELLIGENCE ON HUMAN VALUES

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Abstract

Artificial Intelligence (AI) is increasingly transforming social life, institutions, and patterns of interaction, making it a significant subject of sociological inquiry. Sociology examines AI not only as a technological innovation but also as a social phenomenon shaped by power relations, culture, ethics, and inequality. AI influences areas such as education, employment, governance, healthcare, and social communication, often reinforcing existing social structures while also creating new opportunities for change. From a sociological perspective, concerns related to digital divide, surveillance, bias in algorithms, data privacy, and the impact of automation on work and social relations are central. The study of AI and sociology highlights the mutual relationship between technology and society, emphasizing the need for ethical, inclusive, and socially responsible development of AI systems. Understanding AI through sociological theories helps in assessing its broader social consequences and guiding policy-making for a more equitable society.

Keywords: *Artifical Intelligence AI , Human values ,Ethics and Morality , Social Change, Technology and Society , Cultural Transformation.*

ROLE OF ARTIFICIAL INTELLIGENCE IN STUDY AND LEARNING: ADVANTAGES AND DISADVANTAGES

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Abstract

Artificial Intelligence (AI) has emerged as a transformative force in the field of education, reshaping traditional teaching and learning methodologies. The integration of AI into study and learning environments has enabled personalized education, intelligent tutoring systems, automated assessment, and enhanced accessibility for learners. AI-powered educational tools analyse learner behaviour and performance to provide customized content, real-time feedback, and adaptive learning pathways. While these developments have significantly improved learning efficiency and academic engagement, they also raise critical concerns related to data privacy, ethical use, reduced human interaction, and over-dependence on technology.

This research paper aims to examine the role of Artificial Intelligence in study and learning by analysing its applications, advantages, and disadvantages within modern educational systems. The study is based on secondary data collected from academic journals, conference papers, books, and credible online sources. The findings suggest that although AI offers substantial benefits in enhancing educational outcomes, its limitations must be carefully managed to ensure balanced and ethical implementation. The paper concludes that AI should function as a supportive tool rather than a replacement for educators, promoting an inclusive and effective learning ecosystem.

Keywords: *Artificial Intelligence, Education Technology, Learning Systems, Smart Education, Automation*

FAKE NEWS AND MISINFORMATION IN LIBRARY SCIENCE

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Abstract
Fake news and misinformation have become major challenges in the contemporary information environment, especially with the rapid growth of digital media and social networking platforms. In the field of Library and Information Science (LIS), these issues directly affect information access, credibility, and user trust. Libraries have traditionally been regarded as reliable sources of authentic information; however, the spread of false and misleading information threatens this role. This research paper examines the concept of fake news and misinformation, their sources and impact, and the critical role of libraries and librarians in addressing these challenges. It also explores strategies such as information literacy education, fact-checking, and ethical information practices to combat misinformation. The study emphasizes that strengthening library services and user education is essential for promoting an informed and responsible society.

Keywords: *Fake news, Misinformation, Library Science, Information Literacy, Digital Media, Librarianship*

ARTIFICIAL INTELLIGENCE IN LIBRARIES: TRANSFORMING LIBRARY SERVICES, RESEARCH & KNOWLEDGE MANAGEMENT.

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Abstract
Artificial Intelligence (AI) has emerged as one of the most transformative technologies of the 21st century, influencing almost every sector, including library and information science. Modern libraries are no longer limited to traditional book lending and cataloguing systems; instead, they are evolving into intelligent knowledge centers powered by AI technologies. This research paper explores the concept, applications, advantages, challenges, and future prospects of artificial intelligence in libraries. AI tools such as chatbots, recommendation systems, automated cataloguing, optical character recognition (OCR), machine learning, and natural language processing have significantly enhanced library services and user experience. These technologies help in faster information retrieval, personalized services, digital preservation, and efficient management of library resources.
The study also highlights how AI supports library research by improving data analysis, plagiarism detection, metadata generation, and research assistance. Despite numerous benefits, AI implementation in libraries faces challenges such as high cost, lack of technical skills among staff, ethical issues, data privacy, and dependency on technology. The paper emphasizes the need for proper training, policy frameworks, and balanced human-AI collaboration to ensure sustainable development.
In conclusion, artificial intelligence is not a replacement for librarians but a powerful tool that strengthens their role. AI enables libraries to become more user-centric, innovative, and efficient. With proper planning and ethical use, AI can revolutionize the future of libraries and contribute significantly to academic research, education, and knowledge dissemination.
Keywords: *Artificial Intelligence, Libraries, Machine Learning, Chatbots, Digital Libraries, Information Retrieval, Library Automation, Knowledge Management*

ARTIFICIAL INTELLIGENCE IN INDIAN EDUCATION: OPPORTUNITIES AND CHALLENGES

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative shift in India's education system, emphasizing equity, quality, and the integration of technology to meet the demands of the 21st century. Artificial Intelligence (AI) plays a pivotal role in realizing this vision by enabling personalized learning, adaptive assessments, and efficient administrative processes. AI-driven platforms align with NEP 2020's focus on holistic and multidisciplinary education, fostering creativity, critical thinking, and digital literacy among learners. In a country marked by diverse socio-economic challenges, AI can help bridge gaps in access and quality, particularly in rural and underserved regions. However, the integration of AI also raises critical concerns regarding over-reliance on technology, data privacy, ethical use, and the risk of diminishing students' independent thinking and problem-solving skills. This paper explores both the opportunities and challenges of AI adoption in Indian education, emphasizing the need for a balanced approach that combines technological innovation with human-centered pedagogy

Key words: *Artificial intelligence, education, challenges, learning*

FROM HUMAN COGNITION TO INTELLIGENT SYSTEMS: EXPLORING THE PSYCHOLOGICAL FOUNDATIONS OF ARTIFICIAL INTELLIGENCE

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Abstract

The rapid advancement of artificial intelligence (AI) has intensified scholarly interest in understanding the psychological principles that underlie the development of intelligent systems. This research-oriented paper examines how foundational concepts of human cognition have shaped the architecture, functioning, and application of contemporary AI technologies. Drawing from cognitive, behavioral, and social psychology, the study explores key psychological processes—such as perception, learning, memory, attention, problem-solving, and decision-making—that inform the design of intelligent algorithms and adaptive systems.

The paper adopts an interdisciplinary perspective to analyze how psychological theories have contributed to the evolution of AI models, particularly in areas such as machine learning, neural networks, and human–computer interaction. It highlights how cognitive frameworks, including information processing models and reinforcement learning principles, have been translated into computational mechanisms that enable machines to learn from experience and adjust behavior over time. In parallel, the study examines the reciprocal role of AI as a research tool within psychology, emphasizing its utility in behavioral data analysis, cognitive modeling, and the prediction of psychological outcomes.

A central focus of the paper lies in understanding human interaction with intelligent systems. Psychological responses such as trust, perceived agency, emotional engagement, and reliance on AI are critically examined to assess their implications for user behavior and mental well-being. The findings suggest that individuals often interpret AI behavior through a human cognitive lens, attributing intentionality and understanding where none exists, which raises important ethical and psychological concerns.

The paper further addresses the conceptual distinction between human cognition and artificial intelligence, emphasizing that while AI can simulate specific cognitive functions, it lacks subjective experience, emotional depth, and contextual awareness inherent to human mental processes. By grounding AI development in psychological insight, the study argues for a more human-centered approach to intelligent system design.

In conclusion, this research underscores the importance of psychology in guiding the responsible evolution of AI, advocating for interdisciplinary collaboration that ensures intelligent systems remain aligned with human cognitive capacities, values, and societal needs.

FAKE NEWS AND MISINFORMATION USING AI

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Abstract

The rapid growth of digital media platforms has significantly increased the spread of fake news and misinformation, posing serious challenges to public trust, social stability, and democratic processes. Artificial Intelligence (AI) has emerged as a powerful tool for identifying, analyzing, and mitigating the impact of misleading information online. The AI tools like Chat bots can be programmed to spread fake information through comments, messages and automated replies generated on many online platforms. Some tools can automatically translate fake news into multiple languages for increasing its global reach. This paper explores the role of AI-driven techniques in fake news and misinformation detection. It examines how AI models analyze textual content, user behavior, and network patterns to distinguish between credible and deceptive information. Additionally, the paper discusses the effectiveness of AI-based systems in real-world applications, as well as their limitations, such as bias, lack of transparency, and vulnerability to adversarial manipulation. Ethical considerations and the need for responsible AI deployment are also highlighted. By providing a comprehensive review of current approaches and challenges, this study emphasizes the potential of AI to combat misinformation while underscoring the importance of human oversight and interdisciplinary collaboration.

***Keywords**: - Artificial Intelligence (AI), Fake News Detection, Misinformation, Digital Media Platforms*

THE EROSION OF AGENCY: HOW AI-DRIVEN COGNITIVE OFFLOADING UNDERMINES "DESIRABLE DIFFICULTY" AND SELF-EFFICACY IN ADOLESCENTS

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Abstract:
A fundamental transition from active mental construction to passive algorithmic formation is occurring in the adolescent learning process as Generative Artificial Intelligence becomes an invisible co-pilot in the secondary education landscape.This paper explores this change using the concept of "Desirable Difficulty," a psychological idea that says the effort needed to have the knowledge needs deep understanding and long-term memory. "Cognitive Offloading" is the habit of avoiding mental effort that one should have to survive in this universe. The study argues that dodging intellectual challenges leads to weaker self-awareness of one's thinking skills and lower confidence in students' abilities. Building on Social Cognitive Theory and the IKEA Effect, the paper shows how AI's easy shortcuts create a "Path of Least Resistance" that may cause Learned Helplessness, reducing students' faith in their own intellectual skills. In the end, it calls for a return to learning focused on the process itself, to protect young people's mental strength in an era of automation.
***Keywords**: AI, Desirable Difficulty, Self-Efficacy, Learned Helplessness, IKEA Effect, Educational Psychology*

AI AND ROBOTICS IN EDUCATION

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Abstract

Artificial Intelligence is one of the greatest challenges for education, driving the exploration of emerging trends in this field. AI helps in the development of adaptive learning systems, personalised assistance and the automation of teaching tasks, with potential impacts on transforming the role of educators and evolving traditional educational methodologies.The rapid technological advancement has transformed the way work, communication and learning are carried out and it is recognised that Artificial Intelligence (AI) plays a key role in this transformation. Digitalisation evolution has brought with it an unprecedented surge in the evolution of digital technologies, with AI and educational robotics standing out as the two fundamental pillars of innovation in education. AI enables the development of systems capable of analysing large volumes of data, facilitating personalised, automated processes, and improving educational management (Owoc et al., 2021). Educational robotics has introduced physical tools that enrich classroom interaction, promoting the development of technical, cognitive, and socio-emotional skills in students (Müller &Koltun, 2021).These technologies are changing the way students learn and teachers teach. However, with the rapid adoption of AI and robotics, significant challenges arise related to data privacy, equity of access, and the sustainability of their implementation in different educational contexts. Therefore, it is necessary for the analysis of the use of these technologies to go beyond their technological applications and also focus on the ethical, social, and pedagogical aspects that accompany their integration into educational systems (García-Peñalvo, 2024).

This study aims to explore the historical evolution of AI and robotics in education, their current applications, and how these technologies are changing classroom teaching and learning.

Keywords: *Artificial intelligence,Education, Robotics, Educational Methodologies*

AI'S IMPACT ON ENTREPRENEURSHIP AND STARTUPS

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Abstract

In today's startup ecosystems and entrepreneurship, the rapidly developing field of artificial intelligence (AI) has become a transformational force. AI technology are being used more and more into entrepreneurial endeavors, allowing for increased productivity, better decision-making, and quicker invention. AI-driven tools are changing conventional business models at every level of venture creation, from opportunity identification and market information to product design, customer relationship management, and financial forecasting. In order to maximize resource utilization, enhance operational performance, and achieve scalable growth, startups in particular use AI-enabled automation, machine learning algorithms, and predictive analytics. Adoption of AI is fraught with difficulties despite its many benefits, such as workforce displacement, algorithmic prejudice, ethical issues, and data protection problems. Additionally, differences in access to AI infrastructure and technical know-how could increase the divide between tech-driven firms andtraditional enterprises. This essay critically analyzes the complex effects of AI on startup creation and entrepreneurship, highlighting both its disruptive and enabling potential. In order to achieve sustainable and equitable entrepreneurial growth, the report emphasizes the need for responsible AI governance, flexible policy frameworks, and ongoing skill development. The study advances knowledge of AI's influence on the course of entrepreneurship in the digital age by examining previous research and new developments.

Keywords:*Artificial Intelligence (AI); Entrepreneurship; Startup Ecosystem; Innovation; Digital Transformation; Predictive Analytics; Responsible AI*

AI REPLACING THE HUMAN TOUCH: A CRITICAL PERSPECTIVE

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Abstract

Artificial Intelligence (AI) has emerged as one of the most revolutionary technologies of the 21st century. From self-driving cars and medical diagnostics to voice assistants, AI is reshaping industries and redefining human interactions with machines. As societies move forward a knowledge and technology driven future, the role of AI in education is becoming increasingly significant. AI offers the potential to transform the system of education including how teachers teach and how learners learn. AI is redefining how knowledge is delivered, accessed and assessed. It is influencing the education sector by transforming traditional teaching and learning practices. It has the potential to revolutionize education by making learning more personalized and inclusive. No doubt AI has brought efficiency, accuracy and convenience but at the same time it has raised an important concern that is whether AI is replacing Human Touch? The human touch characterized by empathy, emotional intelligence, ethical judgment and interpersonal connection which has long been foundation of meaningful human interaction. This article explores the integration of AI in Education, outlining its advantages, limitations, future prospects and need for critical reflection on the balance between technological advancement and human values

ROLE OF AI TRANSLATION IN PROMOTING REGIONAL INDIAN LITERATURES

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Abstract

India's literary landscape is marked by extraordinary linguistic diversity, with rich bodies ofregional language and literature often remaining confined within linguistic boundaries. In recentyears, Artificial Intelligence (AI) based translation technologies have emerged as powerful tools inbridging these linguistic divides. This paper examines the role of AI translation in promoting regionalIndian literatures by enhancing accessibility, circulation, and cultural exchange at both national andglobal levels. AI driven translation systems enable rapid and large-scale translation of texts fromregional languages into English and other Indian languages, thereby expanding readership andacademic engagement with marginalized literary traditions.The present paper explores how AI translation contributes to the preservation anddissemination of folk narratives, oral traditions, and contemporary regional writings, particularly inthe digital space. At the same time, it critically evaluates the limitations of machine translation inhandling culturally specific idioms, metaphors, emotions, and socio-historical contexts that arecentral to literary expression. The paper argues that while AI translation cannot fully replace humantranslators, it functions as an enabling technology that complements human expertise andaccelerates cross-cultural literary dialogue.Drawing upon translation studies, digital humanities, and posthumanist perspectives, thepaper highlights the ethical, cultural, and aesthetic implications of AI mediated translation. It concludes that AI translation, when used responsibly and in collaboration with human translators,holds significant potential in democratizing access to regional Indian literatures and fosteringlinguistic inclusivity, cultural sustainability, and literary plurality in the digital age.

DIGITAL DETOX 2.0: AN ANTIDOTE FOR THE PROBLEMATIC INTERNET USE

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Post Graduate Government College for Girls,

Abstract
Digital detox is the judicious use of internet to have minimum negative effects of internetusage on the wellbeing of mankind. The pandemic and post- pandemic period of Covid-19has escalated the dependence of people on internet and digital world multifold. This has ledto umpteen health and mental concerns, which are medically termed as 'Problematic InternetUse (PUI)'. This paper intends to study how the addictive use of internet that has triggeredcertain health concerns for the user, that resulted in the launch of Digital Detox approach asan antidote to it. The paper endeavored to study the failure of Digital Detox1.0 as anapproach and the efficacy of Digital Detox 2.0 approach, using secondary data availableonline. A comprehensive study was taken out to consolidate the research findings availableonline on Digital Detox 2.0 to gauge out the effectiveness of it for mental wellbeing. Thestudy suggests that there is an urgent need of incorporating tools and techniques of DigitalDetox 2.0 for the wholesome usage of internet without compromising with its need. Thestudy culminates in giving certain suggestions for the makers of smart-gadgets to pre-installcertain system, which will itself keep a check on the digital wellbeing of its' user.

Keywords: *Digital Detox 2.0, technology, Problematic Internet Use (PUI), mental health, Wellbeing*

ALGORITHMIC INTERACTION IN CHATGPT: A TECHNICAL EXAMINATION OF QUERY PROCESSING AND GENERATIVE RETRIEVAL

Mr. Kuldip Singh Sekhon
Assistant Professor
Punjab Institute of Management and Technology
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Abstract

Large Language Models (LLMs), exemplified by ChatGPT, utilize transformer-based architectures to execute sophisticated tasks in natural language processing (NLP). This paper delves into the intricacies of how ChatGPT processes user queries and generates meaningful responses through its advanced algorithms. Key concepts such as tokenization, embedding representations, attention mechanisms, and the layered structure of neural networks are unpacked to illuminate their roles in interpreting input and crafting output. Additionally, the paper investigates critical components, including context handling, probabilistic token prediction, and reinforcement learning from human feedback, that collaborate in producing coherent and contextually relevant outputs. Unlike traditional web searches, ChatGPT simulates information retrieval based on patterns learned from extensive training data. By elucidating these internal processes, this study aims to foster a deeper understanding of the strengths and limitations inherent in conversational AI systems, thereby enhancing their reliability and application.

ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON UNEMPLOYMENT

Dr. Alka Sharma
Assistant Professor
A.S. College of Education, Khanna

Abstract
This study examines the effect of artificial intelligence on unemployment in India. This studydiscussed the Methods of Artificial Intelligence, Causes of unemployment and impact ofArtificial Intelligence. This Study studies literature reviews and Statista data of youthunemployment rate from 1994 to 2024. The results show that initially there is rise inunemployment using Artificial Intelligence but after some years there is a decrease in thelevel of unemployment.

Key Words: *Artificial Intelligence, Unemployment, Literature Review, Statista*

Welcome and Felicitation of Guests


National Seminar
on
Artificial Intelligence and its Impact
on
Media, Literature, Education and Mental Health


on
Artificial Intelligence and its Im
on
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organised by
GOBINDGARH PUBLIC COLLEGE, ALOUR, KH
on
Date : 24 January, 2026
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COLLEGE DEVELOPMENT COUNCIL, PANJAB UNIVERSITY, C
In academic collaboration with Vidya Bharti Uchh Shiksha Sanath


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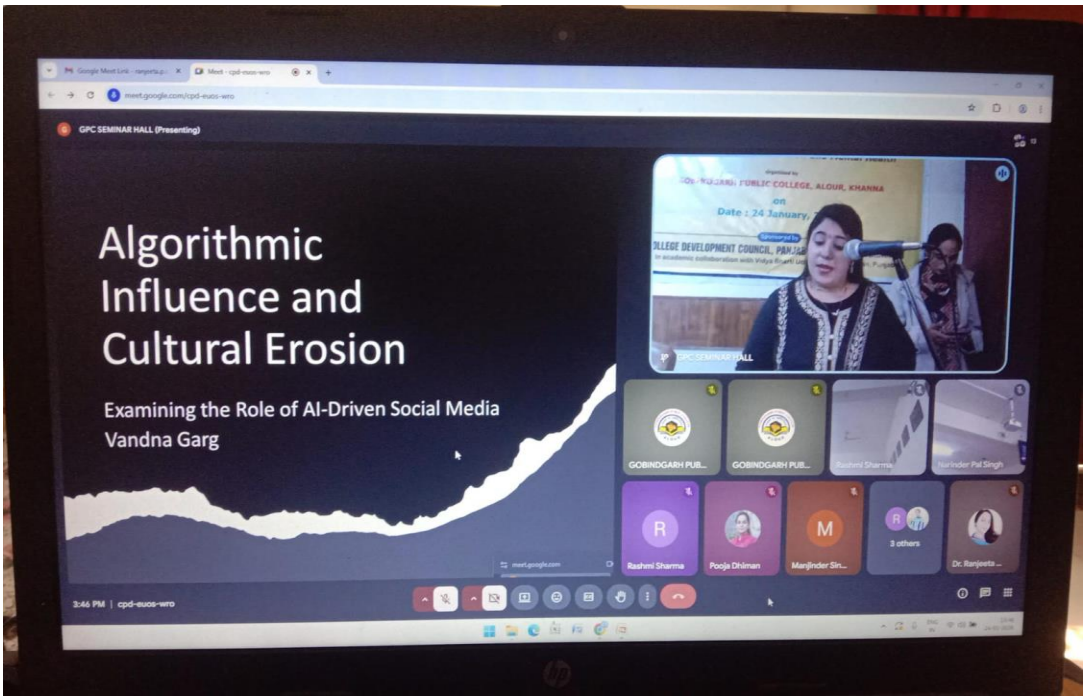

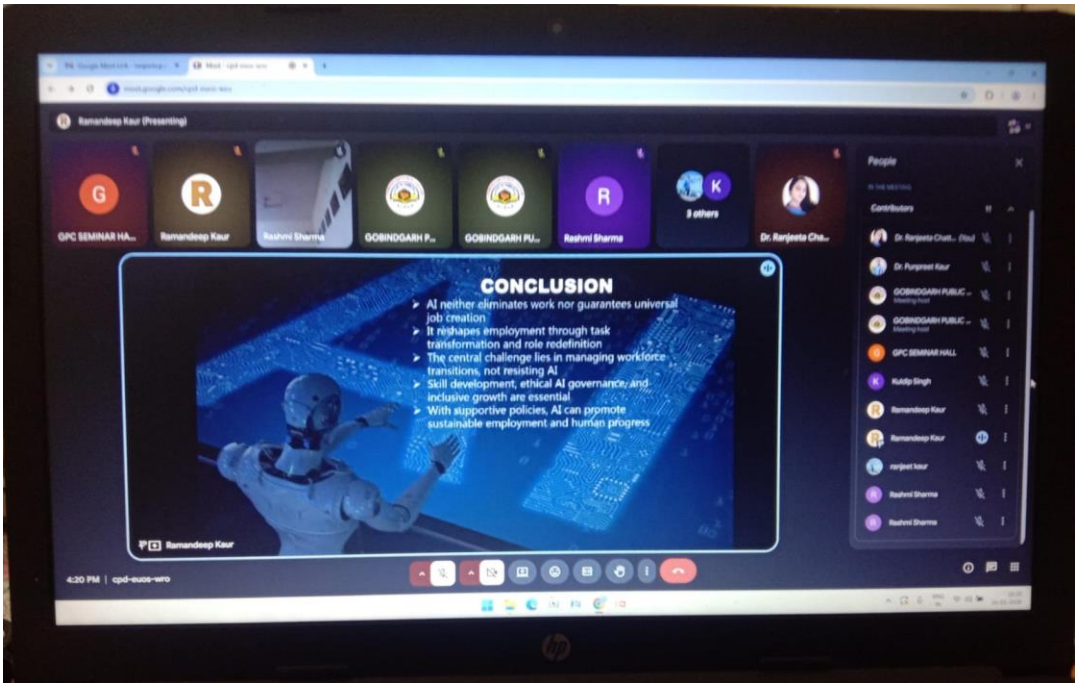

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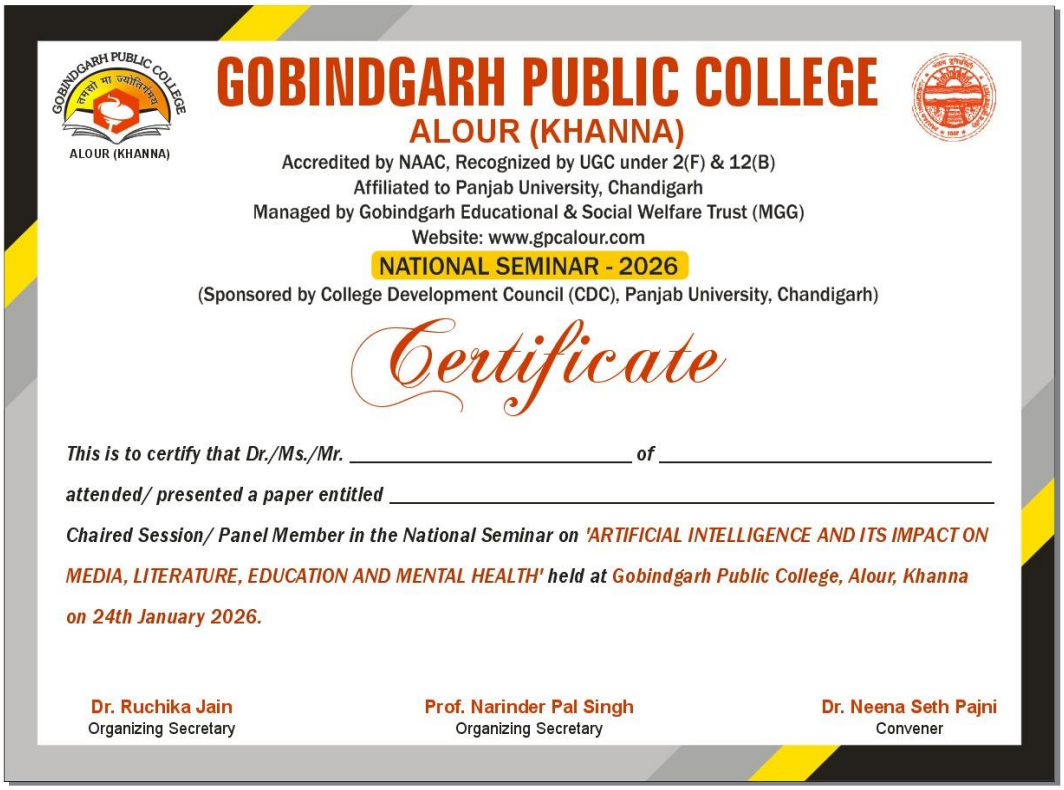

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Chaired Session/ Panel Member in the National Seminar on 'ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON MEDIA, LITERATURE, EDUCATION AND MENTAL HEALTH' held at Gobindgarh Public College, Alour, Khanna on 24th January 2026.

Dr. Ruchika Jain
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Convener

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ਜਗ ਬਾਣੀ
ਈ-ਪੇਪਰ

ਗੋਬਿੰਦਗੜ੍ਹ ਪਬਲਿਕ ਕਾਲਜ 'ਚ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੀ ਸੀ. ਡਬਲਯੂ. ਸੀ. ਨੇ ਕਰਵਾਇਆ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ 'ਤੇ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ

ਮੰਡੀ ਗੋਬਿੰਦਗੜ੍ਹ, 25 ਜਨਵਰੀ (ਸੁਰੇਸ਼)-ਇਲਾਕੇ ਦੀ ਪ੍ਰਸਿੱਧ ਵਿਦਿਅਕ ਸੰਸਥਾ ਗੋਬਿੰਦਗੜ੍ਹ ਪਬਲਿਕ ਕਾਲਜ (ਜੀ.ਪੀ.ਸੀ.) ਵਿਖੇ 'ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਅਤੇ ਇਸਦਾ ਮੀਡੀਆ, ਸਾਹਿਤ, ਸਿੱਖਿਆ ਅਤੇ ਮਾਨਸਿਕ ਸਿਹਤ 'ਤੇ ਪ੍ਰਭਾਵ' ਵਿਸ਼ੇ 'ਤੇ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੀ ਕਾਲਜ ਡਿਵੈਲਪਮੈਂਟ ਕੌਂਸਲ ਵੱਲੋਂ ਸਪਾਂਸਰ ਕੀਤਾ ਇਕ ਰੋਜ਼ਾ ਰਾਸ਼ਟਰੀ ਸੈਮੀਨਾਰ ਵਿਦਿਆ ਭਾਰਤੀ ਉੱਚ ਸਿੱਖਿਆ ਸੰਸਥਾ, ਪੰਜਾਬ ਦੇ ਅਕਾਦਮਿਕ ਸਹਿਯੋਗ ਨਾਲ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ।

ਜਿਸ ਦੌਰਾਨ ਪੰਜਾਬ, ਕੇਰਲਾ ਅਤੇ ਚੰਡੀਗੜ੍ਹ ਤੋਂ ਲਗਭਗ 60 ਡੈਲੀਗੇਟਾਂ 'ਚ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰੀ, ਖੋਜਕਰਤਾ, ਫੈਕਲਟੀ ਮੈਂਬਰ ਅਤੇ ਵੱਖ-ਵੱਖ ਉੱਚ ਸਿੱਖਿਆ ਸੰਸਥਾਵਾਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਹਿੱਸਾ ਲਿਆ। ਸੈਮੀਨਾਰ ਦੀ ਸ਼ੁਰੂਆਤ ਸੈਮੀਨਾਰ ਕੋਆਰਡੀਨੇਟਰ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਨੀਨਾ ਸੇਠ ਪਜਨੀ ਦੇ ਸਵਾਗਤੀ ਭਾਸ਼ਣ ਨਾਲ ਹੋਈ, ਜਿਨ੍ਹਾਂ ਨੇ ਪਤਵੰਤਿਆਂ ਅਤੇ ਭਾਗੀਦਾਰਾਂ ਦਾ ਨਿੱਘਾ ਸਵਾਗਤ ਕਰਦਿਆਂ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਦੇ ਯੁੱਗ 'ਚ ਖੋਜ, ਨਵੀਨਤਾ ਅਤੇ ਬੌਧਿਕ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਅਜਿਹੇ ਅੰਤਰ-ਅਨੁਸ਼ਾਸਨੀ ਅਕਾਦਮਿਕ ਫੋਰਮਾਂ ਦੇ ਆਯੋਜਨ ਦੀ ਮਹੱਤਤਾ 'ਤੇ ਚਾਨਣਾ ਪਾਇਆ।

ਸੈਮੀਨਾਰ ਦਾ ਉਦਘਾਟਨ ਕਰਦਿਆਂ ਮੁੱਖ ਮਹਿਮਾਨ ਵਜੋਂ ਪੁੱਜੇ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ ਦੀ ਕਾਲਜ ਵਿਕਾਸ ਕੌਂਸਲ ਦੇ ਡੀਨ ਡਾ. ਰਵੀਇੰਦਰ ਸਿੰਘ ਨੇ

ਜੀ.ਪੀ.ਸੀ. 'ਚ ਆਯੋਜਤ ਸੈਮੀਨਾਰ ਦੌਰਾਨ ਹਾਜ਼ਰ ਮਹਿਮਾਨਾਂ, ਪਤਵੰਤਿਆਂ ਨਾਲ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਨੀਨਾ ਸੇਠ ਪਜਨੀ। (ਸੁਰੇਸ਼)

ਉੱਚ ਸਿੱਖਿਆ, ਖੋਜ ਵਿਧੀਆਂ ਅਤੇ ਅੰਤਰ-ਅਨੁਸ਼ਾਸਨੀ ਸਿੱਖਿਆ ਨੂੰ ਬਦਲਣ 'ਚ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਦੀ ਵਧਦੀ ਮਹੱਤਤਾ 'ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ।

ਮੁੱਖ ਭਾਸ਼ਣ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ ਦੀ ਐਜੂਕੇਸ਼ਨਲ ਮਲਟੀਮੀਡੀਆ ਰਿਸਰਚ ਸੈਂਟਰ ਦੇ ਡਾਇਰੈਕਟਰ ਡਾ. ਦਲਜੀਤ ਅਮੀ ਨੇ ਦਿੱਤਾ, ਜਿਨ੍ਹਾਂ ਨੇ ਮੀਡੀਆ ਅਧਿਐਨ ਅਤੇ ਡਿਜੀਟਲ ਸਿੱਖਿਆ ਨੂੰ ਮੁੜ ਆਕਾਰ ਦੇਣ 'ਚ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ-ਸੰਚਾਲਿਤ ਔਜ਼ਾਰਾਂ ਦੀ ਭੂਮਿਕਾ 'ਤੇ ਚਾਨਣਾ ਪਾਇਆ। ਤਕਨੀਕੀ ਸੈਸ਼ਨਾਂ 'ਚ ਵੱਕਾਰੀ ਯੂਨੀਵਰਸਿਟੀਆਂ ਦੇ ਪ੍ਰਸਿੱਧ ਮਾਹਰ ਸ਼ਾਮਲ ਹੋਏ।

ਇਸ ਮੌਕੇ ਵਿਭਾਗ-ਕਮ-ਸੈਂਟਰ ਫਾਰ ਵੂਮੈਨਜ਼ ਸਟੱਡੀਜ਼ ਐਂਡ ਡਿਵੈਲਪਮੈਂਟ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ ਦੇ ਪ੍ਰੋਫੈਸਰ ਡਾ. ਰਾਜੇਸ਼ ਕੁਮਾਰ ਚੰਦਰ ਨੇ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਦੇ ਸਮਾਜਿਕ ਅਤੇ ਨੈਤਿਕ ਪਹਿਲੂਆਂ 'ਤੇ ਚਰਚਾ ਕੀਤੀ, ਜਦੋਂ ਕਿ ਕੰਪਿਊਟਰ ਸਾਇੰਸ ਐਂਡ ਇੰਜੀਨੀਅਰਿਗ ਵਿਭਾਗ, ਆਈਕੇਜੀ ਪੰਜਾਬ ਟੈਕਨੀਕਲ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ ਕੈਂਪਸ ਦੇ ਵਿਭਾਗ ਦੇ ਮੁਖੀ ਡਾ. ਵਿਪੁਲ ਸ਼ਰਮਾ ਨੇ ਉੱਭਰ ਰਹੀਆਂ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਤਕਨਾਲੋਜੀਆਂ ਅਤੇ ਸਿੱਖਿਆ ਅਤੇ ਖੋਜ 'ਚ ਉਨ੍ਹਾਂ ਦੇ ਉਪਯੋਗਾਂ 'ਤੇ ਚਰਚਾ ਕੀਤੀ।

ਸੈਮੀਨਾਰ ਵਿਚ ਪੇਪਰ ਪੇਸ਼ਕਾਰੀਆਂ ਲਈ ਸਮਾਨਾਂਤਰ ਤਕਨੀਕੀ ਸੈਸ਼ਨ ਵੀ ਸ਼ਾਮਲ ਸੀ ਜਿਸ ਦੀ ਪ੍ਰਧਾਨਗੀ ਕਮਲਾ ਨਹਿਰੂ ਕਾਲਜ ਫਾਰ ਵੂਮੈਨ, ਫਗਵਾੜਾ ਦੀ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਸਵਿੰਦਰ ਪਾਲ, ਜੀ.ਕੇ.ਐਮ.ਐਸ. ਸਰਕਾਰੀ ਕਾਲਜ, ਟਾਂਡਾ ਉੜਮੜ ਦੀ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਸ਼ਸ਼ੀ ਬਾਲਾ ਨੇ ਕੀਤੀ। ਇਸ ਦੌਰਾਨ ਗੈਸਟ ਲੈਕਚਰ ਗੁਰੂ ਨਾਨਕ ਨੈਸ਼ਨਲ ਕਾਲਜ ਦੋਰਾਹਾ ਦੀ ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਸਰਵਜੀਤ ਕੌਰ, ਪ੍ਰੋਫੈਸਰ ਡਾ. ਰੇਜੀਤਾ ਚੈਟਰਜੀ ਪੁਣੇ ਅਤੇ ਪਿਮਟ ਦੀ ਡਾਇਰੈਕਟਰ ਡਾ. ਨਿਸ਼ੀ ਬਾਲਾ ਵੱਲੋਂ ਚਿੱਤੇ ਗਏ, ਜਿਨ੍ਹਾਂ ਨੇ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਨੂੰ ਭਾਰਤੀ ਗਿਆਨ ਪ੍ਰਣਾਲੀਆਂ, ਪ੍ਰਬੰਧਨ ਅਭਿਆਸਾਂ ਅਤੇ ਮਾਨਸਿਕ ਸਿਹਤ ਨਾਲ ਜੋੜਨ ਵਾਲੇ ਅੰਤਰ-ਅਨੁਸ਼ਾਸਨੀ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਪੇਸ਼ ਕੀਤੇ।

ਇਸ ਦੌਰਾਨ ਪੇਪਰ ਪੇਸ਼ਕਾਰੀ ਸੈਸ਼ਨਾਂ ਨੇ ਵਿਦਵਾਨਾਂ 'ਚ ਆਪਸੀ ਤਾਲਮੇਲ ਅਤੇ ਵਿਚਾਰਾਂ ਦੇ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਲਈ ਇੱਕ ਜੀਵੰਤ ਪਲੇਟਫਾਰਮ ਪ੍ਰਦਾਨ ਕੀਤਾ। ਸੈਮੀਨਾਰ ਦਾ ਸਮਾਪਨ ਸੈਸ਼ਨ, ਸਰਟੀਫਿਕੇਟ ਵੰਡ ਅਤੇ ਪ੍ਰਬੰਧਕ ਸਕੱਤਰਾਂ, ਪ੍ਰੋ. ਨਰਿੰਦਰਪਾਲ ਸਿੰਘ ਅਤੇ ਡਾ. ਰੁਚਿਕਾ ਜੈਨ ਵੱਲੋਂ ਧੰਨਵਾਦ ਦੇ ਭਾਸ਼ਣ ਨਾਲ ਹੋਇਆ, ਜਿਨ੍ਹਾਂ ਨੇ ਮੁੱਖ ਮਹਿਮਾਨ, ਸਰੋਤ ਵਿਅਕਤੀਆਂ, ਭਾਗੀਦਾਰਾਂ, ਸਪਾਂਸਰਿਗ ਏਜੰਸੀ ਅਤੇ ਪ੍ਰਬੰਧਕ ਟੀਮ ਦਾ ਸੈਮੀਨਾਰ ਦੇ ਸਫਲ ਸੰਗਠਨ 'ਚ ਉਨ੍ਹਾਂ ਦੇ ਕੀਮਤੀ ਸਮਰਥਨ ਅਤੇ ਯੋਗਦਾਨ ਲਈ ਦਿਲੋਂ ਧੰਨਵਾਦ ਕੀਤਾ।

दैनिक सवेरा टाइम्स
आपके से उजाले की ओर...

गोबिंदगढ़ पब्लिक कालेज में आर्टिफिशियल इंटैलीजैंस पर राष्ट्रीय सैमीनार आयोजित

सवेरा न्यूज/रामचेत

मण्डी गोबिंदगढ़, 25 जनवरी: गोबिंदगढ़ पब्लिक कॉलेज, अलौर खन्ना में कॉलेज डिवैल्पमैंट काउंसिल, पंजाब यूनिवर्सिटी, चंडीगढ़ द्वारा प्रायोजित 'आर्टिफिशियल इंटैलीजैंस और मीडिया, साहित्य, शिक्षा और मानसिक स्वास्थ्य पर इसका प्रभाव' विषय पर एकदिवसीय राष्ट्रीय सैमीनार का आयोजन किया गया। यह सैमीनार विद्या भारती उच्च शिक्षा संस्थान, पंजाब के साथ शैक्षणिक सहयोग से आयोजित किया गया था। कार्यक्रम में पंजाब, केरल और चंडीगढ़ के लगभग 60 प्रतिनिधियों ने भाग लिया, जिनमें विभिन्न उच्च शिक्षा संस्थानों के शिक्षाविद, शोधार्थी, फैकल्टी सदस्य और छात्र शामिल थे। सैमीनार की शुरुआत सैमीनार की संयोजक, प्रिंसिपल डा. नीना सेठ पजनी के स्वागत भाषण से हुई, जिन्होंने गणमान्य व्यक्तियों और प्रतिभागियों का गर्मजोशी से स्वागत किया और आर्टिफिशियल इंटैलीजैंस के युग में अनुसंधान, नवाचार और बौद्धिक आदान-प्रदान को बढ़ावा देने के लिए ऐसे अंतर-विषयक शैक्षणिक मंचों के आयोजन के महत्व पर प्रकाश डाला।

सैमीनार का उद्घाटन मुख्य अतिथि, डा. रवि इंदर सिंह, डीन, कॉलेज

राष्ट्रीय सैमीनार का उद्घाटन करते मुख्य अतिथि डा. रवि इंदर सिंह, सैमीनार की संयोजक, प्रिंसिपल डा. नीना सेठ पजनी, डा. सविंदर पाल, प्रिंसिपल, कमला नेहरू कालेज फॉर वुमैन व अन्य।

डिवैल्पमैंट काउंसिल, पंजाब यूनिवर्सिटी, चंडीगढ़ ने किया, जिन्होंने उच्च शिक्षा, अनुसंधान पद्धतियों और अंतर-विषयक शिक्षण को बदलने में आर्टिफिशियल इंटैलीजैंस के बढ़ते महत्व पर जोर दिया। मुख्य भाषण डा. दलजीत अमी, निदेशक, एजुकेशनल मल्टीमीडिया रिसर्च सेंटर , पंजाबी यूनिवर्सिटी, पटियाला ने दिया, जिन्होंने मीडिया अध्ययन और डिजीटल शिक्षा को नया आकार देने में आर्टिफिशियल इंटैलीजैंस-संचालित उपकरणों की भूमिका पर प्रकाश डाला।

डा. राजेश कुमार चंदर, प्रोफेसर, डिपार्टमैंट-कम-सैंटर फॉर विमेन स्टडीज एंड डिवैल्पमैंट, पंजाब यूनिवर्सिटी, चंडीगढ़ ने आर्टिफिशियल इंटैलीजैंस के सामाजिक और नैतिक आयामों पर चर्चा की, जबकि डा. विपुल शर्मा, विभागाध्यक्ष, कंप्यूटर साइंस एंड इंजीनियरिंग विभाग, आईकेजी पंजाब टैक्निकल यूनिवर्सिटी, अमृतसर कैंपस ने उभरती हुई आर्टिफिशियल इंटैलीजैंस तकनीकों और शिक्षा और अनुसंधान में उनके अनुप्रयोगों पर चर्चा की। सेमिनार में पेपर प्रस्तुतियों के लिए समानांतर तकनीकी सत्र भी शामिल थे, जिनकी अध्यक्षता डॉ. सविंदर पाल, प्रिंसिपल, कमला नेहरू कॉलेज फॉर विमेन, फगवाड़ा और डॉ. शशि बाला, प्रिंसिपल, जीकेएमएस गवर्नमेंट कॉलेज, टांडा उर्मर ने की। सैमीनार का समापन एक समापन सत्र, सर्टीफिकेट वितरण और आयोजन सचिवों, प्रो. नरिंदर पाल सिंह और डॉ. रुचिका जैन द्वारा धन्यवाद प्रस्ताव के साथ हुआ।

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