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MESSAGE FROM THE DESK OF EDITOR IN CHIEF

The Chief Editor and Editors of the advanced research journal of Management, Engineering, Law, Paramedical Science, Nursing, Basic Science, Education, Physical Education and Yoga, Special Education, Clinical psychology and Liberal Arts i.e. IUT Journal of Advanced Research and Development (JARD) would take it as their duty to express the deep gratefulness to the contributors and readers of the special volume.

We feel proud to bring the special issue of the online IUT Journal of Advanced Research and Development. We consider that the contribution in this special issue will help in the inclusive and sustainable growth process. Keeping in tune with this dignified idea, the special issue of IUT-JARD has addressed some current problems covering diversified field such as firstly, the social ramifications of urbanization growth: challenges associated with urban poverty and community development. Secondly, A comparative study on interpersonal needs, personality traits, and psychological well-being in relation to suicidal ideation among emerging adults. Thirdly, a cross-sectional study evaluating the professional quality of life and coping strategies among trainee teachers and health care trainees. Fourthly, Executive dysfunction in alcohol ldependence: A focus on perseverative and non-perseverative errors and Fifthly, Knowing the unknown: a neurocognitive study on LGBTQ+ individuals. Finally, the information contains in this journal special volume has been published by the IUT obtains by its authors from various sources believed to be reliable and correct to the best of their knowledge, and publisher is not responsible for any kind of plagiarism and opinion related issues.

Professor (Dr.) Dhananjoy Datta
Professor, Faculty of Management & Commerce, Dean–Centre for Doctoral Programs, ICFAI University, Tripura

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KNOWING THE UNKNOWN: A NEUROCOGNITIVE STUDY ON LGBTQ+ INDIVIDUALS

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ABSTRACT

The present study explores neurocognitive functioning among LGBTQ+ individuals in comparison to cisgender-heterosexual (CIS-HET) peers within the sociocultural context of India. Despite the decriminalization of homosexuality in 2018, stigma and discrimination persist, potentially affecting the cognitive-emotional health of LGBTQ+ populations. While Western literature highlights links between minority stress, executive functioning, and cognitive flexibility, limited evidence exists from Indian contexts. This study aimed to evaluate executive functions such as decision-making, problem-solving, and cognitive flexibility using the Wisconsin Card Sorting Test (WCST). A total of 100 participants aged 18–45 years were recruited, with equal representation from LGBTQ+ (n = 50) and CIS-HET (n = 50) groups. Standardized tools, including the Sexual Orientation Scale and WCST, were administered following a structured sampling strategy. Independent t-test analysis revealed significant group differences across all WCST domains. CIS-HET participants demonstrated higher correct responses (M = 90.48) and fewer errors, whereas LGBTQ+ individuals exhibited elevated perseverative and non-perseverative errors, reflecting greater difficulty in adapting to shifting task demands. These findings suggest that while executive functioning remains intact, LGBTQ+ participants experience challenges in cognitive flexibility and adaptability, which may be influenced by chronic minority stress and stigma rather than inherent cognitive deficits. The results align with the Minority Stress Model, underscoring the cognitive toll of persistent discrimination. The study highlights the necessity of culturally sensitive neuropsychological frameworks, LGBTQ+-inclusive clinical norms, and policy interventions that protect against diagnostic bias. By validating LGBTQ+ identities through neurocognitive evidence, the findings contribute to reducing stigma, informing affirmative practices, and promoting inclusive mental health care in India.

Keywords: LGBTQ+, Neurocognition, Executive functioning, Minority stress.

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INTRODUCTION

The year 2018 marked remarkable progress in India, a region of Southeast Asia. The removal of Article 377 shaped a new confidence in the individuals who wanted to be enclosed in the shells of their own inferiority. The community of LGBTQIA+ that was so covert started to voice their rights and show skin in broad daylight. The article did bring changes in the constitution, but it did not change the minds of brown-skinned individuals living on the same soil. They are still termed as abnormal: Kothi (effeminate men who take a receptive role in same-sex relations), Panthi (masculine men taking the incentive role), and Hijra (a transfeminine community with cultural-historical roots across South Asia), along with regional identities like Jogappa (transfeminine persons in Karnataka linked to goddess Yellamma) and Aravani (Tamil Nadu trans feminine community). In contrast, derogatory slang widely heard in society includes Meetha ("sweet," mocking effeminate men), Chhakka (a taunt for hijras or effeminate men), Launda (used pejoratively for young queer boys), Number 6, Number 9 (code implying homosexuality), Sixer (mocking term for trans women), Gandu (abuse meaning "one who is penetrated"), Napunsak ("impotent," used to insult queer and trans people), and Ali (a Tamil slur for trans feminine persons). Regional variants like "Shodhin" (a Bengali insult for effeminate men) and "Kinnar" (sometimes a neutral, sometimes mocking term for hijras in Hindi-speaking areas) also circulate.

This research aims to establish an understanding based on the differences in their neurocognitive function that can play a powerful role in supporting LGBTQ+ individuals by providing scientific evidence that validates gender identity preferences rather than pathologizing them. By studying brain functioning, cognitive processing, memory, attention, and executive functions in transgender, non-binary, and gender-diverse individuals, especially concerning the effects of frontal lobe functioning, we can highlight how cognitive profiles align with lived gender identity. This helps demonstrate that gender identity is deeply rooted in neurobiological and psychological processes, not merely a "choice" or "deviation," thereby challenging stigma and misconceptions. Introducing comprehensive sex education in schools that includes discussions of gender diversity, safe sexual practices, and mental health is essential, especially as rates of HIV, unsafe sex, and substance addiction are rising among youth. Integrating neurocognitive insights into public policy can therefore help reduce stigma, promote safer health practices, and create more inclusive environments that affirm LGBTQ+ identities. Moreover, such research can distinguish between cognitive differences caused by minority stress (discrimination, stigma, trauma) and those inherent to neurodiversity, ensuring fair clinical interpretation. Neurocognitive studies can provide empirical justification for gender-affirming care, support policy changes, and strengthen the legitimacy of diverse gender identities in both medical and

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social contexts.

REVIEW OF LITERATURE

The Canadian Longitudinal Study on Aging (2023) reported that older gay men showed better cognitive flexibility compared to heterosexual men, and social support mediated the association between sexual orientation and verbal fluency in women. This underscores the buffering role of social connections.

Das & Govindappa (2023) assessed anxiety, depression, and perceived social support among LGBTIQ individuals during the COVID-19 pandemic in Kerala using the DASS-21 and the MSPSS scale (n = 106). Results indicated that nearly half of the respondents experienced severe to extremely severe depression, and over 40% had high levels of anxiety. Importantly, social support negatively correlates with psychological distress, suggesting that diminished support under stress may impair cognitive-emotional regulation.

Manca, Wyman, and Berchicci (2023) investigated the impact of minority stress on specific cognitive domains in sexual minority adults. Using population-level data, they found that higher levels of minority stress were significantly associated with lower fluid intelligence scores, while episodic memory remained unaffected. The findings underline the domain-specific nature of cognitive vulnerabilities in this population.

Singh et al. (2023) systematically reviewed the role of emotion suppression in mediating the relationship between minority stress and mental distress. Their conclusions imply that maladaptive emotion regulation strategies may also influence cognitive performance under stress.

Beri & Gupta (2022) explored how homosexual individuals in India experience inequality, exclusion, and identity negotiation using secondary data. The authors emphasized how sociocultural structures and pervasive stigma shape psychological well-being and self-concept, factors likely to influence cognitive processes such as attention, working memory, and self-referential processing within LGBTQ+ contexts.

Yuan et al. (2022) analyzed linguistic data from LGBTQ+ online communities during COVID-19, finding increased use of cognitive-processing words and reduced positive emotion terms. The authors interpret this as evidence of heightened cognitive and emotional strain during crisis periods.

Xu, Norton, and Rahman (2020) extended their previous work using multivariate meta-analytic methods. They found that sexual orientation differences were most evident in mental rotation and water-level tests, while no differences emerged in spatial location memory. These findings refine the selection of tasks for future studies.

Correro and Nielson (2020) examined the association between minority stress and cognitive decline among LGBTQ+ elders. The authors proposed that chronic exposure to discrimination, stigma, and

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internalized negative attitudes may accelerate neurodegenerative processes through stress-induced alterations in the hypothalamic–pituitary–adrenal axis.

Flint et al. (2019) used structural MRI to explore brain morphology in transgender women, finding misclassification patterns relative to cisgender male and female brains. These findings suggest that brain structure in transgender individuals may follow unique developmental pathways.

Xu, Norton, and Rahman (2017) conducted a meta-analysis on sexual orientation and neurocognitive abilities. Their results showed a "cross-sex shift" pattern, with gay men performing more like heterosexual women in certain spatial and verbal tasks, and lesbian women showing partial shifts toward male-typical performance in spatial abilities.

Jones (2017) investigated the link between minority stress and working memory in LGB adults. The study found that psychological distress and rumination mediated this relationship, suggesting cognitive load as a mechanism through which stress affects

Podder & Mukherjee (2016) investigated cognitive emotion regulation and locus of control among LGBT individuals compared to heterosexuals in a sample from Calcutta. Using standardized measures, they found that LGBT participants engaged more in negative emotion regulation strategies and had a stronger internal locus of control. Transgender individuals, in particular, reported the highest levels of negative regulation. These cognitive-emotional patterns suggest potential vulnerabilities in stress regulation impacting executive cognitive functions.

METHOD

Participants:

The study included a total of 100 participants between the ages of 18 and 45 years, comprising two groups: 50 individuals who self-identified as LGBTQ+ (Group 1) and 50 individuals who identified as cisgender and heterosexual (CIS-HET, Group 2). Participants were drawn from both urban and rural areas of Tripura to capture diversity in cultural background, socioeconomic status, and access to mental health services.

Sampling Size:

The sample size of 100 was determined to provide sufficient statistical power while remaining feasible for data collection. For the LGBTQ+ group, the calculation was guided by Slovin's formula at a 95% confidence level and 5% margin of error, which suggested that a minimum of 49 participants would be representative of the LGBTQ+ population in Tripura. To maintain balance and ensure valid group comparisons, an equal number of participants (n = 50) was included in both groups.

Sampling Process:

A combination of purposive and snowball sampling methods was used for Group 1 (LGBTQ+). Initial

participants were approached through LGBTQ+ support groups, NGOs (e.g., Swabhiman, Yojak, Jana Unnayan Samiti), and social media campaigns, who then referred others from their networks. For Group 2 (CIS-HET), participants were recruited through random sampling from universities, workplaces, and online platforms. This dual approach helped achieve both representativeness and feasibility while ensuring diversity across the sample.

Materials

Sexual Orientation Scale (SQS; Sagayaraj & Gopal, 2020) – A 28-item standardized measure of sexual orientation with high test–retest reliability (r = 0.96) and good internal consistency (Cronbach's α = 0.71–0.88). It has been validated across multiple dimensions including face, content, criterion, and construct validity, making it suitable for accurately assessing orientation in diverse populations.

Wisconsin Card Sorting Test (WCST; Berg, 1948) – A performance-based neuropsychological assessment that evaluates executive functioning, particularly cognitive flexibility, abstract reasoning, and problem-solving. The WCST involves 64–128 card-sorting trials and has been widely used to assess adaptability and set-shifting abilities.

Procedure

A comfortable and confidential environment was established to build rapport with participants before data collection. After obtaining informed consent, participants completed demographic forms followed by the SQS and the WCST. LGBTQ+ individuals were recruited via NGOs, social media outreach, and support groups, while CIS-HET participants were recruited randomly from universities and workplaces. Data collection was conducted offline through paper-based surveys and task administration to maintain consistency. Privacy and confidentiality were strictly observed, with all responses securely stored.

Data Analysis

Data were analysed using both descriptive and inferential statistics. Descriptive statistics (mean, median, mode, and standard deviation) summarized demographic characteristics and test scores. Independent sample t-tests were then conducted to compare executive functioning between LGBTQ+ and CIS-HET groups across WCST variables, enabling the study to identify significant differences and explore whether variations in performance reflected inherent neurocognitive diversity or were shaped by minority stress and environmental factors

Results

Table shows the result of t-test used to compare the mean of LGBTQ and CIS-HET gender based on their executive functioning.

The WCST results table highlights clear differences in executive functioning between CIS-HET and LGBTQ+ participants. On the WCST-C (Correct Responses), CIS-HET individuals achieved higher

mean scores (M = 90.48, SD = 12.586) compared to LGBTQ+ participants (M = 61.92, SD = 7.264), indicating stronger cognitive flexibility and accuracy in the control group. In contrast, LGBTQ+ participants recorded higher error rates across all error-related indices, including WCST-E (Errors), WCST-PR (Perseverative Responses), WCST-PE (Perseverative Errors), and WCST-NPE (Non-Perseverative Errors). For instance, perseverative responses and errors were notably higher among LGBTQ+ individuals (M = 30.56, SD = 11.832; M = 21.00, SD = 8.003, respectively) than in CIS-HET participants (M = 11.34, SD = 4.192; M = 8.74, SD = 5.635). These differences were statistically significant, as reflected by large negative t-values across all comparisons. Taken together, the findings suggest that while LGBTQ+ individuals demonstrate intact executive functions, they exhibit greater difficulty in cognitive flexibility, decision-making, and adapting to shifting rules compared to CIS-HET peers. Such disparities may not necessarily reflect inherent cognitive deficits but could instead be influenced by chronic minority stress, stigma, and psychosocial pressures that place additional cognitive load on LGBTQ+ individuals.

Table 1. shows the result of t-test used to compare the mean of LGBTQ and CIS-HET gender based on their executive functioning

WCST Variable	Group 1 Mean (CIS-HET)	Group 1 SD	Group 2 Mean (LGBT+)	Group 2 SD	t-test scores
WCST-C (Correct Responses)	90.48	12.586	61.92	7.264	13.897
WCST-E (Errors)	20.08	5.667	36.74	12.626	-8.512
WCST-PR (Perseverative Responses)	11.34	4.192	30.56	11.832	10.862
WCST-PE (Perseverative Errors)	8.74	5.635	21.00	8.003	-8.858
WCST-NPE (Non-Perseverative Errors)	9.38	8.327	14.98	7.906	-3.448

Discussion

This study investigated differences in executive functioning between LGBTQ+ and CIS-HET individuals, focusing on cognitive flexibility, decision-making, and problem-solving as measured by the

Wisconsin Card Sorting Test (WCST). The discussion is structured around the hypotheses, with results interpreted considering prior research.

Hypothesis 1: There will be no significant difference in cognitive flexibility, decision-making, and problem-solving abilities between LGBTQ+ and CIS-HET individuals as measured by standardized neuropsychological tests.

This hypothesis was rejected. Results showed a clear and statistically significant difference across all WCST variables. CIS-HET individuals scored significantly higher on correct responses (WCST-C: M = 90.48, SD = 12.586) compared to LGBTQ+ participants (M = 61.92, SD = 7.264), with a large t-value (t = -13.897). Conversely, LGBTQ+ individuals demonstrated higher error rates, including total errors (WCST-E: M = 36.74, SD = 12.626 vs. M = 20.08, SD = 5.667; t = -8.512), perseverative responses (WCST-PR: M = 30.56, SD = 11.832 vs. M = 11.34, SD = 4.192; t = -10.862), perseverative errors (WCST-PE: M = 21.00, SD = 8.003 vs. M = 8.74, SD = 5.635; t = -8.858), and non-perseverative errors (WCST-NPE: M = 14.98, SD = 7.906 vs. M = 9.38, SD = 8.327; t = -3.448). These results suggest that LGBTQ+ individuals face greater challenges in maintaining cognitive flexibility and shifting problem-solving strategies when task demands change. The findings resonate with Meyer's (2003) Minority Stress Model, which posits that chronic exposure to stigma, discrimination, and identity-related stressors can impair both cognitive and emotional regulation. Similarly, Puckett et al. (2020) reported that ongoing discrimination has measurable negative effects on the psychological and cognitive well-being of LGBTQ+ individuals. Thus, the lower WCST performance among LGBTQ+ participants is more plausibly linked to external psychosocial stressors than to inherent neurocognitive deficits.

Hypothesis 2: There will be no significant difference in overall executive functioning between LGBTQ+ and CIS-HET individuals.

This hypothesis was also rejected. Across all measures of the WCST, significant group differences were observed, with CIS-HET individuals consistently outperforming LGBTQ+ participants. The significant differences in perseverative errors and responses, in particular, indicate reduced adaptability among LGBTQ+ individuals when faced with shifting task rules. This aligns with findings from Garcia-Falgueras & Swaab (2010) and Zubiaurre-Elorza et al. (2013), which showed that executive functioning and identity formation are closely related to frontal lobe processes. These studies emphasize that identity is rooted in neurological structures rather than pathology. It is important to highlight that although LGBTQ+ participants scored lower, their performance still reflected intact executive functioning, suggesting that identity-related stress, rather than cognitive impairment, contributes to performance differences. Kranz et al. (2014) further demonstrated that gender identity is strongly correlated with neurobiological markers, debunking the outdated notion of LGBTQ+ identities as a

mental disorder. The higher error rates in this study may therefore reflect the cognitive toll of navigating systemic stigma, as supported by Russell & Fish (2016), who showed that bias in healthcare environments compounds stress and hinders cognitive resilience.

CONCLUSION

The present study concludes that significant differences exist in executive functioning between LGBTQ+ and CIS-HET individuals, as measured through the Wisconsin Card Sorting Test (WCST). While CIS-HET participants demonstrated higher accuracy and fewer errors, LGBTQ+ participants recorded more perseverative and non-perseverative errors, suggesting challenges in cognitive flexibility, decision-making, and problem-solving. Importantly, these differences should not be misinterpreted as inherent cognitive deficits but rather as outcomes shaped by chronic minority stress, discrimination, and societal stigma, consistent with the Minority Stress Model (Meyer, 2003). The findings reinforce that LGBTQ+ identities are neurologically valid and part of natural human diversity, not pathologies. Therefore, the study highlights the urgent need for culturally sensitive neuropsychological frameworks, affirmative mental health policies, and inclusive education such as comprehensive sex education to address rising concerns of HIV and addiction that collectively safeguard the dignity and rights of LGBTQ+ individuals while improving equitable access to mental healthcare.

FUTURE DIRECTIONS

Longitudinal Studies – Future research should track cognitive performance of LGBTQ+ individuals over time to examine how minority stress, resilience, and social changes influence executive functioning.

Inclusion of Transgender and Non-Binary Individuals – Specific studies are needed on the neurocognitive effects of gender-affirming interventions, such as hormone therapy and transition-related healthcare.

Cross-Cultural Comparative Research – Expanding similar studies across different Indian states and cultural groups will help identify regional influences on neurocognitive performance and access to care.

Development of LGBTQ+-Inclusive Norms – Establishing baseline neuropsychological data for LGBTQ+ populations will prevent misdiagnosis and ensure more accurate clinical interpretation.

Intervention-Based Research – Future work should design and test cognitive and psychosocial interventions that reduce the impact of minority stress on executive functioning and mental health outcomes.

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- ICFAI University Tripura has been ranked 35 in the year 2024 as the Best University all over India by India Today – MRDA
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- The ICFAI University Tripura has been ranked 18 by CSR-GHRDC as the Top Outstanding Engineering colleges of Excellence all over India category in the year 2023
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- Established 'Institute Innovation Council (IIC) as per norms of Innovation Cell, Ministry of MHRD, Govt. of India
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B. Tech (CE, CSE, ECE, ME, EE)	4 Years	Pass in 10 + 2 (Phy/Chem/Math) with minimum 45%, (40 % in case of SC/ST/ OBC)aggregate marks	IT,ITEs, Manufacturing,Companies, Corporates, Telecom, Banks, Govt. Services
B. Tech - Lateral Entry (CE, CSE, ECE, ME, EE)	3 Years	Pass in 3 - year diploma course with minimum 45 % (40 % in case of SC/ ST/ OBC) aggregate marks	IT,ITEs, Manufacturing,Companies, Corporates, Telecom, Banks, Govt. Services
B.Sc. in Data Science & AI	4 Years	Pass in 10+2 examination with 45% marks from science discipline	Corporates, AI Researcher, Data Scientist, Machine Learning Engineer, Data Analyst, Business Intelligence Developer, AI/ML Product Manager
BCA	3 Years	Pass in 10 + 2 (any Discipline) examination	IT,ITEs, Corporates, Banks,Govt. Services, NGO's.
Integrated MCA	5 Years	Pass in 10 + 2 (any Discipline) examination	IT,ITEs, Corporates, Banks,Govt. Services, NGO's.
MCA	2 Years	Graduation in any discipline, with 40% and above aggregate marks.	IT,ITEs, Corporates, Banks, Govt. Services, NGO's,Research
M.Tech - Water Resource Engineering	2 Years	Valid GATE Scorer with B.Tech /B.E in Civil Engineering or B.Tech /B.E in Civil Engineering with 60% marks	Research, consultant to Pvt. Organization in the field of flood forecasting, flood inundation, flood disaster management, Entrepreneur.
M.Tech - Structural Engineering	2 Years	Valid GATE Score with B.Tech/B.E., in Civil Engineering or B.Tech/B.E. in Civil Engineering with 60% marks.	Structural Engineer,Project Manager, Researcher, Quality Control, Teaching, Entrepreneurship, and more.
M.Tech - Computer science & Engineering	2 Years	Pass with 60% aggregate marks in B.Tech. (CSE or IT or ECE or EEE) or MCA or M.Sc. (IT or Computer Science) or equivalent	Offers opportunities in cutting-edge technology-based research like AI ML, Cybersecurity, and software development roles in the ever-evolving field of computer science.

Basic Science

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Sc. Physics (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Physics & pass in Maths	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Chemistry (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Chemistry	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Mathamatics (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Physics	2 Years	Graduate with 45 %(40 % in case of SC/ST/ OBC) marks in Physics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Chemistry	2 Years	Graduate with 40% marks in Chemistry	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Mathematics	2 Years	Graduate with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate

Liberal Arts

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.A. English (Hons.)	4 Years	Pass in 10 + 2 (any Discipline) with 40 % marks in English	Jobs in Govt., Teaching in Schools/Educational Administrators/ Corporate, Banks, Telecom, Media, Journalism
M.A English	2 Years	Graduate in any Discipline with minimum 45 % in English (40% in case of SC/ST/ OBC) aggregate marks	Jobs in Govt., Teaching in Schools/Educational Administrators/ Corporate, Banks, Telecom, Media, Journalism/ Research
B.A. Psychology (Hons)	4 Years	Pass in 10 + 2 (any Discipline) with 50 % (45% in case of SC/ST/ OBC) marks	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.A Psychology	2 Years	Graduate with 45 % in Psychology(40 % in case of SC/ST/ OBC) marks.	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Psychology (Hons)	4 Years	Pass in 10 + 2 (any Discipline, with Economics or Maths as a combination subject) with 50 % (45%in case of SC/ ST/ OBC) marks	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Psychology	2 Years	B.Sc Psychology degree from a recognized university with 45 %(40% in case of SC/ST/ OBC) marks in Psychology.	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.A. Journalism and Mass Communication	4 Years	Minimum10+2 (in any discipline) with 40% or above marks in aggregate	Reporter, Journalist, News Editor, or Photojournalist in print, electronic or digital media, Public Relations Officer,Content Writer/ Developer for websites, blogs and social media, Filmmaking and Radio jockey, Advertising campaigns, Social Media Manager
B.Sc. Journalism and Mass Communication	4 Years	Minimum10+2 (in Science Stream) with 40% or above marks in aggregate	
M.A. Journalism and Mass Communication	2 Years	Minimum Graduation (in any discipline) with 45% or above marks in aggregate	Director of Communications for advertising campaigns, Content writer/ Developer for websites, blogs and social media,Journalist/ Photojournalist, Filmmaking and Radio Jockey (RJ),Screenwriter, Sound Engineer, TV Correspondent, Producer, Art Director, Technical Communication Specialist , Web Producer
M.Sc. Journalism and Mass Communication	2 Years	Minimum B.Sc. or B. Tech Degree with 45% or above marks in aggregate.	

Law

Program	Duration	Eligibility	Career Prospects Employment Opportunities
BBA-LLB Integrated	5 Years	Pass in 10 + 2 with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
BA-LLB Integrated	5 Years	Pass in 10 + 2 with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
LL.B	3 Years	Graduate in any Discipline with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
LL.M	2 Years	Graduate with LLB degree (Recognised by BCI)	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR,Research

Management & Commerce Studies

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Com (Hons.)	4 Years	Pass in 10 + 2 examination in commerce or Science with 45% (40% in case of ST/ SC/OBC) marks	Banks, Financial Services, Corporates
BBA	3 Years	Pass in 10 + 2 (any Discipline) examination with minimum 40% marks	Banks, Financial Services, IT, Insurance, Telecom,Corporates, Consulting Companies.
B.A. Economics	4 Years	Pass in 10 + 2 (any Discipline) examination with minimum 40% marks	Financial Analyst/ Investment Banker/ Risk Manager/ Actuary/ Public Sector Policy Analyst/ Economic Advisor/ Public Sector Economist/ Central Bank Analyst/ Management Consultant/ Trade Specialist/ Data Analyst/ Statistician/ Market Research Analyst/ Startups and Business Ventures
B.Sc. Economics	4 Years	Pass in 10 + 2 with minimum 45 % marks in Mathematics	Financial Analyst/ Economist /Management Consultant /Data Scientist/ Public Policy Analyst/ Financial Manager/ Marketing Manager/ Research Analyst/ Economic Advisor/ Statistician/ Market Research Analyst/ Startups.
MBA	2 Years	Graduate in any discipline with minimum 50 % (45 % in case of SC/ST/OBC) aggregate marks	Banks, Financial Services, IT, Insurance, Telecom, Corporates, Consulting Companies, Research
Executive MBA	2 Years	Graduation in any discipline with 45% and above aggregate marks, with a minimum of two years of work experience.	Banks, Financial Services, IT, Insurance, Telecom, Corporates, Consulting Companies, Research
M.Com	2 Years	B.Com with 45%(40% in case of ST/SC/OBC) Marks	Banks, Financial Services, Corporates
Master of Hospital Administration (MHA)	2 Years	Graduate with 40% aggregate marks (Preference will be given to MBBS, BDS, BHMS, B.Sc Nursing, BPT, BAMS, B.Sc Allied Health Science, Bioscience, General Science, Veterinary Sciences & B.Sc Pharma)	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)
M.A Economics	2 Years	Candidates must hold BA/B.Sc. Honours degree in Economics with a minimum of 45% aggregate marks (or equivalent).	Public Policy Analyst/ Economic Advisor/ Central Bank Analyst/ Trade Specialist/ Public Sector Economist/ Management Consultant//Professor/ entrepreneurial ventures in policy-related domains.
M.Sc. Economics	2 Years	Candidates must hold a B.Sc. Honours degree in Economics with a minimum of 45% aggregate marks (or equivalent).	Data Scientist/ Financial Analyst/ Risk Manager/ Statistician/ Econometrician/ Research Consultant/ Actuary roles in think tanks of international organizations, and academic institutions.

Allied Health Sciences

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.sc. in Emergency Medical Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45% marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private hospital having ICU/ITU/Critical care unit, Demand in disaster management team for both state/central government, army/navy/airforce. Eligible for Post graduation courses.
B.sc. in Cardiac Care Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45 %marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private Hospitals in cardiology department, different cath- labs or diagnostic centers. Eligible for postgraduate courses.
B.sc. in Dialysis Therapy Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45 % marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private hospitals, NRHM, NUHM, NGO, clinics/ healthcare setup offering dialysis treatment. Eligible for Post Graduation courses in dialysis.
Bachelor in Health Information Management	4 Years	Pass in 10 + 2 (any Discipline) with 45 % marks (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government / Private hospitals, diagnostic centers, NRHM/ NUHM, legal firms,Healthcare consultancy .Eligible for Post Graduate courses.
B.Sc. Medical Lab Technology (BMLT)	4 Years	Pass in 10 + 2 (Science Discipline) with 45% marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private hospital having ICU/ITU/Critical care unit, Demand in disaster management team for both state/central government, army/navy/airforce. Eligible for Post graduation courses.
B.Sc. Medical Lab Technology (BMLT) (LE)	3 Years	Pass in 3 years diploma with 45% marks in aggregate (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private hospital having ICU/ITU/Critical care unit, Demand in disaster management team for both state/central government, army/navy/airforce. Eligible for Post graduation courses.
Master in Medical Lab Technology (MMLT)	2 Years	Candidate must have passed degree, e.g. B.Sc. MLT/ B.Sc. Physiology/ Microbiology/ Biotechnology/ Biochemistry or equivalent B.Sc. Biosciences from a recognized University	Opportunity in Government / Private sector, Lab Technician, Medical Lab Incharge, Research and Development Manager (Laboratory),Technical Officer etc. Can pursue research or can flourish in academics as well

Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Ed	2 years	Graduate or post graduate in any discipline with minimum 50 % (45 % in case SC/ST/ OBC) aggregate marks	Teaching in Secondary level
MA - Education	2 years	Graduate in any discipline	Teaching in Schools/Educational Administrators/ Research
M.Ed	2 years	B.Ed. (1/2 years)/ B.EL.ED/B.Sc.B.Ed./B.A B.Ed./ D.EL.Ed. /D.Ed. with a Bachelors degree. 50% marks at all the levels	Teaching in Teacher Education

Physical Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.P.Ed	2 years	Pass in graduation in any discipline and as per university selection procedure.	Jobs in School/ College/ Physical Trainer
D.P.Ed	2 years	Pass in 10+2 or equivalent with 50% of marks in any stream	
BPES	3 years	Pass in 10 + 2 examination or equivalent from any recognised education Board/ University	
BPES(LE)	1 year	Pass in two years diploma in Physical Education	
MPES	2 years	Candidates must have passed with at least 50% marks for Gen/OBC and 45% for SC/ST category, B.P.E.D (4yr. integrated) /B.P.E.D (1yr. or 2yr.)/B.P.E (3yrs.)/ B.sc (Physical Education)/ B.P.E.S (3yrs.)	Jobs in School/ College/ University, Physical Trainer/Sports/ Job in Govt. and Private sector as teacher, instructor, coach etc.

Yoga & Naturopathy

Program	Duration	Eligibility	Career Prospects Employment Opportunities
PGDYET	1 year	Any graduate	Yoga Teacher in Schools, Yoga Therapist/ Yoga Psycologist/ Yoga Inspector in MNC's, Health Club,Yoga Club
B.A. in Yoga	3 years	Pass in 10 + 2 (Arts/Commerce) with minimum 40% aggregate marks.	
B.Sc. in Yoga	3 years	Pass in 10 + 2 (Science) with minimum 40% aggregate marks.	

Special Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Ed.Spl.Ed. (ID)	2 years	Graduate or post graduate in any discipline with minimum 50 % (45% in case SC/ST/ OBC) aggregate marks	Teaching in Secondary level and at special schools
D.Ed.Spl.Ed. (IDD)	2 years	Pass in 10 + 2 (any Discipline) with minimum 50% (45 % in case SC/ ST/ OBC) aggregate marks.	Special schools, Sarva Siksha Abhiyan/ Resource teacher in General School/ Integrated/ Inclusive setup
M.Ed.Spl.Ed.(ID)	2 years	B.Ed. Spl. Ed (ID) / B.Ed. General with D.Ed. Spl. Ed (ID) with 50% marks (RCI).	Professional preparation of teacher educators- engaged in continuous professional development of teachers
Integrated B.A./ B.Com /B.Sc./ B.Ed. Spl.Ed.	4 years	Pass in 10 + 2 with 50% marks	Teaching in Secondary level and at special schools
Integrated B.A. B.Ed. Spl. Ed. (Visually Impaired)	4 years	Pass in 10 + 2 (any Discipline)	They can appear the CTET and TET exam i.e. for Central and State Level, RCI Registered Rehabilitation Professional in Clinic, Nursing home, Hospitals, Counseling centers, Special Educator or Children with Visual Impairment in Inclusive school, Special school and General school.

Clinical Psychology

Program	Duration	Eligibility	Career Prospects Employment Opportunities
M. Phil in Clinical Psychology	2 years	M.A / M.Sc degree in the Psychology with 55% marks in aggregate, Preferably with special paper in Clinical Psychology .	Qualified professional & extensive inputs & widespread Clinical experience to acquire the necessary skills in the area of Clinical Psychology

Library And Information Sciences

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Lib.I.Sc.	1 Year	Graduate in any discipline	School/ College/ University/ district/ State / National Librararies, Bank, Govt. Services, NGO's, Research
M.Lib.I.Sc.- Int.	2 Years	Graduate in any Discipline	
M.Lib.I.Sc.	1 Year	Graduate with B.Lib.I.Sc	

Nursing

Program	Duration	Eligibility	Career Prospects Employment Opportunities
GNM	3 years	10+2 with English and must have obtained a minimum aggregated score of 40% marks for the general candidates for any stream •35% SC/St candidates marks required from any stream • Age should be 17-35 (and for SC/ST 5 years relaxation) • Boys & Girls both are eligible	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)

P.hD

Program	Duration	Eligibility	Career Prospects Employment Opportunities
Engineering (CE, CSE, ME, ECE,EE), Science (Physics, Chemistry,Mathematics),Allied Health Sciences (Molecular Biology, Clinical Bacteriology, Clinical Biochemistry), Management (OB, HR, Marketing, Finance), Economics, Commerce, Law, English, Psychology, Education, Spl. Education, Sociology, Physical Education, Political Science, Philosophy	4 years	A two-year postgraduate degree or equivalent from a recognized Institution, with 55% marks or equivalent CGPA in concerned subject. or A regular, full time M.Phil degree from any recognized University	Faculty position, Scientist, Post-doc researcher

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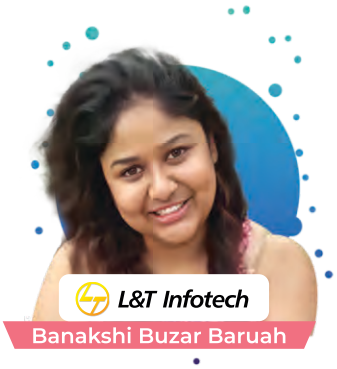
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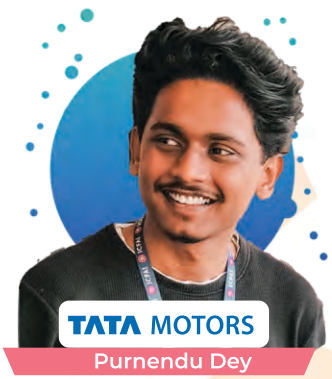
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