



## **PRE-CONFERENCE BOOKLET**

9<sup>th</sup> LSME INTERNATIONAL  
RESEARCH CONFERENCE ON

# **GLOBAL EDUCATION AND THE GREEN ECONOMY**



**DATES**  
18-19 August 2022

**VENUE**  
Online

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## INTRODUCTION

We are delighted to welcome you to our 9<sup>th</sup> LSME International Research Conference, now firmly established as a vital and independent platform for exploring issues of international significance in an open, inclusive and practical forum.

The pre-conference booklet you are reading contains preliminary messages from our specially invited speakers, guests of honour and Conference Committee, and presents abstracts for each of the papers selected for delivery in this year's event. We hope that this will give you a flavour of what to expect from the 2022 Conference and whet your appetite for taking an active part in proceedings.

We intend the materials in this booklet to provide a 'key-in' to your conference experience. As you read through the contents, we hope you will be inspired by the ideas, perspectives and phenomena we plan to showcase at the Conference. These represent the hard work, research excellence and reporting skill of a wide range of academic and social practitioners, whose contributions to our complex world may help us all move towards understanding and solutions to the problems we face in creating a worthwhile future for our communities, nations and humanity in common.

## MISSION STATEMENT

We continue to focus intentionally and with rigour on the tenets of Responsible Research and Innovation as an overarching theme for our Conference series. This means that we strive to:

- Promote social justice, inclusion and equity
- Increase the influence of research on policy and practice in key impact areas
- Increase the commitment of participants in research via active involvement in all stages of an open, principled and inclusive process of investigation and dissemination of findings

These principles are applied equally to all participants, including researchers, academic observers, delegates and the wider communities touched by research projects explored in the conference.

## OBJECTIVES OF THE CONFERENCE

- To provide an inclusive platform fostering an active community of researchers collaborating
- on issues of social significance and societal concern
- To advance the principles and practices of Responsible Research and Innovations (RRI) in support of researchers at all stages of their research journey
- To provide an open and accessible mechanism for sharing creative contributions to the research agenda across a range of subject matter and discipline areas
- To explore issues facing Education as a Global Human Endeavour, with special consideration of the imperatives arising from the Green Agenda

The conference is hosted by the London School of Management Education (LSME) and delivered by an experienced committee of internationally renowned academics, practitioners and subject matter experts committed to excellence in conducting and sharing socially responsible research outputs and outcomes.

## WELCOME FROM THE CONFERENCE CHAIR

### PROFESSOR STEPHEN MCKINNEY

Dear Conference Delegates,

As Conference Chair, I offer you a very warm welcome to the 9<sup>th</sup> LSME International Research conference. The series of LSME conferences originated in London in January 2015 and the series has included two major conferences in Chandigarh in India. All of these conferences have been very successful and provide ample evidence of the commitment of the LSME to promoting the development of research and have provided opportunities for researchers to present and discuss their research. The organisation of nine international conferences is an extraordinary achievement and it has been my honour and privilege to be involved in the preparation of all nine conferences.



This year our theme is focussed on *Global Education and the Green Economy*. These are serious issues for the contemporary world and the current context. We have, of course, started to return to some form of daily life that involves more physical interactions, albeit hesitantly and cautiously. Now it is time to assess the short-term and long-term effects of Covid-19 on global education and the challenges this has created for ensuring that children and young people throughout the world have access to education. Education is vital as it will help the children and young people to flourish and develop their talents and skills. There are also the pressing issues of climate change and damage to our environment which are having an impact throughout the world. We now need to promote heightened awareness and a greater commitment to sustainable development. In the conference, we hope to explore and discuss the aim and ambition of the vision for a green economy. This vision seeks a fair, green economic future for all – a green economy that promotes equity, equality, social justice and human rights. These two major themes of *Global Education and the Green Economy* are interconnected and very relevant to our ongoing commitment to the principles and practice of responsible research.

I welcome all of the researchers presenting at this conference and I look forward to hearing the findings of your research in your papers. As always, I welcome especially early career researchers and thank you for joining us and being willing to share your research. The LSME conferences aim to attract and support both early career researchers and more experienced researchers. It is our hope that we can all learn from each other and benefit from a fruitful shared experience at the conference.

This is the first LSME international conference that will be conducted on a hybrid basis. The last two LSME conferences of 2020 and 2021 were entirely online and both were very successful. These conferences were online as a result of the restrictions and lockdowns imposed because of the spread of the Covid-19 pandemic. We now aim to move back to physical face-to-face conferences and the hybrid model represents a transition period. This hybrid model means that while many of our presentations will be online and most of our participants will be engaging with the conference online, there will be a small group of people participating in the LSME building itself. We hope that we will be able to attract larger numbers of participants to attend physical face-to-face in future conferences.

I wish to recognise the contribution of the members of the Conference Committee: Dr Ravi Kumar, Dr Peter Gray, Dr Sarita Parhi, Martin McAreavey, Hassan Shifau, Dr Dolly Jackson-Sillah and Dr Alexandra Okada. The planning for any conference is complex and time consuming and there are further layers of complexity in the logistics when the conference is being planned as a hybrid event. The members of the committee have worked very hard in the planning process sessions and will all have a major part to play in helping with the daily operation of the conference. I offer them my heartfelt thanks. I offer a special word of gratitude to all those who helped with the review of abstracts. I am also grateful to the VIP guests and other guests (many of whom are long term friends and supporters of the LSME) for their presentations and

greetings to the delegates of the conference. The staff of the LSME always provide an invaluable support for the conference and I thank them for their unfailing patience, courtesy and good humour.

The LSME conferences originated and continue to be organised because of the vision and dedication of Dr Ravi Kumar and Dr Sarita Parhi. Their leadership in the management and operation of the LSME is quite simply inspirational and exemplary. They are committed to the support and care of their students and staff. On behalf of the Conference Committee, I offer our sincere thanks to them both.

Finally, I hope you find the conference to be stimulating and enjoyable and thank you for your participation.

With very best wishes,

**Professor Stephen McKinney**

University of Glasgow

## A SPECIAL WELCOME FROM THE CONFERENCE CONVENER DR RAVI KUMAR

Dear Friends and Colleagues,

Warm greetings to you all!

On behalf of the organising committee of the 9th LSME International Conference on 'Global Education and the Green Economy', I warmly welcome our distinguished guests, speakers, presenters, delegates and supporters to share in the remarkable research work and expertise we have assembled here.

At a time when world events are increasingly influenced by the physical environment and humanity's role in its future, it is particularly fitting that the core theme for this year's event should be Global Education and the Green Economy – two clear areas of influence over the future of our planet. We hope to learn much from the considerable expertise of our selected presenters and their research into significant issues in their communities.

Education as we know is the foundation for sustainable development and should be transformative enough to allow us to make informed decisions and take individual and collective action to change our societies and combat climate change. Hence there is no doubt that governments, education policy-makers, academics, and education and environmental stakeholders need to further commit to Education for Sustainable Development. The Green Economy sounds like the purview of business, but in reality the economic choices we make today will have profound impacts on the world our children will inherit, so it is vital that those choices are informed by clear and powerful insight.

The conference committee has carefully selected papers that offer a wide range of cultural, economic, social and organisational perspectives on the theme and we are very grateful for the significant contributions of these researchers through the use of document analysis, literature review, interviewing, survey analysis, figure creation and many more. These will hopefully stimulate interesting and meaningful discussions amongst participants with varying levels of expertise.

I am proud of the legacy our Conference Series has already created in previous years, and very much look forward to another successful and productive experience alongside each of you this year, in what I am sure will once again be a wonderful learning and collegial experience.

**Dr Ravi Kumar**

Executive Director of LSME and Conference Convener



## A MESSAGE FROM THE MAYOR OF REDBRIDGE

It is with great pleasure that I add my welcome to the 9<sup>th</sup> LSME International Conference, the latest in a well-established series of prestigious and high-profile events sponsored and supported by one of the Borough's leading educational establishments.

It is well known that events of this type are an excellent platform for making connections with others of similar outlook but with often very different backgrounds and experience. This potential for interaction and dialogue is an important feature of economic and social growth, not only within the locality within which the conference takes place, but also across the many dimensions of international realities that the wide-ranging delegate base gives access to.



From a purely parochial perspective, the opportunity to promote our local interests on such a broad international stage guarantees our support for the event this year and into the future. We hope to learn much from the materials and concepts shared during the conference, especially where this can provide insights and advantages of direct benefit to the local community in Dagenham and Redbridge.

I commend the exceptional efforts of Dr Ravi Kumar and his team at the London School of Management Education for once again organising and delivering a conference of real significance around the theme of Global Education and the Green Economy. These represent issues of universal importance across all communities, and through sharing dialogue and fellowship around these issues at the conference I hope that a lasting and concrete legacy is created for the benefit of all.

**Cllr. Thavathuray Jeyaranjan**

Mayor of Redbridge, London, UK

## A MESSAGE FROM DR PETER GRAY

Dear Friends and Colleagues,

I congratulate you on your participation in this conference on *Global Education and the Green Economy*. This title continues the LSME tradition of promoting responsible research and innovation. Right now, however, the very existence of these concepts is challenged by the selfish and stupid actions of so-called 'leaders'.



These leaders have all undergone some form of education, and yet, as we are seeing in the current UK leadership race, this is conceptualised as a stage in 'my journey', a stage completed upon graduation, rather than being an ongoing process of becoming, as education should be. The 'economy', whether the economy of individual nation-states or the global economy formed by their interactions, is the medium in which we exist, by necessity.

Adding the prefix 'green' to economy is misleading, however, since the current economy, in a wide sense, is the root of climate change and our impending doom. Perhaps we should speak of the existing RED economy, a STOP sign for nation states and their selfishness. Here, I acknowledge the role of individuals, including myself, in allowing this situation to develop.

Rather, we need to think of education, as a parallel medium of existence, and as inherently green. By this, I mean that education should form mindsets in which actions for social justice, democracy and climate change reversal come together, making it impossible to continue with business as usual.

In the 1950s, the science fiction writer Isaac Asimov proposed the three laws of robotics, which were intended to make it impossible for robots to harm humans. The three laws would be written into every piece of robot software, without fail. Education, in our world, has been allowed to fail, partly because it does not have 'global' embedded at its core. Education that is not global, that does not contribute to the survival of our planet, that is purely for the economy, this kind of education needs to change.

Of course, these ideas are normative. How can we instill a global, collaborative, dialogical mindset without some degree of normativity? LSME has shown how this might be done, by acting as a medium in which social justice and democracy are the basis of its interactions with students and others.

As participants in this conference, you are part of this medium, part of a movement towards a new education, a movement that has been in place for hundreds if not thousands of years, but which is drowning in a rising sea of stupidity. Find your voices, change education! Find your voices, use your research to actively promote change, not to preserve the academic norm!

Welcome to the 2022 conference, let us change the world, quickly!

**Dr Peter Gray**

Research adviser, European Projects, NTNU, Norway



## A MESSAGE FROM THE GUEST OF HONOUR

I am delighted to be invited to continue my long standing support and association with the conference series set up and run so magnificently by my friend and colleague Dr. Ravi Kumar and his hard-working team at LSME in London. I would like to add some brief thoughts to help shape your experience of the event, in the tradition of open and accessible research that is the hallmark of this excellent forum for international debate and discussion.



Even since the last conference event in 2021, the world has become a very different place and much has changed to challenge humanity in moving forward. Indeed the very questions that define our outlook have evolved in this relatively short time, as the global realities of climate change and its impact on local communities, regional and national economies and wider international interactions become harder for humanity to ignore.

How timely, therefore, this conference with its focus on two key themes vital to responding to the challenges we now see etched into the daily lives of millions around the planet.

Education sits at the core of change in every social and economic system, for without new ideas and new ways of thinking, we may be prevented from doing things differently enough to deliver new solutions to the emerging and accelerating challenges we face.

A focus on the Green Economy seems intuitively practical at this point too – human endeavour around economic exchange has been the driver of most of the fundamental movements enabling the advancement of humanity since ancient times. When commercial gain, profit and the opportunity for personal enrichment are harnessed properly and with respect for the planet, then we will truly begin to reap a harvest for humanity that is sustainable, ethical and the antithesis of the destructive power of capitalism that has led us here to the brink of global catastrophe.

I am sure you will join with me in paying close attention to the new ideas set out in this, the 9<sup>th</sup> LSME International Conference. I hope to learn from the perspectives and insights of fellow researchers and observers active in seeking new knowledge, and am excited by the range and quality of contributions set before us for consumption over the course of the Conference and beyond.

Let us stand together, ready to take Global Education and the Green Economy to the next level, for the good of all humanity.

**Professor Rajan Welukar**

Vice Chancellor Atlas Skilltech University, Mumbai, India

## A MESSAGE FROM THE CHIEF GUEST

Education and the Green Economy are subjects close to the heart of all who care about the future of our planet. When you take the perspective of a small nation such as the Maldives, perceptions are very much heightened in terms of the importance of paying attention in these vital areas, as the failure to do so will undoubtedly have grave consequences here, possibly in advance of elsewhere on the planet.



We must collectively assume responsibility for the decisions and directions taken today in the economy and for the education of our citizens. It is not enough to delegate this to those in government, global businesses or scientists with a detailed understanding of the technical issues behind climate change.

We must seek to equip our young people with the intellectual tools, theoretical frameworks and academic insights necessary to allow them to continue the pioneering work being done now in support of a better future for humanity.

What better opportunity can there be than for academics, professional people, influencers and public servants to come together in a conference like this, to share ideas and seek common ground in understanding the challenges and solutions for Global Education and the Green Economy.

It is my great pleasure to be invited to take part in this event, which I know from discussions with my counterparts who have previously attended is much more than a showcase for academic talent. I look forward to hearing new ideas, engaging in dialogue with presenters, organisers and delegates and to seeing the fruits of the collective labour of all who contribute to this wonderful conference series being realised in future years.

**H.E. Dr Ibrahim Hassan**

Minister of Higher Education, Maldives

## PROFILE OF GUESTS OF HONOUR AND SPECIAL LECTURE SPEAKERS

An Accountant by profession and an Academician by passion **Professor Dr Asif Mahbub Karim** is the Head of Research and Dean at the Binary Graduate School in Malaysia.



With PhD in Creative Accounting (Graduate on Time) from a well reputed university in Kuala Lumpur, Malaysia has over 25 years global experience both in the industry and academia. He has done double Masters in Business Administration majoring in Marketing and International Marketing, earned a Post Graduate Diploma (PGD after completion of his Masters) in International Relations from University of Dhaka. He is Fellow Member of Institute of Certified Financial Analyst in New York, USA and at Australian Business Academy for Business & Leadership in Sydney, Australia and at The Institute of Administrative Management, UK.

A seasoned researcher with over 120 international publications mostly in Scopus and ERA indexed journals. A Research gate score of 17.08 currently with 105,000 plus read of articles in the research gate. His research area includes forensic and creative accounting, SME's, cyber security, fraud investigation, social media marketing, human resources information system, emotional intelligence to name a few. Professor Dr Asif's industry experiences as consultant ranges from World Bank Projects, IMF Projects, UNDP Projects, FAO Projects, ILO Projects, IJO Projects during his tenure with KPMG. Beside KMPG he was actively involved with projects from Accenture and PWC as well.

Dr Asif, was the Chief Accountant and later become Manager Finance & Administration with Euro Gulf LLC in Dubai, United Arab Emirates for the signature construction projects in Dubai, UAE like Development of Burj Khalifa, Dubai Mall, Jumeirah Lake Towers, to name a few.

He was also the Financial Consultant and later became Head of Operations for Bangladesh of Draexlmaier Automotive GmbH of Germany. The leading automobile interior designer since 1952 for brand like Mercedes Benz, BMW, Audi, Rolls Royce, Bugatti, Land Rover, Ferrari, Lamborghini, Tata to name a few. Professor Dr Asif is actively involved with academia since 2000 and travelled in the South East, Far East, Middle East, Central Asia and Southern Africa for academic purposes to different reputed universities. He attended numerous international conferences, seminars as keynote speaker. Dr Asif has examined and supervised over 100 doctoral level thesis from global destinations.

As part of his digital social responsibility (DSR), he has a YouTube on ABCD of Research Methodology (ABCD – Any Body Can Do – profdrasifmahbubkarim).

He is the Founder of GARA (Global Academics Research Academy). It is a research platform encouraging youth researchers from different parts of the world to mix with seasoned researchers to assist in joint research and publication. Currently GARA has 35 global chapters in Asia, Europe, Africa, Australia and North America.

Prof Dr Asif loves to spend quality time whenever possible with his family. He loves to cook, play cricket and travel and serve global community for research and societal development.

## PROFILES

**Prof. Stephen McKinney** is a Professor in the School of Education, University of Glasgow. He is the former leader of the Research and Teaching Groups, *Pedagogy, Praxis and Faith* and *Creativity, Culture and Faith*. He has published extensively on his research interests in: the impact of poverty on schooling, Intercultural Education, Sectarianism and Schooling, Catholic schooling and Faith schooling. He is currently a member of the Councils of the *World Educational Research Association* and the *European Educational Research Association*. He is the Vice President of the *Catholic Theological Association of Great Britain*. He is the former Chair of the *Association of University Lecturers in Religion and Education*. He is a past President of the *Scottish Educational Research Association*. He is a member of the editorial board of a number of international journals including: *International Studies in Catholic Education*, *Scottish Educational Review*, *The Journal of Beliefs and Values* and *Improving Schools*. He is the Chair of the Board of Directors of the London School of Management Education. He is a visiting professor in Catholic Education at *Newman University*, an Associate of the *Irish Institute for Catholic Studies* and on the steering group for the *Network for Researchers in Catholic Education*.



**Dr Alison Kitson** began her career teaching in three secondary schools (ages 11-18). She has since worked in national policy around teachers' professional development and in teacher education at the University of Warwick and University College London (UCL) where she is currently Programme Director of the UCL Centre for Climate Change and Sustainability Education.



**Dr Rajan Welukar** has more than 36 years' experience with the Indian Higher Education System as a teacher, development leader, quality innovator, technology adopter, administrator and policy advisor.

A passion to make a difference to the lives of students and learners through involvement as a policy and opinion leader, as well as actually implementing development initiatives, has made him a known higher educational professional.



### Various positions held include:

Vice-Chancellorships, Directorships, Secretarial positions in the Government, Asia wide Officer Roles, Memberships of numerous Committees, Associations and Bodies all across the globe.

### Institutions worked with include:

Vice Chancellor, G H Rasoni University, Chindwara (1<sup>st</sup> Oct 2017 to 16<sup>th</sup> March 2019), Provost, Somaiya Group of Institutions, Mumbai (July 2015 to sept 2017), Vice-chancellor, University of Mumbai (July 2010 to July 2015), Vice-Chancellor, Yashwantrao Chavan Maharashtra Open University (Sept 2004 to Sept 2009), I/C Vice-chancellor, SNDT Women's University (Feb 2011 to May 2011), Senior Programme Officer, Commonwealth Secretariat's CYP Asia Region (Oct 2003 to Aug 2004), Deputy Secretary to the Governor of Maharashtra (Mar 2002 to Oct 2003), Officer on special duty, Higher & Technical Education department, Government of Maharashtra (June 1996 to Feb 2001), I/C Director, Sydenham Institute of Management Studies, Research and Entrepreneurship Education (Sept 2009 to July 2010) and taught statistics to Undergraduate and Postgraduate classes in Institute of Science, Nagpur and Sydenham College of Commerce & Economics, Mumbai prior to 1996 from 1983, Vice Chancellor AURO University, Surat, Gujarat from March 2020 to 2021. Currently, he is the Vice Chancellor of Atlas Skilltech University in Mumbai, India.

He worked on various important committees of National Knowledge Commission, University Grants Commission, National Assessment and Accreditation Council (NAAC), Film and Television Institute of India, Central Govt., State Govt., Future Generation University, USA and various important educational institutions.

Conceptualised and edited three Books:

- Gandhi @150,
- निर्भया एक आत्मचिंतन (Nirbhaya Ek Aattmachintan)
- Words of Wisdom.

Countries visited in various roles include – USA, UK, China, Canada, France, Australia, New Zealand, Netherlands, Malaysia, Singapore, Indonesia, Thailand, UAE, Grenada etc.

**Dr Peter Gray** had a varied career, transporting equipment for rock bands, taxi driving and working on a farm before returning to higher education in 1994. He studied media, environmental education, philosophy and adult education before gaining his PhD in 2005 from the University of Stirling, UK.



For the past fifteen years, Dr Gray has worked on collaborative international projects in science education, teacher education and educational democracy. This work included the evaluation of such projects as well as participating in project formation and management. He recently retired from the Norwegian University of Science and Technology in Trondheim, for which he worked on over forty such projects.

He has three main professional obsessions:

- Disrupting the current structures of academic research.
- Reforming education in the direction of personal growth rather than standardised achievement.
- Making education a public good rather than a branch of the economy.

Dr Gray lives in Edinburgh with his partner and younger son, and loves tools, particularly guitars, bicycles and hammers.

**Professor Mokgale Makgopa** is a retired full Professor who served the University of Venda (UNIVEN) for the past 25 years from 1996 to 2021. While attached to UNIVEN he served in the capacities of Lecturer, Senior Lecturer, Associate Professor and Full Professor. His research, community engagement, teaching and learning focused on African Literature, Indigenous Knowledge Systems, Sociolinguistics, Folklore and Onomastics. Professor Makgopa published extensively in peer reviewed and accredited journals (43) articles, book chapters (08) and books (12) in the discipline mentioned above. I managed to successfully supervise and graduated 30 honors, 09 Masters and 08 PhD students. Professor Makgopa delivered 70 papers at Local, Regional and International Conferences and this made him to travel extensively. Professor Makgopa served as an external examiner for master's and PhD candidates at several institutions of higher learning and has examined 26 dissertations and 14 theses.



Prof Makgopa was appointed as the Dean of the School for Human and Social Sciences from 01 June 2010 to 31 December 2021. During his tenure in the office the following were accomplished:

Provided a strategic planning of the school for 11 years guided by the university strategic plan.

Provided leadership in initiating collaboration in linkages and networking within institutions of higher learning in Africa, Europe, USA, Australia, and Japan.

Facilitated the development of new programmes at both undergraduate and post graduate levels guided by the school business plan.

Managed to successful to mentor and coach colleagues in teaching and learning, research, and community engagement.

Recommended the appointment of the school Research Professor and Research assistant targeting at the promotion of research within the school.

Encouraged colleagues to attain their terminal degrees in their respective disciplines.

Initiated collaboration and networking in community engagement this resulted in the signing of Memorandum of Understanding.

Delivered several motivational talks within the catchment of the university.

Served in various capacities as a member of national international professional bodies.

Brought funding and grants for his research and student support.

Prof Makgopa is a C3 National Research Foundation (NRF) rated researcher in language, literature, and folklore from 2016 to 2027. Prof Makgopa has researched and published extensively and managed to visit some counties in the following continents, Africa, Asia, Europe, Australia, South and North America.

**H.E. Dr Ibrahim Hassan** was appointed Minister of Higher Education, Maldives in November 2018, a key post in the Government Cabinet of President Ibrahim Mohamed Solih. Dr Hassan utilises his extensive experience in education and knowledge of social media platforms to ensure the Higher Education agenda in the Maldives receives consistent and prominent attention for positive and proactive strategy in developing opportunities for Maldives citizens. A key contributor to the Maldives Education Sector Plan 2019-23, Dr Hassan works extensively with counterparts in higher education in many nations, including UNICEF, the World Bank and the Global Partnership for Education. Dr Hassan is committed to harnessing the power of future generations in delivering meaningful change in society, as demonstrated through the special focus on youth in the Education Sector Analysis (ESA) and Education Sector Plan (ESP) conducted in 2018.



## COMMITTEE MEMBERS

- Prof Stephen McKinney, Chairperson
- Dr Ravi Kumar, Convener
- Dr Sarita Parhi
- Dr Peter Gray
- Mr Hassan Shifau
- Dr Dolly Jackson Sillah
- Dr Alexandra Okada
- Martin McAreavey

## REVIEWERS

- Prof Stephen McKinney, Peer Review Group Chair
- Dr Peter Gray
- Martin McAreavey
- Irfan Chhadat
- Andrew Kenny
- Dr Andrew Chiminya
- Dr Tapati Mukherjee
- Dr Victor Muchemwa

## PARALLEL SESSIONS CHAIRPERSONS & RAPPORTEURS

### CHAIRPERSONS

- Professor Stephen McKinney
- Dr Peter Gray
- Martin McAreavey
- Professor Zingiswa M M Jojo
- Professor Mokgale Makgopa
- Dr Andrew Chiminya
- Dr Alexandra Okada
- Dr Tapati Mukherjee
- Dr Dazy Zarabi
- Dr Victor Muchemwa

### RAPPORTEURS

- Dr Dolly Jackson Sillah
- Mr Jose Kattady
- Mrs Lydia Mireku
- Dr Minakshi Kishore
- Mr Harsha Subhashana
- Dr Victor Muchemwa
- Dr Rasika Illeperuma
- Dr Neelima Lakra
- Dr Michal Lytovka
- Mrs Amanda Babalola
- Mr Alfred Anim Agyeman
- Ms Victoria Miroiu
- Mr Jean Serge Koffi
- Mr Ramzan Rasheed

## KEYNOTES & SPECIAL LECTURES

- Keynote 1: Prof Stephen McKinney, University of Glasgow, UK
- Keynote 2: Dr Alison Kitson, UCL Institute of Education, UK
- Special Lecture 1: Dr Peter Gray, Former Research Adviser, NTNU, Norway
- Special Lecture 2: Professor Dr Asif Mahbub Karim, Binary Graduate School, Malaysia

## PRESENTERS' LIST

PRESENTER	COUNTRY
Abhay Jaiswal	India
Adamu Ado Abubakar	Nigeria
Aditi Sharma	India
Amit Kumar Das	India
Charalampidou Penelope	Greece
Debapriya Ghosh	India
Dhanashree Kulkarni	India
Dr Anjali Puri	India
Dr Chandan Kumar Tiwari	Sultanate of Oman
Dr Chandrasekharan Praveen	India
Dr Chandrima Goswami	India
Dr Dhanonjoy Kumar	Bangladesh
Dr Jai Pratap Singh	India
Dr Kuldeep Kaur Juneja	India
Dr Mini K S	India
Dr Minisha Gupta	India
Dr Pettala Ramakrishna	India
Dr R Subhashini Imran	India
Dr Rajshree S Rathod	India
Dr Rimjim Borah	India
Dr Shalini Singh	India
Dr Shelly Aggarwal	India
Dr Siraj K K	Sultanate of Oman
Dr Tapati Mukjerjee	India
Harmanpreet Kaur	India
Himanshi Joshi	India
Kamaljit Kaur	India
M K Ganeshan	India
Mangala K J	India
Martin McAreavey	United Kingdom
Mrs Anitha S	India
Mrs Aparna Sanjay Ger	India
Mrs Licy Varghese	India
Ms Ambica Kumari	India
Ms Janki Srivastava	India
Ms Parmjit Kaur	India
Ms Priyanka Bhaskar	India
Ms Rajesh Kumari	India
Ms Sanchika Taneja	India
Ms Smriti Khanna	India
Muhammed Yazeed	Nigeria



Neelu Jhanji	India
Nupur Nag	India
Paramjit Singh	India
Parminder	India
Rajwinder Kaur	India
Sanjeevani Sudha Jena	India
Sarada W	India
Sartaj Ahmad Bhat	India
Sasanka Sekhar Mahato	India
Sayantani Banerjee	India
Shabnam Khanam	India
Styne Joseph	India
Swati Raturi	India
Viviane Cristina Marques	Brazil
Yogita Kushwaha	India
Anusree Bose	India
Lamary Santos dos Reis Coelho	Brazil
Ellenor Joyce G. Bartolome	Philippines
Kleber Peixoto de Souza	Brazil
Swati Yadav	India
Shamsudeen Muazu Salisu	Nigeria
Pooja Sharma	India
Mohamed Mahid Shareef	Maldives
B Bhuvana	India
Klaus Schlünzen Junior	Brazil
Raquel P. G. Kowalski	Brazil
Regina Liberato Shibuta	Brazil
Bikram	India
Dr Mohd Imran	India
Katiuscia da Silva Santos	Brazil
Paula Carolei	Brazil
Dr Alexandra Okada	United Kingdom

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## KEYNOTES

### Keynote Speaker 1: Professor Stephen McKinney

#### Title: Global Education and Gender Parity

Covid-19 has had a major and unprecedented impact on education throughout the world. At the height of the pandemic in spring 2020, it is estimated that around 90% of the schools throughout the world were closed. This affected the schooling of more than 1.6 billion learners. There were concerns about the move to online teaching and learning, or other non-physical modes of educational interaction between teachers and pupils. There were questions about the quality of the learning experience during the pandemic and the potential learning loss experienced by children and young people. As a result of these concerns and questions, there is now a strong emphasis on 'pandemic' or 'crisis' proofing global education for future generations of children and young people.

This emphasis on pandemic proofing and crisis proofing is very relevant and understandable but has to be understood within the context of the development of global education and measures of success of global education. This means addressing the serious challenges in global education that existed pre-pandemic, during the pandemic and will continue to be challenges in the post pandemic era. One of these serious challenges was, and is, gender parity in education. This keynote will be delivered in four parts. Part one will present the contemporary context of global education in the Covid-19 pandemic era. Part two will examine the aim, scope and enactment of global education. Part three will discuss some challenges to formal global education and part four will focus on gender parity in global education.

### Keynote Speaker 2: Dr Alison Kitson

#### Title: Balancing Honesty with Hope: Helping Young People Navigate a Climate-Altered Future

Climate change is *the* existential challenge of our time and young people can feel that the burden of fixing the current crisis lies on their shoulders. In this keynote I will draw on international research and practice alongside the work of the UCL Centre for Climate Change and Sustainability Education in order to identify the challenges and opportunities in preparing young people for a climate-altered future.

## SPECIAL LECTURES

### Dr Peter Gray

#### Title: "Global Education and the Green Economy"

Global Education and the Green Economy' is a very topical theme as it will provide an overview of the transformations in the global education sector, moulded and shaped by the emerging global dynamics of climate change, green economy, security etc. The session will narrow down on the current trends and future perspectives.

### Professor Dr Asif Mahbub Karim, FCGIA, FIAM

#### Title: "Ethical Dilemmas in Research"

It is said that ethics is the branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong. Scientific research work, as all human activities, is governed by individual, community and social values. Research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research.

To engage with the ethical dimension of research, among others it requires asking oneself few important questions:

Firstly, what moral principles guides research?

Secondly, how do ethical issues influence the selection of a research problem?

Finally, what ethical dilemmas might come into play in deciding what research findings you publish?

Certain practices with ethical dilemmas are as follows:

Falsification is the manipulation of the research materials and with an aim of either omitting or rephrasing up the contents as per the interest of the researcher in a bias way.

Fabrication is the creation of data which are not in existent. One may not have collected any primary data but just fabricated data to meet the need for analysing them.

Plagiarism not giving credit to other researchers work and claiming as one's own original research work.

Ethical co-authorship is rarely discussed by authors and publishers, and even more rarely by research ethics committees. Yet co-authorship many times has the scope to be a notorious site for unethical practices as well.

## ABSTRACTS IN CONFERENCE DELIVERY ORDER

The 2022 Conference will once again be delivered online, with core administrative and technical support provided from the LSME campus in Gants Hill, London. The Conference is organised around a number of themes which are intended to facilitate delegate participation in parallel streams. Where possible, priority in each parallel session is given to papers oriented around the main themes of Global Education and Green Economy. The Conference programme sets out the broader detail of all scheduled activities, and the table below summarises the main themed sessions taking place over the two days. These include:

Day	Timing (BST London)	Parallel Session	Number of Papers
<b>One (18<sup>th</sup> August)</b>	12.00-14.15	1A: Education	8
		1B: Education	7
		1C: Education	7
		1D: Economics	7
		1E: Technology	7
<b>Two (19<sup>th</sup> August)</b>	0900-11.00	2A: Education	7
		2B: Education	7
		2C: Sociology and Management	7
		2D: Pure Sciences	6
		2E: Environmental Science & Economics	8
		2F: Education & Technology	6

## PROGRAMME

### DAY 1: 18<sup>TH</sup> AUGUST 2022 (THURSDAY)

INAUGURAL SESSION		
Chairperson: Professor Stephen McKinney		
08:00 – 09:00	Technical Support to Delegates and Participants	Technical Co-hosts
09:00 – 09:10	House Keeping Announcements	MC
09:10 – 09:20	Recognition of the VIP Guests	Hassan Shifau, CRIO
09:20 – 09:30	Introduction to 9 <sup>th</sup> LSME International Research Conference 2022	Professor Stephen McKinney, Conference Chairperson
09:30 – 09:35	Welcome Address	Dr Ravi Kumar, Conference Convener
09:35 – 09:40	Photo Presentation of LSME International Research Conference Series	MC
09:40 – 09:45	Special Remarks by Guest of Honour	Professor Mokgale Makgopa, South Africa
09:45 – 09:50	LSME and Responsible Research and Innovations	Dr Peter Gray, Former Research Adviser, NTNU, Norway
09:50 – 09:55	An Ambition of Supporting Early Career Research	Dr Sarita Parhi, LSME Principal
09:55 – 10:05	Special Remarks by Guest of Honour	Professor Rajan Welukar, Vice Chancellor, Atlas Skilltech University, Mumbai, India
10:05 – 10:15	Special Remarks by the Mayor of Redbridge	Cllr Thavathuray Jeyaranjan
10:15 – 10:30	Inaugural Address by the Chief Guest	H.E. Dr Ibrahim Hassan, Minister of Higher Education, Maldives
10:30 – 10:35	Vote of Thanks	Dr Dolly Jackson Sillah
10:35 – 10:40	Group Photo Inaugural Session Ends	MC
PLENARY SESSION: KEYNOTE		
Chairperson: Dr Peter Gray		
Rapporteur: Dr Dolly Jackson Sillah		
10:40 – 11:10	Keynote 1 “Global Education and Gender Parity”	Professor Stephen McKinney, University of Glasgow, UK
	Q & A Session	
10 Minutes Comfort Break		
Chairperson: Professor Stephen McKinney		
Rapporteur: Dr Dolly Jackson Sillah		
11:25 – 11:55	Keynote 2 “Balancing Honesty with Hope: Helping Young People Navigate a Climate-Altered Future”	Dr Alison Kitson, UCL Institute of Education, UK
	Q & A Session	

## PARALLEL SESSIONS

12:00 – 14:10			
<b>Parallel Session 1A: EDUCATION</b> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A per paper]</i> Chairperson: Martin McAreavey Rapporteurs: Mrs Lydia Mireku and Dr Neelima Lakra			
Paper Presentations			
Time	Name	Country	Title
12:00 – 12:15	Sayantani Banerjee	India	Investigating the Relationship Between Occupational Stress and Work-Life Balance Among University Teachers
12:15 – 12:30	Debapriya Ghosh	India	Holistic Play Pedagogy for Budding Entrepreneurship and Green Economy: Adopting Sustainable Multidisciplinary Approach for Elementary Schools
12:30 – 12:45	Dr Mini K S	India	Attitude of Prospective Teachers Towards Global Education
12:45 – 13:00	Abhay Jaiswal	India	A Study of Disabled Students' Satisfaction towards E-Learning Education (with Special Reference to Ujjain City, India)
10 Minutes Comfort Break			
13:10 – 13:25	Dhanashree Kulkarni	India	Economic and Social Impact of Education
13:25 – 13:40	Dr Chandan Kumar Tiwari	Sultanate of Oman	Managing Education Using Blockchain Technology: Latest Developments and Future Prospects
13:40 – 13:55	Rajwinder Kaur	India	Life Skills Education: Paving Way to Socially Competent Individuals
13:55 – 14:10	Dr Jai Pratap Singh	India	Increasing Accessibility Through Distance Education: A Review of New Education Policy 2020

12:00 – 13:55			
<b>Parallel Session 1B: EDUCATION</b> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i> Chairperson: Professor Stephen McKinney Rapporteurs: Mrs Amanda Babalola & Mr Ramzan Rasheed			
Paper Presentations			
Time	Name	Country	Title
12:00 – 12:15	Mrs Licy Varghese	India	New Perspectives on Global Education
12:15 – 12:30	Parminder	India	Lifelong Learning and Sustainable Development: In Context to Green Economy
12:30 – 12:45	Dr Minisha Gupta	India	Implementing Innovative Learning Model in Indian Educational Institutions: A Conceptual Framework
12:45 – 13:00	Dr Pettala Ramakrishna	India	Accessibility in Higher Education for Students with Disabilities
10 Minutes Comfort Break			
13:10 – 13:25	Dr R Subhashini Imran	India	A Vision of Nep 2020 for Universal Education: Foundational Literacy & Numeracy in India - By 2040
13:25 – 13:40	Mrs Anitha S	India	Accessibility to Education for the Disadvantaged Sections of the Society with Special Reference to Slums of Bangalore Metropolitan City through Social Work Interventions
13:40 – 13:55	Ms Rajesh Kumari	India	Innovations in Learning and Education

12:00 – 13:55			
<b>Parallel Session 1C: EDUCATION</b>			
<i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i>			
Chairperson: Dr Alexandra Okada			
Rapporteur: Dr Dolly Jackson Sillah			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
12:00 – 12:15	Ms Parmjit Kaur	India	Significant Role of Blended Learning Approach in the Context of Teaching Learning Process
12:15 – 12:30	Sarada W	India	Global Education and Green Economy
12:30 – 12:45	Dr Shalini Singh	India	Challenges of Blended Learning in Management Education
12:45 – 13:00	Sasanka Sekhar Mahato	India	Teacher's skills in Using ICT in Government Secondary Schools in West Bengal
<b>10 Minutes Comfort Break</b>			
13:10 – 13:25	Dr Siraj K K	Sultanate of Oman	Open Educational Resources (OER) to Address Educational inequality: Prospects & Challenges in Higher Education
13:25 – 13:40	Ms Priyanka Bhaskar	India	Investigating Factors Affecting MOOCS Adoption Among Teachers of Higher Education Institutions in India
13:40 – 13:55	Ms Sanchika Taneja	India	Effect of Covid-19 Pandemic on Learning Styles of Adolescents

12:00 – 13:55			
<b>Parallel Session 1D: ECONOMICS</b>			
<i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i>			
Chairperson: Dr Tapati Mukherjee			
Rapporteur: Dr Victor Muchemwa			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
12:00 – 12:15	Dr Chandrima Goswami	India	Green Economy: Way to Sustainable Development
12:15 – 12:30	Shabnam Khanam	India	Stress and Burnout in Indian Banking Sector: A Systematic Review of Literature
12:30 – 12:45	Dr Rimjim Borah	India	Green Economy Initiatives: Role of Women as Global Agents
12:45 – 13:00	Amit Kumar Das	India	Identification of Delay Factors and Assessment of the Cost Effectiveness of the Construction of Road Over Bridges in West Bengal, India
<b>10 Minutes Comfort Break</b>			
13:10 – 13:25	Dr Jayeeta Datta	India	Economic and Social Impacts on Education: A case Study from Duars, West Bengal, India
13:25 – 13:40	Anusree Bose	India	Relationship between Financial Knowledge and Financial Behavior: Is there any Mediating Effect of Financial Attitude?
13:40 – 13:55	Ms Smriti Khanna	India	Preliminary Market Analysis for Electric Farm Tractor with Special Reference to Indian Market

<b>12:00 – 13:55</b>			
<u>Parallel Session 1E: TECHNOLOGY</u> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i> Chairperson: Dr Andrew Chimenya Rapporteur: Mr Harsha Subhashana			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
12:00 – 12:15	M K Ganeshan	India	Impact of Technology on Education Sector and Green Economy
12:15 – 12:30	B Bhuvana	India	Impact of Technology on Education and Green Economy Settings
12:30 – 12:45	Himanshi Joshi	India	A Study on the Positive and Negative Impact of Technology on Education During and After Covid 19 Pandemic
12:45 – 13:00	Ms Ambica Kumari	India	Digital Storytelling: Innovation in Inclusive Education
<b>10 Minutes Comfort Break</b>			
13:10 – 13:25	Sanjeevani Sudha Jena	India	Digital Divide among the Faculties of Higher Education amid COVID-19
13:25 – 13:40	Muhammed Yazeed	Nigeria	Effect of Digital Orientation on Digital Supply Chain Adoption among SMEs in Nigeria
13:40 – 13:55	Nupur Nag	India	How Digital Education Empowered the Lives of Rural People



**DAY 2: 19<sup>TH</sup> AUGUST 2022 (FRIDAY)**

PLENARY: SPECIAL SESSION		
08:15 – 08:30	Housekeeping announcements and technical briefings	
08:30 – 09:00 BST	Chairperson: Professor Stephen McKinney	
	Rapporteur: Dr Dolly Jackson-Sillah	
	Special Lecture 1 “Global Education and the Green Economy”	Dr Peter Gray, Former Research Adviser, NTNU, Norway
	Q & A Session	

09:00 – 10:55	<b>Parallel Session 2A: EDUCATION</b> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i> Chairperson: Dr Peter Gray Rapporteur: Dr Minakshi Kishore		
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Paper Presentations			
Time	Name	Country	Title
09:00 – 09:15	Dr Alexandra Okada 2	United Kingdom	Green Economy Supported by Open Schooling with Digital Technologies and Inquiry Mapping
09:15 – 09:30	Dr Alexandra Okada 1	United Kingdom	CONNECT-Science.Net Supported by the CARE-KNOW-DO Open Schooling Framework to Empower Girls with Science Actions for Sustainable Development
09:30 – 09:45	Dr Alexandra Okada 3	United Kingdom	Internationalization for Global Education Supported by Four Pillars: Open Education, Open Schooling, Open Science, and RRI
09:45 – 10:00	Lamary Santos dos Reis Coelho	Brazil	Challenges of Teaching Practice in the Inclusion of Students with Disabilities in Rural Schools in the Municipality of Riachão Do Jacuípe – Bahia
10 Minutes Comfort Break			
10:10 – 10:25	Viviane Cristina Marques	Brazil	Intelligent Virtual Assistant in the Area of Nature Sciences for Elementary School
10:25 – 10:40	Dr Kuldeep Kaur Juneja	India	Blended Learning: An Innovative Approach in Teaching and Learning in Higher Education Institutions
10:40 – 10:55	Bikram	India	Attitude and Knowledge towards Fire Safety among Students of Higher Education

09:00 – 10:55			
<b>Parallel Session 2B: EDUCATION</b>			
<i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i>			
Chairperson: Dr Victor Muchemwa			
Rapporteur: Dr Rasika Illeperuma			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
09:00 – 09:15	Styne Joseph	India	Cognitive Structure and Teaching Learning Process: A Systematic Review
09:15 – 09:30	Swati Raturi	India	Adopting Bloom's Taxonomy for Promoting Student's Life-Long Learning: A Vision of New Education Policy of India
09:30 – 09:45	Sartaj Ahmad Bhat	India	Inclusive Education in the Changing Scenario
09:45 – 10:00	Yogita Kushwaha	India	Creating Happy Classrooms through Innovation in Learning and Education
<b>10 Minutes Comfort Break</b>			
10:10 – 10:25	Martin McAreavey	United Kingdom	Invisible Walls or Open Doors? Real and Perceived Barriers to Collaboration Between Higher Education Institutions and Employers in Their Local / Regional Economies
10:25 - 10:40	Pooja Sharma	India	Effect of Social-Emotional Competence on Academic Achievement Among Elementary School Students in Relation to their Family Environment
10:40 – 10:55	Ellenor Joyce G. Bartolome	Philippines	Citizens' Participation in Local Education Governance: An Assessment of the Functionality and Spending Indicators of the City School Board of Caloocan

09:00 – 10:55			
<b>Parallel Session 2C: SOCIOLOGY &amp; MANAGEMENT</b>			
<i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i>			
Chairperson: Martin McAreavey			
Rapporteur: Mrs Lydia Mireku and Ms Victoria Miroiu			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
09:00 – 09:15	Dr Shelly Aggarwal	India	Gender Queer Being Embraced Socially: Global Beacon of Cognizance for Trans Community Amid Adoption in Chandigarh
09:15 – 09:30	Neelu Jhanji	India	Teachers as Managers: A New Vision
09:30 – 09:45	Mrs Aparna Sanjay Ger	India	A Study on Factors Influencing Consumer Behaviour on Pre and Post Digitalization of Health Insurance Product in India
09:45 – 10:00	Dr Anjali Puri	India	Effect of Positive Life Orientation on Ecological Attitude and Cognition During Pandemic
<b>10 Minutes Comfort Break</b>			
10:10 – 10:25	Kleber Peixoto de Souza	Brazil	Urie Bronfenbrenner's Bioecological Model and the Parental Relationship Context: A Study on the Relationship between Mothers and Children with Disabilities
10:25 – 10:40	Mohamed Mahid Shareef	Maldives	High Turnover: A Challenge to the Public Service in the Maldives
10:40 – 10:55	Dr Dhanonjoy Kumar	Bangladesh	Green Human Resource Management Practices in Public Universities of Bangladesh and its Impact on Sustainable Economic Development

09:00 – 10:40			
<b>Parallel Session 2D: PURE SCIENCES</b> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i> Chairperson: Professor Zingiswa M M Jojo Rapporteur: Dr Michal Lytovka			
Paper Presentations			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
09:00 – 09:15	Kamaljit Kaur	India	Legal Provisions for Children with Learning Disabilities: Across Five Countries
09:15 – 09:30	Aditi Sharma	India	Quality of Life of Children with Intellectual Disability: Case Studies
09:30 – 09:45	Dr Rajshree S Rathod	India	Development of a Programme for Students with Hearing and Speech Impairment and its Effectiveness
09:45 – 10:00	Mangala K J	India	Potential of Boeravinones from <i>Boerhaavia Diffusa</i> L. as Hcv Ns3-Ns4a Protease (4a92) Inhibitors by Molecular Docking.
10 Minute Comfort Break			
10:10 – 10:25	Ms Janki Srivastava	India	A Study on Digital Hygiene Practices of Secondary School Teachers of Lucknow, India
10:25 – 10:40	Raquel P. G. Kowalski	Brazil	Connect and Participatory Science: The Simulated Jury as a Resource for Thinking About Science

09:00 – 11:10			
<b>Parallel Session 2E: ENVIRONMENTAL SCIENCES &amp; ECONOMICS</b> <i>[Presentation time is 12 minutes and 3 minutes of Q&amp;A]</i> Chairperson: Dr Dazy Zarabi Rapporteurs: Mr Alfred Anim Agyeman and Mr Jean Serge Koffi			
Paper Presentations			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
09:00 – 09:15	Adamu Ado Abubakar	Nigeria	Important of Environmental Educational on Eco-System in Third World Countries: Perspectives from Nigeria
09:15 – 09:30	Charalampidou Penelope	Greece	Global Warming and Chemical Pollution Effects on the Environment
09:30 – 09:45	Dr Chandrasekharan Praveen	India	Sensitizing Teacher Trainees to Green Economy Initiatives-A Study
09:45 – 10:00	Harmanpreet Kaur	India	Assessing the Environmental Sustainability Corridor: An Empirical Study of Renewable Energy Consumption in BRICS Country
10 Minute Comfort Break			
10:10 – 10:25	Harmanpreet Kaur	India	Transformation of Automobile Industry Through Adoption of Electrical Vehicles
10:25 – 10:40	Dr Tapati Mukjerjee	India	Social & Economic Impact Through Green Economy A Look at India
10:40 – 10:55	Shamsudeen Muazu Salisu	Nigeria	Mediating Role of Competitive Advantage on the Relationship Between Access to ICT and Sustainability of Small and Medium Enterprise (SMEs) in Nigeria
10:55 – 11.10	Dr Mohd Imran	India	Serial Entrepreneurship Research: A Theoretical Framework

09:00 – 10:40			
<b>Parallel Session 2F: EDUCATION &amp; TECHNOLOGY</b> <i>[Presentation time is 10 minutes and 5 minutes of Q&amp;A]</i> Chairperson: Professor Mokgale Makgopa Rapporteur: Mr Jose Kattady			
<b>Paper Presentations</b>			
<b>Time</b>	<b>Name</b>	<b>Country</b>	<b>Title</b>
09:00 – 09:15	Klaus Schlünzen Junior	Brazil	Inclusion and Training Processes in Multicultural Environments
09:15 – 09:30	Regina Liberato Shibuta	Brazil	Teacher Development through Science Projects from Open Education
09:30 – 09:45	Katiuscia da Silva Santos	Brazil	Mobile App Production: Open Schooling and Responsible Innovation During the Covid-19 Pandemic
09:45 – 10:00	Paula Carolei	Brazil	Gamicity: Constructing A Concept from Transforming and Responsible Practices
<b>10 Minutes Comfort Break</b>			
10:10 – 10:25	Swati Yadav	India	Technology's Impact on Recruitment, Retention, and Reputation in the Education Sector
10:25 – 10:40	Paramjit Singh	India	Lifelong Learning in India

### Health Break (20 Minutes)

<b>PLENARY: SPECIAL SESSION</b>		
Chairperson: Dr Peter Gray		
Rapporteur: Dr Minakshi Kishore		
11:00 – 11:30	Special Lecture 2 "Ethical Dilemmas in Research" Q & A Session	Professor Dr Asif Mahbub Karim, Binary Graduate School, Malaysia

### 19 AUGUST 2022 (FRIDAY)

<b>VALEDICTORY SESSION</b>		
11:30 – 11:35	House Keeping Announcements	MC
11:35 – 11:45	Introduction to the Valedictory Session	Dr Sarita Parhi, Principal, LSME
11:45 – 11:50	Recognition of the VIP Guests	
11:50 – 12:00	Overview of the Conference Proceedings	Professor Stephen McKinney, Conference Chairperson
12:00 – 12:10	Announcement of the 10 <sup>th</sup> LSME International Research Conference	Dr Ravi Kumar, Conference Convener
12:10 – 12:15	Remarks by a Member of the Conference Committee	Dr Peter Gray, Former Research Adviser, NTNU, Norway
12:15 – 12:25	Special Remarks by Guest of Honour	
12:25 – 12:35	Valedictory Speech by the Chief Guest	H.E Dr Durga Bahadur Subedi, Ambassador of Nepal to Japan
12:35 – 12:40	Vote of Thanks	A Delegate
	Group Photo & Closing of the Conference	

## CONFERENCE ABSTRACTS

### A STUDY OF DISABLED STUDENTS' SATISFACTION TOWARDS E-LEARNING EDUCATION (WITH SPECIAL REFERENCE TO UJJAIN CITY, INDIA)

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Dr Dharmendra Mehta<sup>2</sup>  
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#### ABSTRACT

##### INTRODUCTION

In the present era, increasing growth of E-Learning Education is spreading its legs across the world. E-Learning is become the powerful tool for the educational institutions to provide their teaching in best and effective manner to their students. The present study is an attempt to explore the dimensions of satisfaction towards uses of E-Learning in Ujjain city of the disabled students. T. Muthuprasad (2021), Piyush Joshi (2021), Zahoor Ahmad Lone (2017), Arun Gaikwad (2016) and other researchers time to time have contributed in the area of students satisfaction and how it can be increased by using E-Learning. Several researches have been conducted in the field of students' perception however; only few have emphasized and correlated their studies from the Disabled person respondents' perspectives. Therefore, the disabled students became the population for the study who uses E-Learning.

##### OBJECTIVES

To study and understand the conceptual framework about Disabled Students (DSs) Satisfaction w.r.t. E-Learning Education with the help of Review of Literatures, to study the factors influencing E-Learning Education w.r.t. Disabled Students (DSs) on the basis of their personal and demographic variables and to discuss the challenges and opportunities faced by the Disabled Students (DSs) while using E-Learning Education.

##### METHODOLOGY

The study adopted an exploratory research design with sample size of 100 respondents of E-Learning Education selected randomly with the help of purposive sampling technique, and validated self-structured questionnaire was given among them to collect the primary data. Collected data was analyzed by applying statistical techniques. Reliability test and Factor analysis were applied through Statistical software.

## **FINDINGS**

The findings suggests that four factors namely innovative teaching aids (ITA), quality of knowledge, responsiveness and cost/time saving, plays important role in building satisfaction levels in E-Learning Education with respect to disabled category students. This paper makes key recommendations w.r.t. Disabled category students satisfaction measures. This piece of research is an attempt to make an original contribution in the field of Education with respect to E-Learning and improving the quality of delivery of E-Learnings. The output of this study may be helpful to the education system practitioners/professional teachers to manage and improvised their E-Learning from this new perspective.

**Keywords:** Disabled Students, E-Learning, Education System, Innovative Teaching Aids, Satisfaction Level.

**IMPORTANCE OF ENVIRONMENTAL EDUCATIONAL ON ECO-SYSTEM IN  
THIRD WORLD COUNTRIES: PERSPECTIVES FROM NIGERIA**

Adamu Ado Abubakar<sup>1</sup>

Mohammad Usman<sup>2</sup>

Aleje Linda Ochole<sup>3</sup>

<sup>1, 2, 3</sup>Department of Business Administration, ABU Business School, Ahmadu Bello University, Zaria, Nigeria.

**ABSTRACT**

The development of eco-friendly environment in the third world countries become necessity in promotion of sustainable environmental and eco-system performance. The aim of this paper is to show a framework that empirically evaluates the important of environmental education in promotion of eco-system in third world countries. Improving the environmental and eco-system performance to keep up with changing business settings and new technological opportunities is becoming increasingly critical. There is still a lot of room for improvement in the field of environmental education, as it is still quite broad in scope and does not consistently reflect today's more complex and knowledge-intensive reality leading to more sustainable environmental and eco-system performance. It is necessary to construct an integrative framework in order to establish a link between the variables under investigation. The authors demonstrate that education on green culture, green innovation, and green consciousness are all intertwined to explain the sustainable environmental and eco-system performance of third-world countries. To support the integrated framework, Eco Friendly Theory and Theory of Sustainability are used. In practices, this study offers best practices, as derived from literature by consolidating and classifying the environmental education and sustainable environmental and eco-system performance.

**Keywords:** Environmental Education, Sustainable Environmental and Eco-System Performance.

## IDENTIFICATION OF DELAY FACTORS AND ASSESSMENT OF THE COST EFFECTIVENESS OF THE CONSTRUCTION OF ROAD OVER BRIDGES IN WEST BENGAL, INDIA

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### ABSTRACT

The road over bridge (ROB) can be defined as a grade separated bridge structure with the gradient approaches on both sides. People's lives are getting faster. People become engaging their life with various work places and developing life style for the fulfilment of expectation of the development towards the nation. Roads are one of the main mediums of transportation, so the traffic at any level crossing (LC) is becoming large and the main problem of waiting at LC increases some indirect loss like effective man-hour, loss of fuel, consequent loss of GDP, increasing sound pollution and finally damnification of a fast growing economy.

The Industrial sector is the second largest sector of India (Source: statistic times.com) which contributes around 40% at the development investment during the past 50 years. Around 16% of the nation's working population depends on construction for the livelihood. In West Bengal, some of the agencies like Kolkata Metropolitan Development Authority (KMDA), Hooghly River Bridge Commissioners (HRBC) etc. are engaged as governed by the State Government for the execution of construction of over bridges. While construct the bridges or flyovers, some essential factors are associated in delaying the construction in addition to alienation of various parameters relating to time delay and cost overrun. An observation can be made to generate an idea on economy and it may help to fill the gap of loss due to some common factors related with time delay like Managerial related factors, Finance related, Construction related, Labour related and many more. Therefore, this study gradually focuses on the way to build up a linkage between the delay factor and that leads to cost overrun. The methodology which have been adopted in this particular study is to find out some vital factors for cost overrun. Factor analysis has been made to find out the vital factors and regression analysis have been initiated to show the relationship between time delay and cost overrun. This study concludes that a structured framework keeping emphasis on the quality improvement of the development particularly by constructing over bridges is required for smooth running, easy movement and reducing both time delay and cost overrun as a part of Green Economy.

**Keywords:** Time Delay, Road Over Bridge, Cost Effectiveness, Cost Overrun, GDP.



**RELATIONSHIP BETWEEN FINANCIAL KNOWLEDGE AND FINANCIAL BEHAVIOR: IS THERE ANY MEDIATING EFFECT OF FINANCIAL ATTITUDE?**

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**ABSTRACT**

Financial literacy is essential for enabling people to make right financial choice. Therefore, financial literacy is also important to secure our future, which can be termed as financial wellbeing. According to the OECD/INFE framework, measuring financial literacy essentially encompasses financial knowledge, financial attitude and financial behaviour. Financial knowledge refers to the basic knowledge regarding the financial concepts, whereas financial behaviour implies actions and habitual conducts of an individual on the basis of this financial knowledge. Apart from these two there is also an important component of financial literacy i.e., financial attitude, which can be defined as the mental disposition of an individual which, despite their adequate knowledge and behaviour, influences the decision-making process of an individual. This paper mainly focused on to analyse the variation in the level of financial literacy and its components across different zones in India. In addition, the study assesses the impact of financial literacy on the financial wellbeing through considering the mediating effect of financial behaviour. The result depicts that the level of financial literacy is highest in the west zone, and it is followed by north, east and south. Further, the outcome of the mediation analysis portrays that though financial literacy has an indirect effect on financial wellbeing still there is no such direct impact on the financial wellbeing.

**Keywords:** Financial Literacy, Financial Behaviour, Financial Attitude, Financial Knowledge, Financial Wellbeing.

## IMPACT OF TECHNOLOGY ON EDUCATION AND GREEN ECONOMY SETTINGS

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### ABSTRACT

The impact of technology in education in green economy setting is one of the top most important needs in the global educational scenario. For the economic development of the country and improvements in people lives the technology and green economy principles and methodology pays way for tremendous change of growth. Green technology is also important to be implemented in the field of education to stimulate student's interest in encouraging the environment. Students can also exhibit the knowledge learned and spread it to the community towards a more sustainable country. This concept paper aims to provide awareness of green economy and its principles related and methodology to environmentally relevant information and sustainable development education in line with the importance of green technology. Due to the lack of awareness of environmental conservation and conservation among the community, it is not well established. Therefore, the awareness of environmental conservation should be imparted since childhood as those who will change the next generation. Hence, the application of green technology in education sectors should be followed globally to fulfil the needs of the people, community and development of nation's growth and economy as well as to protect the nature and environment globally.

**Keywords:** Technology, Education, Green Economy, Green Technology, Principles, Methodology, Awareness, Implementation.

## ATTITUDE AND KNOWLEDGE TOWARDS FIRE SAFETY AMONG STUDENTS OF HIGHER EDUCATION

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### ABSTRACT

Disasters related to fire can occur at any place and at any time. It can cause a threat to the life and property of the people. Therefore, knowledge about fire safety becomes very important. The educational institution plays an important role in the inculcation of knowledge about fire safety among all. The present paper focuses on the attitude and knowledge among the students of the higher educational institution i.e. graduate, postgraduate and research scholars of Panjab University Chandigarh.

**Keywords:** Fire, Higher Education, Knowledge, Safety, Attitude.

**GLOBAL WARMING AND CHEMICAL POLLUTION EFFECTS ON THE ENVIRONMENT**

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**ABSTRACT**

Our project is within the framework of European project Connect which is a three-year project funded by the European Union's Horizon 2020 program.

**Students:** 3rd grade Secondary School students (15 years old).

**School participated:** Gymnasium of New Alikarnassos, Heraklion, Crete in Greece.

**The activities took place between January 2022 and April 2022**

**DESCRIPTION:** The present teaching scenario guided students in discovering the factors that lead to global warming and it was a co-teaching course on Earth Pollution carried out by Biology and Chemistry teachers. Students learned the scientific facts, became aware of the climate change and wrote down their thoughts on a common **padlet** <https://padlet.com/charalap/plc5njqf3lrrwyy4>. Based on the collected information, students formulated a series of questions, which have been submitted to three different scientists/experts about chemical pollution of the air, the water and the soil. Thus, students "come out" of the boundaries of the classroom and investigate an environmental problem of their choice in a scientific way. With the help of their families, they discussed and proposed solutions that can improve their energy footprint. The learning activities were created in a Course Management System (Open eClass) and were supported by an electronic classroom service (e-Classroom) we created for that cause : [Ηλεκτρονική Σχολική Τάξη \(η-Τάξη\) | Υπερθέρμανση του πλανήτη και χημ... \(sch.gr\)](#)

The students finally:

- Calculated their ecological footprint together with their parents.
- Came up with the proposals they believe they should adopt in order to reduce their ecological footprint
- Chose an environmental problem of their interest and made a research project
- Created posters, constructions, a rap song about global warming and an ecological board game
- Presented their projects to their school for the World Environment Day.
- Students and teachers evaluated the presentations and the students completed a survey in order to give feedback to their teachers about the content and the activities.

**CONCLUSION:** We tried to create a STEAM scenario with the combination of Biology and Chemistry in order to raise environmentally sensitive individuals by enabling them to deal with environmental problems at the right time and in the right way. Our main goal has been to encourage students to develop curious, creative and responsible ideas while ensuring that students are at the center of the learning process. The students participated in different activities to explore climate change and understand the chemical pollution in three different dimensions: air, water and soil.

**Keywords:** Global Warming, Chemical Pollution, Environment.

**HOLISTIC PLAY PEDAGOGY FOR BUDDING ENTREPRENEURSHIP AND GREEN ECONOMY:  
ADOPTING SUSTAINABLE MULTIDISCIPLINARY APPROACH FOR ELEMENTARY SCHOOLS**Debapriya Ghosh<sup>1</sup>K Sindhu Bhavani<sup>2</sup><sup>1</sup>Doctoral Research Scholar, University of Hyderabad, India.<sup>2</sup>Doctoral Research Scholar, Institution: University of Hyderabad, India.**ABSTRACT**

Learning beyond boundaries is the most interactive experience that exposes a child to the world of exploration. Exploring through a multidisciplinary approach at the elementary school level can bring about joyful learning, leading to the development of concepts and skills- introducing the children to rudimentary entrepreneurship. Such a form of learning can bloom in holistic progress among individuals. Children of all ages enjoy learning if provided with sufficient and appropriate toys, and they define them using their vocabulary. Play pedagogy nurtures critical and creative thinking, showing their curiosity and eagerness to learn. Children learn from meaningful play experiences when they are provided with ample time and space to engage freely in exploring and manipulating the toys, stimulating and enabling a well-organized environment. Children feel very empowered when they dismantle toys for the play and then recreate a whole new one with the separated pieces. This aids in problem-solving, as they are engaged in such a replay with direct and indirect teacher guidance to understand the children's fantasy world. Emphasizing Sustainable Toys as teaching-learning resources can transform classroom pedagogy - not just for entertaining the act of teaching-learning but also playing a predominant role in developing a child's budding entrepreneurial attitude. The present paper represents researchers' efforts to modify conventional toys illustrating innovative gamification to instigate the learning zeal among elementary school learners following a multidisciplinary approach, maintaining sustainability simultaneously with drawing out their entrepreneurial competencies. After an extensive literature review, purposive sampling of conventional toys and games was done. Later, the investigators put significant efforts into redesigning four toys and games into an improved version and rediscovered ideas for addressing the core curriculum concepts, through the same. The remoulded resources include light-shadow clay puppetry (for science and history), globe game (for geography and general knowledge), cardboard paper-activity (for biology and art-craft) and magnetic umbrella (for linguistics and geometry). The uniquely blended play-pedagogy elements had an extraordinary impact on the 'effective conceptualization' and 'entrepreneurial attitude' of the elementary school learners. These education modalities make textbook pages come alive with diversely varied interactive activities. The goal is 'learning without boundaries through innovative techniques', which includes taking advantage of all the available resources to turn the whole world into a classroom. This powerful approach to global education creates a self-paced activity mode that leads to budding entrepreneurship and a green economy.

**Keywords:** Play-Pedagogy, Effective Conceptualization, Entrepreneurial Attitude, Green Economy, Elementary School Learners, Sustainable Multidisciplinary Approach.

**ECONOMIC AND SOCIAL IMPACT OF EDUCATION**

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**ABSTRACT**

Education in each and every aspect is an imperative factor for the growth and development of the country. No nation without the support of education can achieve substantial investment in human capital. It helps to enrich the understanding of the people. In most of the underdeveloped countries or developing countries poverty and low quality, life is a major hurdle in advancement. Education can lead to enhancement of quality life of the individuals which can be directly associated with the social benefits of the society. Through higher education, specifically productivity and creativity of the people advances which can prove to be a backbone of the society hence education must be encouraged. According to article, 21A of the Indian constitution education is a fundamental right of every citizen. This paper focuses on the impact of education on the economy and social structure of the nation. It is an attempt to explore the intensity of educational level, which is directly linked with employment and economic growth. The central aim of the research paper is to identify the role of education and its significance on social and economic structure. The paper examines how the education system should be formulated to meet the challenges of the twenty-first century. It also enquires how social process of education helps in moulding values, attitudes and beliefs of democratic society. Drawing on critical theory the paper scrutinizes the interrelationship of economic and social aspects related within education and society. It also discuss about the reforms taken during last few decades for the spread of education in India as well as globally The paper is descriptive in nature and is based on existing literature which is collected through books, magazines, internet, newspapers etc. to understand socio-economic development .It also provide some insight of survey and estimates done by various organization on education.

**Keywords:** Economic Growth, Economic and Social Development, Human Capital, Poverty, Education, Critical Theory.

**MANAGING EDUCATION USING BLOCKCHAIN TECHNOLOGY:  
LATEST DEVELOPMENTS AND FUTURE PROSPECTS**

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**ABSTRACT**

**PURPOSE**

This paper is an attempt to order to describe the present applications as well as challenges of using blockchain technology in the education sector. Moreover, the study highlights the potential applications of the technology in a college / university educational environment.

**DESIGN / METHODOLOGY / APPROACH**

The SCOPUS database was used to acquire the data on "Blockchain Technology in Education." Using Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA), we gathered the data in order to conduct systematic literature survey and bibliometric analysis. Data from publications, journals, authors, and citations was used to construct a bibliometric study. The study follows both qualitative as well as quantitative approach.

**FINDINGS**

This paper investigates the pros, cons, and existing uses of blockchain technology in higher education. The technology can be used in various administrative functions of an educational institute / university apart from teaching and learning. According to the findings, there exist implementation benefits of blockchain in all academic activities including teaching, learning, admissions, placements and community welfare. The technology is still in its early phase, which is likely to transform the entire educational settings.

**IMPLICATIONS FOR PRACTICE**

The present research framework provided by the study will be useful for the entire educational institutes or universities, scholars and policy makers worldwide. This could enhance the potentials of blockchain benefitting the entire technological industry along with the academia.

**ORIGINALITY / VALUE**

The paper provides the latest developments in academic literature on existing as well as future uses and benefits of blockchain technology in the education field. This emerging technology has never been examined in this way before in education; this study examines its benefits, drawbacks, and present uses. The study also adds value by identifying and describing potential future applications.

**Keywords:** Blockchain, Blockchain Technology, Education, Higher Education, Education Management.

## SENSITIZING TEACHER TRAINEES TO GREEN ECONOMY INITIATIVES-A STUDY

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### ABSTRACT

**Problem Statement:** An objective of the introduction of a compulsory paper on Environmental Education for the Bachelor of Education (B Ed) programmes in India is to sensitize prospective teachers to the need for protecting the environment and planet earth. Every year, several teacher education institutions across India celebrate World Environment Day on which teacher trainees plant seeds and saplings. But the investigator noted that more than 75 percent of seeds and saplings supplied, perish owing to negligence or absence of continued care by watering and supply of manure.

**Aim of the Study:** The main objective of the study is to find out the possible reasons for the flawed Green Economy initiatives in teacher training colleges in India.

**Key Theories/Studies Consulted:** Dobson as early as 2003 argued that for sustainable development to take place fundamental changes in values and norms of citizens are essential. The UNDESA guidebook (2012) affirms the need to consider social aspects besides green technology and renewable energy while considering Green Economy.

**Methods Used:** The population of the study are teacher trainees undergoing the Bachelor of Education programme in teacher training colleges across India. The sample comprised teacher trainees whom the investigator, a teacher educator by profession had taught for more than a decade (2008 to 2020). This empirical analytical and qualitative study makes use of participant observation, field notes, and informal interviews with institutional authorities, students, parents and community members. Secondary data was collected from documents, newspaper articles and studies published in journals.

**Main Research Questions:** The main research question is to find out the impact of the introduction of Environmental Education as a paper for the B Ed programme. The specific objective is to find out the likely reasons for failure to realize the proposed objective of the Green economy initiatives.

**Key Findings:** The study found an absence of a felt need for protecting the seeds and saplings among students, parents and community members. The study also found that though a majority of students tended to take a casual approach to the Green economy initiatives along with a complete absence of any moral obligation to contribute to a sustainable development initiative, the teacher trainees of the Natural Science optional were found to show a genuine interest.



**Implications of the Study:** The study highlights the need to focus on action not words. More significantly, it has become imperative to foster in teacher trainees a scientifically sound and an ethically appropriate environmentally sustainable behaviour.

**Limitations of the Study:** The study was conducted by the investigator by focusing mainly on the initiatives of teacher training institutions to foster a Green economy. The efforts of NGO's and government aided public-private partnership initiatives have not been studied.

**Scope for Future Studies:** Identification of best practices adopted in certain educational institutions where the authorities themselves take a prime responsibility in maintaining an environmental friendly campus such as setting up large gardens through student involvement may be attempted. Further, drawing on the findings of such studies, effective practices may be emulated in those institutions where Green economy initiatives failed.

**Claim and Conclusion Made:** The study highlights the fact that mere celebration of 'Days' without nurturing the right mindset in students and community members cannot produce any marked change in fostering a Green economy. It also hints that new educational curricula for developing appropriate knowledge and skills for fostering Green economy should be integrated into the Teacher education curriculum.

**Keywords:** Farming, Green Economy, Sustainability, Teacher Education, Teacher Trainees.

## GREEN ECONOMY: WAY TO SUSTAINABLE DEVELOPMENT

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### ABSTRACT

For a prolonged time, economic development generated multiple crises upon fuel, food security, water availability and other environmental aspects. This urged to seek for a sustainable economic condition among the developed nations for a healthy community growth. In this context, the 'green economy' concept focuses specifically on the fundamental changes that are required to ensure that development in economy is made more sustainable with the reduction in environmental risks over the longer time. It is basically based upon sustainable business practices with minimum or no damage to the environment. In 2008, a 'green economy' initiative was launched by the United Nations Environment Programme (UNEP), and defined it as 'the process that reconfigures business and infrastructure and serves better returns on natural and economic investments, at the same time, reducing greenhouse gas emissions, extracting and using less natural resources, creating less waste and reducing social disparities (UNEP, 2010). UNEP (2010) has defined and explained the core principles and concepts underlying a green economy. These include the decarbonisation of economy, creating green jobs in sectors like renewable energy, agriculture, transport, water, pisciculture, construction industry, tourism, management of wastes, etc.

The green economy has much evolved today from theoretical to ground practical level. From being global to becoming more national and societal, it stands out today as a solution to environmental challenges. The idea depends upon responsible use of energy with promises for economic development together with environmental protection. The prime focus areas therefore include global warming prevention, sustainable use of natural resources, groundwater recharge, prevention of pollution, waste management, etc. This paper evaluates the social impact through emerging green economy in India with ideas from sustainable rural livelihoods. Rural life is often well connected to ecological services, especially in developing nations. Thus, prioritizing green economy for creation of jobs, alleviation of poverty and reduction of inequality has been found to create intense social impact apart from addressing the environmental concerns. More clear definition and relevance of its application shall definitely bring changes for better.

**Keywords:** Green economy, Sustainable Development, Environment, Initiatives.

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**GREEN HUMAN RESOURCE MANAGEMENT PRACTICES IN PUBLIC UNIVERSITIES OF BANGLADESH AND ITS  
IMPACT ON SUSTAINABLE ECONOMIC DEVELOPMENT**

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**ABSTRACT**

Green Human Resource Management (GHRM) refers to the use of HRM practices and policies that encourage the efficient use of resources inside organizations to support environmental sustainability concerns. GHRM is explicitly accountable for developing a green workforce that acknowledges, admires, and practices green initiatives and ensuring that the company's green goals are met throughout the HRM recruitment and selection process, hiring, training, compensating, and developing and advancing its human capital. It refers to the policies, procedures, and systems that make employees of an organization green for the benefit of the person, society, the environment, and the business. Green HRM provides the chance to accompany and encourage long-term shifts in employees' mindsets and behaviors, which are necessary for overall organizational environmental improvement. Economically, environmental sustainability is important since it reduces organizational expenses, boosts employee engagement, and opens up new markets. This study aimed to look into the use of GHRM in educational institutions especially the government universities of Bangladesh. A qualitative research technique and a focused group discussion were utilized to achieve the study's goal. The study found that the application of GHRM in government universities of Bangladesh is in a negligible position. For sustainable economic development, it is very important to introduce GHRM in every section of the university. GHRM will help to reduce employee carbon footprints through electronic filing, car sharing, job sharing, teleconferencing and virtual interviews, online recruitment and training, and by maintaining energy-efficient office spaces. The findings of this study may help government organizations, particularly government universities, to implement GHRM to promote sustainable economic development, energy conservation, and a green campus for their students.

**Keywords:** Green Human Resources Management, Government University, Green Campus,  
Sustainable Economic Development.

## LIFE SKILLS EDUCATION: PAVING WAY TO SOCIALLY COMPETENT INDIVIDUALS

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### ABSTRACT

Three basic theoretical perspectives of sociology i.e. functionalism, conflict theory and symbolic interactionism provides basis for the study of education from sociological point of view (Ballantine & Hamnack, 2009). Role of education in fulfilment of societal needs is the basic assumption of the functionalism which further emphasised on the social development of the child through various functions viz. socialisation, social integration, social placement and cultural innovations. Across the globe these functions varies due to disparity in social norms and variation in culture. Despite of all these disparities education is the only vehicle, which can promote the development of societal norms, values and skills for effective functioning of the society and socialization of child. Life skills based education is necessary for the development of skills among children of this technological and faster growing era where the value system is deteriorating in the same pace in which the society is growing economically and technically. Teaching of life skills develops the capacity to deal the problems of life in a positive way. Research studies has supported that life skill education resulted in reduction of usage of drugs, sexual abuse and HIV/AIDS etc. (Botvin, 2006). Many other social and mental problems which can hinder the process of the development of the child like behavioural disorder, anxiety, poor interpersonal relationships and adaptation of oneself towards the norms of society, educational problems, lack of social adjustment and social dysfunction can be tackled in an effective way through the training, intervention and integration of life skills in education. Developed and skilful human resources laid foundation for prosper social and economic system of any nation. So, life skills based education can reform the social structure and may lead to sustainable development of the society.

**Keywords:** Social System, Socialization, Education, Life Skills Education.

**INCREASING ACCESSIBILITY THROUGH DISTANCE EDUCATION:  
A REVIEW OF NEW EDUCATION POLICY 2020**

Dr. Jai Pratap Singh (Academic Counsellor, IGNOU), University of Delhi, India.

**ABSTRACT**

Education plays a crucial role in the development of a country, even at the individual level, education improves a person's cognitive ability and makes them more creative and develop their social skills. Education as per ancient times was to make people realize the purpose of their life; it was to enable them to lead a satisfactory life. The article mainly argues the importance of education being accessible to everyone, here open and distance education can prove to be a blessing for a country like India. The article discusses the role of Distance education in fulfilling the aims of the New Education Policy 2020, which are to make education more inclusive, equitable, accessible, and flexible. It begins with the historical perspective of distance education in India, there are commissions and policies, which directly or indirectly supported the expansion of Distance education and improvement in its quality. Distance education, as mentioned in the NEP 2020 also, can be a road towards 100% GER. But, even after these years, could we really develop distance education in India? Students who did their studies through Distance mode are still given less importance in comparison to other students. The traditional thinker does not value distance education. Keeping these points in mind, the article briefly discusses the different points of NEP 2020 which talks about Distance Education and How much importance have given to distance education in the policy.

**KEYWORDS:** New Education Policy, Distance Education, Accessibility of Education, Education Timeline, Education during COVID.

**BLENDED LEARNING: AN INNOVATIVE APPROACH IN  
TEACHING AND LEARNING IN HIGHER EDUCATION INSTITUTIONS**

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Nirmala College of Education, Ujjain (M.P.) India.

**ABSTRACT**

The purpose of the research is to show the importance of having a blended learning program to rejuvenate the teaching-learning process in an innovative learning environment. The world is changing. Innovation in educational systems is vital in the 21<sup>st</sup> century. The implementation of innovation in education will ensure that the existing educational system will produce skilled and knowledgeable students to fulfil existing and future industrial needs. It involves the scaffolding of the learning materials and the constant collaboration with colleagues. Innovation in education is about more than just technology. It is about the process, the techniques applied in to use technology, to encourage and motivate students to become lifelong learners who are an important aspect of change in the society. One thing is for sure is that innovation has an important place in education. It involves doing things in a new way to improve academic performance. To do something unique and different requires coming up with an approach, process, product or strategy. Blended learning also known as, hybrid learning is an approach to education which causes opportunities for interactions, online and traditional based classroom methods. The researcher to study the impact of blended learning in education conducted an online survey to collect data to test the attitude of teachers and students engaged in blended teaching and learning. To achieve this research, a study will be applied in the Education colleges of Ujjain district in Madhya Pradesh, which uses the blended learning program in certain majors such as mass communication and language. A case study will be used to evaluate responses. It is formed of a symmetric agree-disagree scale for a series of statements. The respondents are asked to evaluate each statement in the survey depending on their level of agreement or disagreement. Then, the total sum of the statements will be calculated.

**Keywords:** Blended Learning, Education, Mass Communication, Language, Innovation in Teaching and Learning.

## ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS GLOBAL EDUCATION

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### ABSTRACT

Global Education is a necessity for the 21st Century learner. Our world is increasingly interconnecting every day. Our students no longer only compete domestically. Global education enables people to understand the links between their own lives and those of people throughout the world as well as to address the world's most pressing issues collaboratively, equitably, and sustainably. As for as teacher education is concerned it is the responsibility of prospective teachers to think about the relevance of global education and develop proper attitude towards it. In this study, it is aimed to investigate the level of attitude of prospective teachers and how this impacted upon their attitude towards global education. The study highlights how Prospective teachers feel towards the promising trends of Global education in the Education Sector and look forward to the insights that they will realize in the near future. Normative Survey method was used to employ the study utilizing the Scale of Attitude of Prospective Teachers towards Global Education implemented on 100 prospective teachers selected randomly. All collected data were analysed statistically.

The findings indicate that there exists significant difference among Prospective Teachers with respect to Gender and Subject Stream such as Arts and Science. The study suggests ways to promote proper attitude and understanding regarding the subject Global Education.

**Keywords:** Attitude, Global Education, Prospective Teachers, Education Sector.

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## IMPLEMENTING INNOVATIVE LEARNING MODEL IN INDIAN EDUCATIONAL INSTITUTIONS: A CONCEPTUAL FRAMEWORK

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### ABSTRACT

**Purpose:** Due to widespread of Covid-19 and impact of fourth industrial revolution or (Industry 4.0), educational institutions have adapted innovative learning models to continue their processes. They are not only updating themselves but also implementing these models to improvise their processes and functioning. Educational institutions play a considerable role in the growth of the economy by providing skilled and talented employees who leverage their talent to attain organizational sustainability. Teachers and students are the main receptors and adaptors of this change as innovative learning models affect equally to teachers and students. Thus, this study aims to propose a conceptual framework on innovative learning model, which can be implemented in Indian educational institutions.

**Research Methodology:** The study has implemented Interpretative phenomenological analysis (IPA) technique to identify the barriers that influence the implementation of innovative learning model in Indian educational institutions. Semi-structured in-depth interviews have been conducted among the teachers and students of higher educational institutes of Delhi- NCR region. The interview duration ranges between 60 to 130 minutes. Data were analysed using steps suggested by Smith.

**Findings:** This study exhibited the major five potential factors, which affect the implementation of innovative learning model, which includes Organizational Barriers, Technological Barriers, Personal Barriers, Financial Barriers, and Psychological Barriers. These factors must be handled in order to ensure smooth implementation and processing of innovative learning model in Indian educational institutions. Further, this model will help in preparing the talented and skilled employees to meet the expectations of the industry. Innovative learning model helps in meeting the challenges of the industry which arise due to the technological revolution of Industry 4.0 and also updates the educational standards of Indian educational institutes.

**Implications:** The findings of the study will not be restricted to only educational institutions but can also be useful for other sectors of the economy, which induce learning among their employees. With the fourth industrial revolution, along with product or service based industries, educational institutes also need to update themselves in order to cope with the challenges of the global economy and they can only accomplish them by facilitating talented and skilled workforce to the industry who can leverage upon their skills, talent, knowledge, and experience to attain organizational sustainability.

**Keywords:** Conceptual Framework, Innovative Learning Model, Fourth Industrial Revolution, Industry 4.0, Indian Educational Institutions, Organizational Sustainability.



## SERIAL ENTREPRENEURSHIP RESEARCH; A THEORETICAL FRAMEWORK

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ICAI University, Dehradun, Uttarakhand, India.

### ABSTRACT

The Serial entrepreneurship is the emerging research dimension of entrepreneurial process that has gained much scholarly attention in the recent years. It refers to a procedure in which the entrepreneurs nourish and develop multiple enterprises one after another. Serial entrepreneurs gradually ensure the new heights of success in an enterprise by their constant projection ability at the right time for the right product on the right place for the right purpose. The main objective of this paper is to showcase a snapshot of the serial entrepreneurship from various theoretical perspectives' basis by reviewing the existing literature. In some preceding years, a less attention was given to study the concept of serial entrepreneurship. This research paper narrates the outlines of serial entrepreneurship from various aspects i.e. serial entrepreneurial intention, serial entrepreneurial activities, unique decision-making mechanism and the adaptability etc. with the current entrepreneurial situation's context. This study portrays a clear path to the future serial entrepreneurial aspirants to know the serial entrepreneurship from grassroots' level. This research paper also gives the future research directions to the various stakeholders i.e. field researchers, policy makers, industrialists and academicians for serial entrepreneurship research related aspects.

**Keywords:** Serial Entrepreneur; Entrepreneurial Intention; Entrepreneurial Process; Entrepreneurial Failure; Entrepreneurial Opportunity.

## ACCESSIBILITY IN HIGHER EDUCATION FOR STUDENTS WITH DISABILITIES

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### ABSTRACT

Higher education is very critical in the life of persons with disabilities in their employment. Individuals in the society can live an independent existence through it. Taking this into account stakeholders are focusing on creating an inclusive educational environment. Unfortunately, the numbers from the various sources are startling by showing meagre persons with disabilities are able to pursue higher studies in developing countries including India. With the help of the focus group discussion, this study examines the challenges, existing facilities, and required accommodations needed by students with disabilities in their higher educational environment. Four major metropolitan cities across India were selected to conduct a qualitative study with adults with disabilities who had access to higher education. Accessibility in different terms including classroom functions, accommodations for exams, communication, social attitudes, and employment concerns were cited as key issues that need to be addressed. The results indicate inadequate planning, poor implementation of disability policies, lack of disability awareness among people in the society, and limited resources available in a developing country. Friendship networks established by college classmates highlighted the strength of humanity in the face of limited disability accommodation provisions. Many people with disabilities have expressed annoyance over the lack of policy and service options in a developing country like India.

**Keywords:** Higher Education, India, Focus Group, Persons with Disabilities, Annoyance.

**QUALITY OF LIFE OF CHILDREN WITH INTELLECTUAL DISABILITY: CASE STUDIES**Aditi Sharma<sup>1</sup>Dr Parminder kaur<sup>2</sup>

Dr Harjit Kaur

<sup>1</sup>Research Scholar Panjab University, Chandigarh, India.<sup>2</sup>Director LKC of Education, Jalandhar, Punjab, India.**ABSTRACT**

Quality of life describes the independence, happiness and freedom available to an individual. The present paper aims to study quality of life of children with intellectual disabilities in relation to their parental involvement. Twenty-seven case studies on intellectually disabled children from special schools of Delhi were taken. Purposive sampling of children with mild intellectual disability IQ 50-70 age between 8 years to 16 years was done. Quality of life checklist was prepared with the help of special educator, occupational therapist and experts on various parameters. Help from parents and caregivers was taken to fill the consent form for ethical considerations. Parental involvement is a unique parental child rearing practice exerting significant impact in growth and development. Both Qualitative and Quantitative analysis were done on the basis of data collection by the investigator using triangulation. Descriptive analysis for quality of life was interpreted for personal, educational, social, emotional and occupational parental involvement. It was learnt that quality of life is influenced by income, employment, family life, social support, stress and crisis, health care services, educational opportunities and relationship with the environment. The focus in this study was on objective indicators, as subjective indicators were not responded well by the special children. Positive correlation was found between quality of life and parental involvement of children with intellectual disability. Regression analysis for quality of life and parental involvement of children with intellectual disability was calculated. Inferences were drawn on the basis of Anova. Qualitative analysis was done on the basis of case descriptions prepared by the investigator through observations, structured interview and face-to-face interactions. Findings were based on involvement of these children with family, involvement in activities, joys of children, fears of children, performance of motor skills, expression of emotions, autonomy and socialization. The study will improve our understanding of children with intellectual disability, the emergence of their behavior problems and the psychological wellbeing of parents and caregivers especially mothers. Qualitative data revealed that quality of life has high priority in care and treatment of children with intellectual disability. Psychological attention is very important in treating these children. It was concluded that there exists a positive relationship between parental involvement and quality of life of these children. Hence, parental involvement helps in making their life independent and better for general living.

**Keywords:** Quality of Life, Intellectual Disability, Parental Involvement, Intelligent Quotient.

**A VISION OF NEP 2020 FOR UNIVERSAL EDUCATION:  
FOUNDATIONAL LITERACY & NUMERACY IN INDIA BY 2040**

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University of Madras, Tamil Nadu, India.

**ABSTRACT**

In the present scenario, after the post-pandemic, the globe is undergoing rapid changes in the knowledge landscape, especially in the educational sector. With various dramatic scientific, pedagogical & technological advances, such as the rise of ICT tools, big data, machine learning, and artificial intelligence for quality education. According to the Maastricht Declaration, 2002 *"Global Education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity, and Human Rights for all"*. NEP 2020 has planned new horizons, fundamental principles & perspectives for high-quality Universal education for the learners to promote foundational skills (Reading & Writing) and numeracy for future generations.

India's first education strategy of the twenty-first century aims to address the country's myriad expanding developmental imperatives. Based on the premise that education should develop not only cognitive abilities like literacy and numeracy but also social, ethical, and emotional abilities and dispositions. Reading, writing & numeracy are considered the foundational skills; without being able to read, write & calculate well, a child cannot progress in the universal education system and eventually in their lifelong learning. Pedagogy must evolve to make education more immersive, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptable, and pleasurable. The article explains the strategies required for attaining the aim of universal foundational literacy and numeracy at five levels: curriculum revamping, pedagogical innovations, restructuring teacher education programs, revisiting assessments, & administrative support. Indeed, with the rapidly changing employment and global ecosystem. It is more important than ever for children to learn what to learn and how to know. As a result, education must change away from imparting information and instead teach students how to think critically and solve problems, be creative, multidisciplinary, innovate, adapt, and absorb new content in unique and rapidly changing fields. The National Education Policy envisions an education system rooted in Indian ethos that directly contributes to converting India, or Bharat, into a sustainable and thriving knowledge society by offering high-quality education to all, thereby transforming India into a global knowledge superpower.

**Keywords:** Universal Education, NEP 2020, Foundational Literacy & Numeracy, Pedagogical Innovations, Quality Education & Lifelong Learners.

## DEVELOPMENT OF A PROGRAMME FOR STUDENTS WITH HEARING AND SPEECH IMPAIRMENT AND ITS EFFECTIVENESS

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### ABSTRACT

The process of facilitating learning is called as education. A child starts the process of learning from mother's womb and it ends in tomb. Special education gives equal rights of education to children with special needs. Students with disabilities receive education from trained professionals. Different approaches of teaching, the use of technology, a specifically adopted teaching area or a resource room are beneficial for students with disabilities. There should be individualized Education Program (IEP) for each child.

In a class having students with hearing and speech impairment, only traditional method is not useful to understand new concepts. Therefore, the researcher had prepared the multi-sensory teaching techniques programme for teaching the students with hearing and speech impairment.

Initially the researcher had conducted the survey in hearing and speech impaired School. The survey was conducted using the questionnaire for the teachers. Researcher also taken the pre-test of hearing and speech impaired students then based on the survey results the researcher had selected the content to develop the multi-sensory teaching techniques programme for the hearing and speech impaired students.

After the pilot study, the programme was implemented followed by the post-test and retention test and students' feedback was taken after the implementation of the program. Multi method research is used for this research.

This paper mainly focuses on Problems faced by HI&SI students, Development of the Multi-sensory teaching techniques Programme, implementation of the programme and test the effectiveness of the programme.

**Keywords:** Hearing and Speech Impaired Students, Multi-Sensory Teaching Techniques Programme, Special Education, Learning Disabilities.

**GREEN ECONOMY INITIATIVES: ROLE OF WOMEN AS GLOBAL AGENTS**

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**ABSTRACT**

A green economy is defined as an economy that facilitates sustainable development without environmental degradation. It aims to reduce environmental risks and ecological scarcities. To be green, an economy must be low-carbon, resource efficient, energy-efficient and socially inclusive. In a green economy, economic activities must reduce pollution, carbon emission, protect ecosystem services and biodiversity, develop energy and resource efficiency and reduce energy poverty. The three pillars of a green economy are-people, profits and the planet. Healthy workforce can create a healthy economy. Women have a vital role in environmental management and development. Rio Declaration on Environment and Development mentioned that full participation of women is very essential to achieve sustainable development. Women constitute approximately half of the population of the world. Majority of the world's women carry out unpaid work, involve in lowest-paid work, least secure forms of work and in informal markets. A very few women occupy top-most corporate executive jobs across the globe. But as a producer, women produce the majority food supply of the world, although they own only 10 to 20 percent of the world's land. In this paper, an attempt is made to analyse green economy initiatives and role of women as global agents for achieving sustainable development. For this, data are collected from secondary sources. It was found that women comprise approximately 40 percent of the agricultural labour force in the developing world, 50 percent in Bangladesh, 50 percent in sub-Saharan Africa, 50 percent in Africa, 50 percent in East and Southeast Asia, 45 percent in Northern Africa, 35 percent in South Asia, 30 percent in India and 20 percent in America. In developing countries, women produce as much as 60 to 80 percent of the food. In all the stages of the food cycle, women play a fundamental role all over the world. Women can act as the key managers for proper management and conservation of environmental resources for achieving sustainable development and green transformation of the economy. If women were in more productive and decision-making roles, the world would be moving faster towards a green economy and sustainability will be achieved in the economic, social and environmental sense.

**Keywords:** Green Economy, Sustainable Development, Sustainability, Global Agents.

**GENDER QUEER BEING EMBRACED SOCIALLY: GLOBAL BEACON OF COGNIZANCE FOR TRANS COMMUNITY  
AMID ADOPTION IN CHANDIGARH**

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**ABSTRACT**

‘The Change will come’, a tagline by Chandigarh based Trans woman and a social activist Dhananjay Chauhan brings a ray of hope for people under gender spectrum. The prompt for the study came after a Chandigarh based nonagenarian Chahal couple, in consent with their daughters, adopted the Trans couple Dhananjay Chauhan and Rudra Partap Singh. This unusual act of opening the heart and home for the marginalized group of the society is a bolt from the blue, when their families refused to shoulder them and would definitely act as an ignition for the elevation of the Trans community globally. In an interview conducted with Dhananjay Chauhan, it was revealed that she was a rape victim and her community still struggle to be accepted. Apart from the legal declarations, they want the society to acknowledge them. As per the responses, they have to confront innumerable challenges each day, which include bad touch, anxiety, depression and body shaming. They have to hide their organs like breast, private parts but feel confident after laser and silicone implant surgery. Financially they are weak, so forced into begging, commercial sex work, as there are no jobs for them in the Chandigarh Tricity region. Socially she has been accepted but still many more are waiting for the social acquiescence.

The paper reveals the level of compassion, perception and behaviour towards the third gender queer, among the inmates of Chandigarh, which was mapped via a self-constructed questionnaire. The data was collected from 265 inmates and the mingled responses were obtained with respect to the acceptance of the Transgender. The adoption news has definitely put a big impact on the mindset of the people and has paved the way for their better acceptance at global level.

**Keywords:** Transgender, Adoption, Social and Global Acceptance.

## OPEN EDUCATIONAL RESOURCES (OER) TO ADDRESS EDUCATIONAL INEQUALITY: PROSPECTS & CHALLENGES IN HIGHER EDUCATION

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### ABSTRACT

#### **Purpose**

The availability of learning resources is critical to student learning. Of course, access to learning materials is a significant challenge resulting in educational inequalities in the higher education sector. During the COVID-19 pandemic, students had limited access to physical library resources due to the suspension of face-to-face classes and the closure of educational institutions due to social distancing and lockdown measures since March 2020. Open Educational Resources (OER) are learning materials that are openly licensed and allow others to retain, reuse, revise, remix or redistribute (the 5 Rs) these materials (Allen & Katz, 2020; Wiley & Hilton, 2018). The availability of OER and its utilization reduces the disparity in the distribution of learning materials and results in equitable access to quality education in alignment with the sustainable development goals (SDG4) (Abeywardena, 2017).

This paper reviews the deployment of OER in higher education institutions (HEIs) and examines its role in reducing educational inequalities in the higher education sector.

#### **Design/Methodology/approach**

This research uses a quantitative non-experimental research design. Data are obtained using a survey method from students across the various HEIs in the Sultanate of Oman. We intend to collect data from students from different HEIs, private and public, college and university, undergraduate and graduate, and from different specializations. A five point-Likert scale is used to obtain feedback on the awareness, use, and extent of thrust on OER in teaching, its importance in reducing educational inequalities and the challenges in using OER.

#### **Findings**

By examining the current use of OER in teaching and learning, its benefits and the challenges faced, this research offers strategies to integrate OER for learning beyond classrooms.

#### **Practical Implications**

The primary purpose of this research is to showcase the current status of OER usage in HEIs in the Sultanate of Oman. This research highlights the major OER repositories and offers insight into the benefits of using



OER. The research also offers specific suggestions to find, personalize, and contextualize OER for HEI teaching and learning pedagogy.

**Originality/Value**

Educators have propagated the use of OER in HEIs; however, only a few studies examine the current status of OER use in HEIs and its role in reducing educational inequalities. This research fills this gap and examines the current status of OER in detail. This research aims to raise awareness of the use of OER and offer a coherent strategy to mainstream OERI into HEI teaching and to learn beyond classrooms.

**Keywords:** Open Educational Resources, Pedagogy, Higher Education, Teaching and Learning.

**SOCIAL & ECONOMIC IMPACT THROUGH GREEN ECONOMY A LOOK AT INDIA**

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**ABSTRACT**

As the effect of climate change begins to impact, it is the need of the hour to take the initiative on a green economy not by replacing sustainable development but to create a new focus on global education, economy, investment, infrastructure, skills and positive social environmental outcomes across the world. People should have relevant knowledge and skills to tackle environmental and social problems like material consumption, environmental degradation and inequality in all spatial scale. A green economy aims at empowering growth of economy and investment along with social comprehensiveness and quality of environment (Green growth knowledge platform 2020). Is the present education system all-encompassing of the pressing needs for a greener earth? For instance, a student training to be a doctor needs to be trained in using environment friendly disposable surgical tools or medical supplies. Similarly, a student studying to be an engineer needs to be trained in the usage of innovative tools in manufacturing, infrastructure that will lower emissions for a greener earth. This paper will attempt to address the social & economic impact of a green economy in global education by dividing the educational faculties into Humanities, Science, and Commerce and study the extent of 'green' inclusion made in the curriculum. This paper will try to highlight how green economy and global Education together can bring the natural growth of employment and investment by identifying the norms, structure, understanding the elements like standard, curriculum and institutional resources. Over the last decade, green economy in India has created new job opportunities, helping to improve standard of living, but its growth is limited to degrading environment and depleting natural resources for which it has taken the steps to decarbonize economy. Covid 19 has made it possible to get consumer's attention to green economy, green growth along with global education. For instance, Food being a crucial industry steps are being taken to train consumers and farmers the importance of organic farming and products which could play a catalyst role in green economy by re- vitalizing the farm and food sector and creating employment. This in turn could increase income and business opportunities to the investors, reducing import bills and increasing exports. Whereas, use of synthetic fertilizers, pesticides etc in conventional industrial agriculture could result higher level of greenhouse gas emissions, land degradation and depletion of natural capital.

**Keywords:** Green Economy, Green Growth, Global Education, Farming, Humanities, Commerce, Science.

**CITIZENS' PARTICIPATION IN LOCAL EDUCATION GOVERNANCE: AN ASSESSMENT OF THE FUNCTIONALITY AND SPENDING INDICATORS OF THE CITY SCHOOL BOARD OF CALOOCAN**

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**ABSTRACT**

Citizens' participation in local governance has become vital in translating development results in the exercise of local affairs. The Local Government Code (LGC) of 1991 provides mechanisms for participation in local planning and development by strengthening the local special bodies to further improve the delivery of basic social services in the Local Government Units (LGUs). As education sector is one of the areas where optimum realization of participation can be best reviewed, this study examined the Local School Board (LSB) and local education governance in Caloocan City in terms of its functionality, dynamics and citizens' participation mechanisms in the planning, budgeting and implementation of the School Board Plan and the Special Education Fund (SEF). The Local School Boards and the Budgeting of Special Education Fund are a strategic, most logical and crucial avenue to institute reforms on public education and to cohesively translate and reflect the global and national goals for education at the local level.

Using the correlational research method and a descriptive research design, this study was participated by the academic stakeholders and keynote officials through survey and interview. The study revealed the level of awareness and involvement of the academic stakeholders in the School Board Plan and the allocation of the SEF. It also showed the effects of the SEF Guidelines in the utilization of the budget, planning, and the Seal of Good Local Governance (SGLG) of Caloocan City in terms of Basic Education. To further contextualize the gathered data, policy document analysis was also integrated in this study that showed the supplementary mechanisms for participation, challenges for education financing and the overarching national policies on education. Moreover, the outcome of this study also showed the significant correlation between the awareness of the spending indicators of the City School Board Plan and involvement in participation mechanisms.

**Keywords:** Local Education Governance, Special Education Fund, Education, Local School Board, Citizen's Participation, Local Government.

**ASSESSING THE ENVIRONMENTAL SUSTAINABILITY CORRIDOR: AN EMPIRICAL STUDY OF RENEWABLE ENERGY CONSUMPTION IN BRICS COUNTRY**

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**ABSTRACT**

The signing of the Kyoto Protocol Agreement in 1997 re-ignited the worldwide attention on renewable energy resources. As a result, the world's use and production of renewable energy have progressed dramatically since then. As a consequence, rapid advances in economics and society are taking place over the world. Contrary to popular belief, the use of renewable energy is not exclusive to industrialised countries. A growing number of developing countries are turning to renewable energy sources as a means of boosting their economies and improving their lives. Even though the BRICS countries' use and production of renewable energy are still in their infancy, these nations are making significant efforts to advance these resources. The study's originality is mostly due to the comparison of BRICS nations' renewable energy use. From 1993 until 2020, several research articles were used to build a panel of data from the BRICS states. The utilisation of renewable energy by the BRICS countries varies statistically significantly, according to an ANOVA analysis of that data.

**Keywords:** Renewable Energy, BRICS, Sustainable Development.

## TRANSFORMATION OF AUTOMOBILE INDUSTRY THROUGH ADOPTION OF ELECTRICAL VEHICLES

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### ABSTRACT

Scholarly research on electric vehicles has increased dramatically over the last decade; nevertheless, thorough evaluations synthesizing and integrating these findings have been absent. This study uses an integrated review technique to attempt to address that hole. Humans can reduce our carbon footprint by switching to electric vehicles. There are a number of disciplines that have been affected by the introduction of electric cars to the market, including the power grid. Various rules have been put in place to promote the use of electric cars, and the recent rise in electric car use is promising. It has become easier to operate electric cars because of advances in electric car powertrains, batteries, and chargers. Chargers for electric vehicles have a significant influence on current network operations, notwithstanding their environmental and economic advantages. As a solution to this issue, billing management methods may be used. It is also possible that connecting electric cars with the smart grid may solve the renewable energy intermittency issue and open up a plethora of other benefits, such as vehicle-to-grid technologies. This study explores the most current developments in electric car technology as well as worldwide market trends along with the implications of electric vehicle adoption and possibilities and its impact on climate change.

**Keywords:** Electrical Vehicles, Sustainability, Climate Change.

## A STUDY ON THE POSITIVE AND NEGATIVE IMPACT OF TECHNOLOGY ON EDUCATION DURING AND AFTER COVID 19 PANDEMIC

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### ABSTRACT

**Background:** The global impact of pandemic COVID-19 may be evident in every industry. It has a negative impact on India's and the world's education sectors. Over 32 million students in India were unable to change schools or institutions, and all educational activities were ceased. The COVID-19 pandemic has proven that change cannot be avoided. It has functioned as a catalyst for educational institutions to expand and use platforms based on previously unknown technology. To eliminate the potential of a pandemic, the education sector has been attempting to survive crises in new ways and digitizing the challenges.

The majority of educational institutes in India and throughout the world were unprepared for digital learning. Despite the difficulties in schooling during the lockdown, a paradigm shift from offline to online learning occurred. Science and technology have the potential to facilitate a quick shift from offline to online learning. Technology has had a significant impact on schooling. Massive volumes of knowledge (books, music, photos, and videos) are now available at one's fingertips via the Internet, and formal learning possibilities are available online globally via MOOCs, podcasts, and traditional online degree programs. Technology has significantly replaced the classic four-wall classroom with desks and benches, blackboards, whiteboards, and textbooks. Needless to say, technology has had an influence on both the positive and negative lives of teachers and students.

The positive impact that technology can Easy access to information; easy retention of information; increased storage of information; improved presentation of information; education becoming more interactive; easier sharing of knowledge; and increased enthusiasm for learning. Technology can have a negative influence on student's emotional health, physical health, and learning. Educators frequently face several hurdles and stressors as they seek to study and prepare technologically sophisticated classes while receiving little to no professional development.

**Method:** We conducted a systematic literature review (SLR) of selected studies, published from 2020 to 2022. We classified and compared the selected studies based on a characterization framework.

**Keywords:** Education, Impact, Technology, Pandemic, COVID 19.

**LEGAL PROVISIONS FOR CHILDREN WITH LEARNING DISABILITIES: ACROSS FIVE COUNTRIES**

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**ABSTRACT**

Learning disability known as a hidden disability is a neurological disorder cause of genetic, maturation delay, neurological damage, environment and nutritional deficiencies which affect the brain's ability to send, receive and process of information. It is indeed sad to realize that a significant portion of student population across the world has learning disabilities. There are 5 - 9% of people having learning disabilities of general population (Vuleta, 2020) and estimated prevalence rates of LD in India range widely between 2% and 19% (Misquitta & Panshikar, 2022). Learning disability first time considered as benchmark disability in RPWD Act, 2016 by India. Research and advocacy in learning disability is still at its nascent stage in India (Sandhu, 2015). According to National Center for Education Statistics (NCES) 34% students had specific learning disabilities in U.S. by the year 2017-18. UNESCO reported that although countries around the world must ensure that students with disabilities receive free, inclusive and appropriate education. Very less research studies has been published regarding the legislative efforts and the implementation of services and supports specifically for students with learning disabilities (LD) around the world (Agrawal et al., 2019) it is so because the field is quite new and the group of persons called Learning Disabled is unusually diverse (Kushwah & Meena, 2018). Therefore, the purpose of this review study is to explore legislative efforts, services and interventions provided to students with learning disabilities from five countries worldwide: India, United Kingdom, United State America, Canada and Taiwan. This review study based on systematic literature review selected studies, published from 2011 to 2022 conducted at global level. Further, study suggested that these legal provisions would help to meet the learning goals of the learning-disabled (LD) students. In addition, it is important that international organizations provide guidance and support to practitioners and lawmakers to facilitate changes that will better serve students with LD throughout the world.

**Keywords:** Learning Disabilities, Legislative Efforts, International Educational Laws, International Special Education Laws.

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## MOBILE APP PRODUCTION: OPEN SCHOOLING AND RESPONSIBLE INNOVATION DURING THE COVID-19 PANDEMIC

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### ABSTRACT

The Research Group Gestão, Educação Ciência e Tecnologia para a Inclusão Social -GEC&TIS, is linked to the Postgraduate Program in Knowledge Diffusion of the Department of Human Sciences and Technologies of UNEB, DHCT Campus XIX, Camaçari, working on research projects and extension in Camaçari, in the Metropolitan Territory of Salvador, as well as in another 30 municipalities in the State of Bahia. With this, it proposes research projects, extension and actions focused on Socio-digital Inclusion and the development of applications and social technologies. With emphasis on the development of applications, which began in 2015 with the Solidarity Technologies Project - Tecsol, at the Digital Centers for Rural Citizenship (CDCR) - implemented by the University of the State of Bahia (UNEB) with support from the National Foundation for Studies and Research (FINEP), and was consolidated with the extension project Applications for Mobile Devices: Open Education in the fight against the Covid-19 pandemic, proposed the development of applications for mobile devices, by students of public schools, amid the context of social isolation, imposed by legal determination of the state government due to the Covid19 pandemic, through the funding of Public Notice 030/2010 – PROBEX, proposed by UNEB, promoting the triggering of a set of actions with research and university extension for the development of applications and social inclusion - scientific research of basic education students in the public education and higher education network.

Applying the Open School principles that according to Okada (2018), together with open science and open schooling are essential to prepare individuals and communities for critical-collaborative participation with knowledge, skills and attitudes. to bring training to different communities, mobilizing the academic community to carry out university extension aimed at facing the adverse conditions experienced.

Based on the actions developed in 2020, the group sought to reflect on the question: how could the principles of open education be implemented in remote educational actions? And through the participatory action research methodology, in several extension projects (Tecsol in 2015; EduCovid in 2020; Mães 100% in 2021/2022; and, Ethnic Tourism in 2022) and research (CONNECT and Application-Formation) obtaining results that demonstrate that thinking about real problems faced by society, involving different social actors in the elaboration and implementation of solutions, became possible and produced effective results.

**Keywords:** Applications for Mobile Devices. Open Education. Sustainable tourism. Ethnic Tourism. Application-Training.



## INCLUSION AND TRAINING PROCESSES IN MULTICULTURAL ENVIRONMENTS

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### ABSTRACT

Inclusive Education advocates that all students have the right to be together, participating and learning. Therefore, this article will present considerations about the international collaboration established between the São Paulo State University (UNESP) and Santa Fe College (USA). The study presented here aims, among other aspects, to analyze the international and intercultural online training offered to teachers at Santa Fe College, and its impacts on the constitution of a culture of Inclusive Education in this context. As a result, we have that training, when considering the precepts of inclusion and using the Constructionist, Contextualized and Meaningful approach (CCS), together with the styles of use of the virtual, is configured as a possibility to carry out training processes in service and to enable the modification of conceptions and practices that promote an inclusive culture within higher education institutions. The CCS approach guided the structuring and development of training, since the proposal presupposes the construction of knowledge based on the appreciation of the learners' context, as well as the skills and potential of each one, in order to enable knowledge to be significant and that promotes attitudinal changes, which in the case of this study refers to the construction and/or strengthening of the Inclusive Education culture within a Higher Education institution. They, in addition to being spaces for the dissemination and construction of scientific knowledge, must be constituted as learning environments for all, in which the abilities, potentialities, differences and singularities of the subjects are recognized and valued. In order for inclusion and, consequently, an inclusive culture to be experienced, there is a need to impregnate the foundations that involve these perspectives in teachers and in higher education institutions as a whole, and one of the possibilities for this is the constitution of processes training courses that consider these aspects.

**Keywords:** Inclusion, Training, Intercultural Environments, CCS Approach.

**URIE BRONFENBRENNER'S BIOECOLOGICAL MODEL AND THE PARENTAL RELATIONSHIP CONTEXT:  
A STUDY ON THE RELATIONSHIP BETWEEN MOTHERS AND CHILDREN WITH DISABILITIES**

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**ABSTRACT**

**Topic Areas: Accessibility to Education for the Disadvantaged**

We present part of the studies developed in the Interinstitutional Doctorate in Education Sciences, a partnership between the Federal University of Recôncavo da Bahia (UFRB) and the University of Minho (UMinho), Portugal. The studies in question are entitled: Narratives on the Relationship of Mothers and Children with Disabilities: resilient looks in the construction of coping strategies. Some of these overcoming strategies are directly related to the knowledge that these mothers need to have in order to provide to their children the use of some Assistive Technology, which allow their children rehabilitation and/or accessibility for a better family, educational, professional and social life. We aimed to present in general terms the Bioecological Model of Urie Bronfenbrenner. Methodologically, we opted for a qualitative research, having chosen Life History as the conductor of the research. The procedures were centered on the narrative interview technique and the categories of analysis were anchored on theoretical assumptions of the Bioecology of Human Development and Phenomenology. The results obtained are in the final phase of analysis, however, they show us that even changing the context of the parental relationship, and the time in which it takes place, the process of resilience is always present and contributes to these mothers overcoming the difficulties and seeking to ensure a full life for their children with disabilities.

**Keywords:** Bioecology, Disability, Parenting, Mothers.

**CHALLENGES OF TEACHING PRACTICE IN THE INCLUSION OF STUDENTS WITH  
DISABILITIES IN RURAL SCHOOLS IN THE MUNICIPALITY OF RIACHÃO DO JACUÍPE – BAHIA**

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**ABSTRACT**

**Topic Areas: Accessibility to Education for the Disadvantaged**

In order for rural schools to contemplate the singularities of the inclusive education students who live and study in the countryside, it is essential that teachers have specific training in the area, so that they can (re)build a teaching practice based on the differences of all students, regardless of whether they are disabled or not, transforming their practice into a teaching articulated with the inclusion, with the reality and the needs of the countryside. This research studies the teaching practice in the process of inclusion of students with disabilities in rural schools, based on the following question: What are the challenges of teaching practice in the process of inclusion of students with disabilities in rural schools in the municipality of Riachão do Jacuípe? The research is organized around the goal of identifying the difficulties faced by teachers who work in rural schools in the municipality of Riachão do Jacuípe, and who work in the perspective of inclusion of students with disabilities, to build, collaboratively, with teachers of rural education, formative meetings to discuss the alternatives that will contribute to the strengthening of inclusive practices in schools. We use a qualitative research approach and the procedures used are the participant observation - understood here as a data collection technique, the interview, where the questions are open and are operationalized from an informal conversation, organized into topics related to the problem; the bibliographic research and document analysis, in which written documents are used as a source of data, such as didactic sequences and lesson plans, and documents from the Secretariat of Education and Culture of the municipality to identify the existence of actions directed to students with Special Educational Needs in rural schools of Riachão do Jacuípe, Bahia, Brazil. The research is in progress, but, the initial studies already indicate us that there is a need for the training that we present as a final product of the Master's Degree in Science Education, Inclusion and Diversity. This training will enable the teachers of the field, moments of discussion about the alternatives to be used in the implementation of inclusive practices in classrooms of the field schools of Riachão do Jacuípe.

**Keywords:** Field Education, Inclusion, Difficulties, Teaching Practice.

## IMPACT OF TECHNOLOGY ON EDUCATION SECTOR AND GREEN ECONOMY

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### ABSTRACT

Education is the most significant change in human history. It has a personal, national, global, and, in many ways, limitless impact. Yes, it is the result of technological advancements. All of our daily challenging jobs can now be quickly and efficiently automated thanks to technology. Government and private investments that reduce carbon emissions and pollution, improve energy and resource efficiency, and avoid the loss of biodiversity and ecosystem services should drive income and employment growth in a green economy. Green technology innovation attempts to create long-term sustainable development by generating economic, environmental, and social advantages; conserving resources and energy, and eliminating or reducing pollution and deterioration in the environment. While there are some major cost savings from reusing, reducing, recycling, and refusing, the greatest economic gain is the creation of jobs. Going green has boosted the economy and spawned a new industry with hundreds of thousands of jobs. It is important to remember the three E's of sustainability, which are economy, ecological, and equity, at times like these. Challenges will necessitate extensive public participation through education and communication. To create and drive a green economy, all interested learners and environmentally educated individuals will need to learn from and teach one another. Top-down solutions will not be sufficient without a large number of literate citizens to implement them. Bottom-up, community-based solutions, on the other hand, will require adequate resources and guidance in order to effectively inform and involve their constituents, one building at a time. For the purpose of writing this research paper was gathered as a review of the literature and based on some secondary data. Technology is an essential component of life in the twenty-first century, referred to as the fourth revolution, which brings with it both challenges and opportunities. A green economy has the potential to provide a path to long-term sustainability and development.

**Keywords:** Education, Green Economy, Information Technology, Learning, Sustainable Development.

POTENTIAL OF BOERAVINONES FROM *BOERHAAVIA DIFFUSA* L.  
AS HCV NS3-NS4A PROTEASE (4A92) INHIBITORS BY MOLECULAR DOCKING

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**ABSTRACT**

Hepatitis C virus (HCV) infection is a global health burden with over 180 million people infected worldwide. HCV is known to cause severe liver disease leading to cirrhosis and hepatocellular carcinoma. For viral replication, NS3 protein is very much needed. N-terminal serine protease domain and a C-terminal helicase/NTPase domain is present in the NS3 protein. It also requires NS4A protein to act as a cofactor along with NS3 for its complete activity. NS3-NS4A protease of HCV is the primary target for direct-acting antiviral agents' development. Till date, there is no licensed drug available in the market for HCV. Plant-derived bioactive compounds provide a vast source for new drug discoveries. *Boerhaavia diffusa* L. has medicinal properties such as anti-bacterial, anti-nociceptive, hepato-protective, hypo-glycemic, anti-proliferative, anti-estrogenic, anti-inflammatory, anti-convulsant, anti-stress and anti-metastatic activities. The antiviral property of the bioactive compounds of *Boerhaavia diffusa* L has not been studied. Therefore, the present study aims at investigating the inhibitory property of the bioactive compounds, Boeravinones derived from *Boerhaavia diffusa* L. against HCV NS3-NS4A protease, 4A92 by *in silico* molecular docking. The results showed potent inhibitory activity of all the Boeravinones selected for the study against 4A92. The best-ranked lead molecule was Boeravinone C with the binding energy of -11.2 kcal/mol. This specified that these bioactive compounds may be extracted and isolated from the plant, modified and synthesized *in vitro* to be used as potent inhibitors against HCV protease by carrying out cytotoxicity assay.

**Keywords:** HCV, 4A92, Boeravinones, Effective Inhibitor.

**INVISIBLE WALLS OR OPEN DOORS? REAL AND PERCEIVED BARRIERS TO COLLABORATION BETWEEN HIGHER EDUCATION INSTITUTIONS AND EMPLOYERS IN THEIR LOCAL / REGIONAL ECONOMIES**

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**ABSTRACT**

According to recent research in the UK, collaboration between Higher Education Institutions (HEIs) and organisations domiciled within their local and regional economies may be significantly impeded by a lack of understanding on both sides regarding the potential benefits arising from such exchanges (Pereira & France, 2022; Alunurm, Roigas and Varblane, 2020; Jongbloed, Enders & Salerno, 2008). Whilst larger firms with dedicated resources focused on building collaborative knowledge networks for competitive advantage may possess the capabilities to engage effectively with HEI, many smaller organisations may lack even basic understanding of how to approach (or be approached by) HEI (see Alunurm 2020; Fernandez et al, 2015).

HEI are increasingly seeking to establish links with employers in their local and regional contexts, however, as pressure increases from government to demonstrate value-added outcomes for students across all disciplines, alongside increasing demand for value for money and feature rich programmes from fee paying students (OfS 2019).

The problem facing HEI across the UK can be seen when considering the structural composition of the local and regional economies with which they seek to engage collaboratively. Over 99.7% of all businesses in the UK are either micro or SME (small & medium sized enterprises), with less than 8,000 large employers (i.e. 250 plus employees) across the country (Hutton and Ward, December 2021). Whilst the large companies account for well over 50% of gross domestic output by turnover, nearly two thirds of the workforce are employed by SMEs, which is the sector least likely to understand the reasons for engaging with HEI.

Consequently, attempts by HEI to engage with employers in a local and regional context tend to be somewhat piecemeal (e.g. business clinics, ad hoc seminars, showcase events etc), highly dependent upon personal networks of academic and support staff and ephemeral (i.e. tending to dissipate quickly if not carefully managed). Not only this, but academic staff are sometimes not incentivised to add new dimensions to their already heavy workload through building and maintaining collaborative relationships with employers. Where attempts are made to develop such networks, staff often encounter inertia due to a lack of clear value proposition with which to engage SME partners, whose needs are disparate and not always well understood by HEI.

So, whilst there is often a tacit assumption that there are links between HEI and organisations within their local and regional economies, through which mutually beneficial collaboration can take place, the reality is often less consistent.

This paper presents research carried out by a well-established medium-sized North West UK University seeking to understand perceptions amongst its local and regional employers of all types of the barriers (real or perceived) that may impact their choosing to work with / collaborate with HEI for competitive gain. The study, which was carried out in Q1 and Q2 2022, surveyed a representative sample of over 300 employers in the North West UK, using a semi-structured questionnaire delivered through the University's key employer networks.

Preliminary results confirm the existence of a number of limiting factors that may mitigate attempts at HEI / Employer collaboration, and which support the findings of previous systematic reviews suggesting the need for marketing management to facilitate cross-economic collaborative projects. The research seeks to establish a mandate for more effective economic collaboration between HEI and employers, by highlighting and categorising the real and perceived barriers faced by employer communities and seeking practical solutions to support HEI outreach and connections.

## HIGH TURNOVER: A CHALLENGE TO THE PUBLIC SERVICE IN THE MALDIVES.

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### ABSTRACT

**Purpose:** To identify the main reasons why the public sector in the Maldives is facing in high turnover of staff.

**Design/methodology/approach:** A quantitative study methodology is used to identify the main reasons why staff are constantly leaving jobs in the public sector. In order to identify the exact reasons, a predefined questionnaire will be distributed to selected people who have changed jobs within the last five years. The study sample will be taken from major ministries and other public sector organisations such as the Islamic University of Maldives. Over 100 respondents will be targeted and will receive questionnaires.

**Research limitations/implications:** The key objective of this research is to identify the main factors that contribute to public sector staff changing jobs frequently. The public sector which comprises Maldives Civil Service and other public organisations such as Islamic University of Maldives, Maldives National University, covers a large portion of the national workforce. In view of the size of the sector with regard to others, the research will not cover the entire sector. Given the limitations, the research is undertaken using three government Ministries and four public sector organisations.

**Practical implications:** The research is aimed at understanding the factors that contribute to public servants changing jobs frequently. With the findings of this research, public sector organisations in the Maldives can understand and develop policies and procedures to address the issues identified. We believe this will be of great help, if used appropriately, to combat the effects of high turnover in the public sector.

**Originality/value:** Based on the literature review, we could not identify any past research undertaken with regard to the high turnover in the public sector of the Maldives. Hence, this research, based on specific organisations, though limited in scope, will be applicable to similar organisations in practice. The results can be applicable to most public sector organisations as the policies and procedures in most public sector organisations are similar and are governed by the Maldivian Employment Act.

**Keywords:** Turnover, Public Sector, Civil Service, Employment.



**ACCESSIBILITY TO EDUCATION FOR THE DISADVANTAGED SECTIONS OF THE SOCIETY WITH SPECIAL REFERENCE TO SLUMS OF BANGALORE METROPOLITAN CITY THROUGH SOCIAL WORK INTERVENTIONS.**

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**ABSTRACT**

Bangalore is a hub of technology, gardens, full-fledged special economic zones, industrial areas and with slums consisting of disadvantaged sections of the society. They are lacking with safe drinking water, hygienic shelter, sanitation and education. Slum dwellers are basically migrated population from rural areas reached city with the expectation of job. Most of them were unskilled; easily get into the field of construction work or domestic work or any other kind of unorganized sector employment. Migrant workers usually lacking shelter, so they are in search of shelter easily they accommodate themselves either under flyover, railway god shed areas or nearby sewerage areas. As they do not have regular employment, as it is a construction work obviously they make their children play wherever they are working. If they have lactating mother they made their elder kids take care of the small baby and she goes for construction work. These children become school dropouts even though government school teachers do campaign of "Back to School kids". Present study is an attempt was made to accessibility to education and find out the ways to rearing up of small kids of construction workers.

Birds NGO is working for construction workers and domestic workers in 45 slums specially unorganized workers. Most of the slums having school dropouts of construction workers and the elder kids taking care of younger siblings. Along with the Slum Development Project Coordinator and animator of the particular slums Investigator did an in detail study of school dropout children in 6 major slums namely Hennur Bunde, Nagenahalli, Byrathi Bunde, Bagalur, Doddagubbi and HRBR Layout. This is a qualitative study and data collected through school dropout children in 6 slums through in-depth research interview and through Focused Group Discussion.

Outcome of the study is to bring back school dropout children to school and find out referral home to rearing up of zero to below 3 years children of construction workers. Creating awareness among construction workers on value of education of their children for socio-economic upliftment.

**Keywords:** School Dropouts, Construction Workers, Educational Accessibility, Slums.

**A STUDY ON FACTORS INFLUENCING CONSUMER BEHAVIOUR ON PRE AND POST DIGITALIZATION OF HEALTH INSURANCE PRODUCT IN INDIA”**

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**ABSTRACT**

Prior to the health insurance industry being totally converted to the digital world, most health insurance providers were not able to work effectively. Digitalization will have a dramatic effect on the marketability of the product. The digital revolution has given the health insurance industry greater power and influence. Health insurance is a critical necessity for the world's population. Since 2020, an epidemic has ravaged the globe in the form of the COVID-19 pandemic. People encountered fear at lockout as they were buying health insurance because of a disease outbreak. This panic situation is regulated by the explosive development of digitalization, which provides innovative possibilities and opportunities to leverage customer behaviour by digitalisation on the purchase of health insurance products as nobody could meet physically. Digital transformation in the insurance industry makes it to another level. This is a phase whereby consumers are thinking radically and this affects their actions in the purchase of health insurance. As a result, this study presents the factors influencing consumer behaviour in Mumbai prior to and after the digitalization of Health Insurance products.

This paper examines the factors that influence consumer behaviour, and here the main factor "CRISIS" is taken in the form of C= Critical, R= Recovery, I= Insurance, S= Society, I=Information Search and S= Solution. This paper focuses on exploring these variables, which affect consumer behaviour in pre and post digitalization of health insurance products in Mumbai. The study includes an examination of factors that affect consumers' behaviour in pre and post digitisation. This paper aims to find the trend of customer behaviour for health insurance products prior to and after digitalisation in Mumbai.

**Keywords:** Consumer behaviour, Health Insurance, Pre and Post digitalization, CRISIS, COVID-19, Pandemic.

## NEW PERSPECTIVES ON GLOBAL EDUCATION

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### ABSTRACT

This study covers the entire concept of global education by examining significant players in the field's theoretical and practical understandings. Global education is a relatively new addition to social studies, and there are a variety of perspectives and concepts that effectively teach the subject in schools as part of the overall curriculum. Pike & Selby's four-dimensional model of global education, as well as other figures in the field of global awareness and education, are discussed. These insights are utilised to arrive at the conclusion that all kids should study about global concerns in school in order to become active citizens in our ever-changing global society.

Global education is a one-of-a-kind phenomenon rife with internal inconsistencies. It is concerned with international relations and global political economy, yet it is frequently used as a technocratic pedagogical tool. While it has a strong moral purpose, it is also highly politicised: it is frequently used to garner support for certain international politics and policies, such as those relating to foreign aid. Furthermore, while global education is built on universalistic assumptions, it is a very heterogeneous phenomena with different national characteristics and histories that is heavily impacted by local political settings, educational systems, and moral economies.

**Keywords:** Global Education, Technocratic, Pedagogical Tool, Global Awareness and Foreign Aid.

## DIGITAL STORYTELLING: INNOVATION IN INCLUSIVE EDUCATION

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### ABSTRACT

The pedagogical value of storytelling is widely documented in the literature. Digital Storytelling has evolved into a new type of creation and presentation because of the growing use of digital media. Digital storytelling (DS) is a medium that uses digital images, videos, text, and sounds to deliver a story to readers, viewers, and listeners with a computer system. In terms of education, new teaching approaches based on the use of technology have been developed to help students learn more effectively. Familiar concepts are adapted in a new instructional setting and strengthened with technology. There is a range of DS software such as PhotoStory3, Animoto, ComiLife, StoryBird, Digital Vaults, VoiceThread, and Glogster, Kerpoof that offer the tools to create a story with images and text through a computer system. Digital storytelling offers several benefits to the educational process in variable domains and for different learning groups. Digital Storytelling can make students more engaged and creative, by helping them to discover different ways to express their ideas. This will enable children to express themselves verbally and visually in an artistic, productive, and inspiring way. Digital storytelling has a positive effect on developing creative thinking and other skills like communication skills, listening skills, reading skills, writing skills, social skills, and emotional skills and helps in developing interpersonal skills among learners. Teaching and learning through the application of digital storytelling will help in increasing their comprehension and learning. When students use multimedia software to visualize their thoughts, they were more active and engaged with the subject matter. Digital Storytelling has been used as an educational tool for learners with special needs and digital storybooks for teaching literacy to students with learning difficulties. Integration of digital storytelling in the inclusive classroom will help in the **development of narrative skills, reflective learning, project-based learning, and the effective integration of technology in education, the development of creativity in problem-solving, knowledge, and management of tools and technological means. Digital storytelling as a medium of instruction in inclusive classroom helps in training of** multisensory organs used for exploration by children helps them to create mental images and abstract mental processes; it is crucial, then, to organize the learning environment so that they can interact with objects through different sensorimotor channels.

**Keywords:** Digital Storytelling, Technology, Inclusive Classroom, Multimedia, Skills.

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### ABSTRACT

People are connected online for everything whether it is education, shopping, medicine, industry, or socialization. As people spend lot of time on internet, it becomes essential to be safe and follow cyber ethics. The way most of the human beings have adopted good health and hygiene practices for healthy body, similarly, practicing good digital hygiene has become crucial for being safe and secure in the cyber world. The present paper argues on the digital hygiene practices of teachers in secondary schools of Lucknow, India. Descriptive Survey Method was adopted, and the data was collected through Convenience sampling technique. Percentage analysis was done to find healthy digital practices of teachers on four different parameters: Psychological impact, awareness on digital device protection, Awareness on cyber safety practices, and Good digital practices. Results of the study revealed that secondary school teachers of Lucknow are aware about the digital hygiene practices. They practice digital hygiene in their daily life and motivate students as well to follow the digital hygiene practices to ensure their safety and security in the virtual world.

**Keywords:** Digital Hygiene Practices, Digital World, Cyber Safety, Cyber Ethics, Digital Devices.

## SIGNIFICANT ROLE OF BLENDED LEARNING APPROACH IN THE CONTEXT OF TEACHING LEARNING PROCESS

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### ABSTRACT

*“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice”* (Brain Herbert)

Learner-centered approach has always helped the learners to achieve curriculum outcomes and add to their skills to functional effectively as the 21st century learners. At one side the different learning strategies like as group learning, cooperative learning, group projects in creation of the conducive learning environment whereas collaboration of ICT tools, blended learning, flipped learning, 3D projects, experimental activities through great aids for the teacher in teaching learning process. In recent years, blended learning has become a well-known way of giving guidance at all educational levels and across multifarious fields of study. Blended Learning (BL) is one of the most used methods in education to promote active learning and enhance students' learning outcomes. Blended learning indicates, an educational environment that encompass inventions in the classroom learning (Alqarni). According to 77% academicians online education is superior to traditional methods. This paper highlights the role of new pedagogical approach of blended learning which means a combination of face-to-face and online activity based learning. Blended learning increased learning skills, greater access to the information, learning outcomes and opportunity to the learner. The objective of this research paper is to explore reasons for use blended learning in education. Blended learning is an effective way of teaching that is flexible and easy to access (Avazmatova 2020). Romli (2019) suggested that the impact of BL (Blended Learning) on learners' effectiveness is positively predicted by achievement, engagement, involvement, retention and cognitive outcome. National Policy on Education (NPE) 2022 recommends for use of blended learning models from school education to higher education. For this research paper, the data has been collected from various resources of evidence, journal, research papers and websites. It also explores the different models of blended learning and its effective impact on the education.

**Keywords:** Blended Learning, Flipped Learning, Digital Learning, Education, Teaching- Learning Process.

INVESTIGATING FACTORS AFFECTING MOOCS ADOPTION AMONG  
TEACHERS OF HIGHER EDUCATION INSTITUTIONS IN INDIA

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**ABSTRACT**

Massive Open Online Courses (MOOCs) have the potential to eradicate the digital divide and endorse education globally among the learners in the education industry. Through MOOCs platforms, teachers can upgrade their knowledge skills and abilities in their field. Most of the MOOCs course are available for free of cost or small amount need to be paid for the completion certificate. In spite of its potentials, the adoption rate of MOOCs is still relatively low among the teachers of developing countries like India. Teachers need to keep up with the rapid pace of change in the educational innovations and technologies for learning. Teachers are responsible for continually upgrading their knowledge and skills. But it has been observed that once teachers enter to teaching profession they do not continue their education and their knowledge become obsolete.

MOOCs can play a critical role in enhancing their knowledge and skills and also help in achieving career and educational goals. To fill this research gap, the present study aims to identify the barriers and motivating factors underlying the adoption of MOOCs by teachers employed in higher education institutions of India. The research has employed an Interpretative phenomenological analysis of qualitative research methodology. In this research, 11 teachers from various universities of Uttarakhand have been selected as the respondent to investigate the factors influencing MOOCs adoption. The in-depth interviews were conducted with average time duration of 115 minutes. Findings revealed that technological barriers, financial barriers, and lack of awareness act as barriers to adopt MOOCs whereas teacher's self-motivation, personal growth, professional growth, and characteristics of MOOCs act as motivators to adopt MOOCs. This study contributes to the literature by identifying the barriers and motivating factors influencing teachers' intention to adopt MOOCs. The research has a number of implications for higher education institutions, MOOC providers, and government entities.

**Keywords:** Massive Open Online Courses (MOOCs), Teachers, Universities, Technology Adoption.

**INNOVATIONS IN LEARNING AND EDUCATION**

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**ABSTRACT**

There is a common belief that innovation in education is only related to technological advancements. However, in reality, innovation in education transcends technical expertise. The words 'Innovation' and 'Learning' are synonymous with human nature and tendency. Both these words are beautifully interdependent on each other. While the stress on innovation cannot be higher, it is a well-established fact that innovation is driven by learning. The foundation for preparing Creative Leaders of the future starts with innovative learning. Creative Thinking and Design Innovation finds its application across industries and sectors, including the education sector. The introduction of innovation in education allows students to expand their minds and develop skills outside the textbooks. As Albert Einstein has aptly quoted, imagination is the real sign of intelligence. Hence, it is quintessential that we change and improve learning, educating, and teaching methods according to society's changing dynamics. Innovative teaching methods are necessary to channel innovative education and to help learners understand and solve modern-day challenges, break futile social constructs, and grow towards a sustainable future. There is a widespread notion that educational systems should empower learners with skills and competences to cope with a constantly changing landscape. Reference is often made to skills such as critical thinking, problem solving, collaborative skills, innovation, digital literacy, and adaptability. What is negotiable is how best to achieve the development of those skills, in particular which teaching and learning approaches are suitable for facilitating or enabling complex skills development. In this paper, we build on our previous work of exploring new forms of pedagogy for an interactive world, as documented in our Innovating Pedagogy report series. We present a set of innovative pedagogical approaches that have the potential to guide teaching and transform learning. An integrated framework has been developed to select pedagogies for inclusion in this paper, consisting of the following five dimensions: (a) relevance to effective educational theories, (b) research evidence about the effectiveness of the proposed pedagogies, (c) relation to the development of twenty-first century skills, (d) innovative aspects of pedagogy, and (e) level of adoption in educational practice. The selected pedagogies, namely formative analytics, teach back, place-based learning, learning with drones, learning with robots, and citizen inquiry are either attached to specific technological developments, or they have emerged due to an advanced understanding of the science of learning. Each one is presented in terms of the five dimensions of the framework.

**Keywords:** Education, Teaching, Learning, Innovations, Techniques and Methods and Development.



## EFFECT OF COVID-19 PANDEMIC ON LEARNING STYLES OF ADOLESCENTS

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### ABSTRACT

Due to the COVID-19 pandemic, almost all the countries of the world have fallen unaware into the trap of the reality of disruptions and instability, requiring painful adjustments to the new reality. The struggle is still ongoing and so, it is essential to understand the nature of the influence of the virus to chalk out proper preventive and recovery measures in order to handle it effectively. COVID-19 pandemic has affected all sectors of the country including the education sector. The closure of schools, colleges and universities has disrupted academic activities, hampered regular routine learning and invigorated social media addiction. The government and concerned authorities have by far taken some initiatives for students e.g., online classes to deliver education during the pandemic but these do not meet the desired levels of satisfaction. A learning gap has been created among marginalized sections of society which includes disables, minorities and the ones that are in the most rural hard-to-reach and poorest communities. Every individual has their own natural pattern of acquiring and processing information. The patterns by which an individual learns are known as their learning styles. Learning Styles are a special kind of procedural knowledge: knowing how to do something. Some are general and taught in school, such as summarizing or outlining focus on attention and efforts, process information deeply and monitor understanding. It is a vehicle to foster the learning by allowing the adolescents to embrace their personal cognitive differences and leverage them to develop dynamic approaches to learning. It enables students to be more mindful of what they are doing and why and of how the skills they are learning might be used differently in different situations. The purpose of this study is to understand the effect of COVID-19 pandemic on learning styles of adolescents during this unprecedented crisis and assess how they are adapting to the new e-learning styles and how they are managing their academic activities.

**Keywords:** COVID-19, Education Sector, Online Classes, Learning Gap and Learning Styles.

**PRELIMINARY MARKET ANALYSIS FOR ELECTRIC FARM TRACTOR WITH SPECIAL  
REFERENCE TO INDIAN MARKET**

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**ABSTRACT**

The most promising and enthralling technology of age is the Electric Vehicle (EV) technology. It has been neutralizing the growing menace of carbon emission and reducing the dependence on fossil fuel and excessive energy consumption. The EV technology has been making a mark commercially in passenger segment since the year 2000 and with the impressive feat achieved in the category the technology has marched towards the heavy motor electric vehicles (HMEV) the non-transport goods carriage and agriculture automobiles.

India being largely an agriculture supported economy, the advent of electric vehicle technology in the LMV sector particularly in the tractor market necessitates appreciating and investigating the aspects that guides the consumer's in this case the farmers willingness to adopt the EVs . The foremost aim of this research is to investigate the effects of price, government subsidies, emissions, fuel efficacy, performance and maintenance on consumer's intention to adopt EVs.

The research is empirically conducted using structured questionnaire, the survey data was collected from 400 respondents from farmlands in north Indian regions to assess market acceptance for an electric farm tractor and to discover the extent of influence exerted by various variables on buying decisions.

The deductions from the study indicates that perceived superior fuel efficiency in electric vehicle is positively and significantly related to attitude and intention to adopt EV and negatively and significantly related to vehicular emission and its subsequent impact on environment.

Whereas, government financial subsidies and perceived low maintenance is positively and significantly related to adoption intentions of EVs. However, the results also indicate that the lack of information and knowledge about post purchase maintenance outlay has a negative impact on intention to adopt EVs. According to the findings of the Probit regression analysis, age has a negative and significant impact on consumers intention to acquire an electric tractor. Based on the results, policy implications for increasing the adoption of EVs and suggestions for future research are discussed.

**Keywords:** Electric Tractor Adoption, Diffusion of Tractor; Alternate Fuels; Hybrid Electric Tractor, Adoption Intention, Financial Incentive.

**EFFECT OF DIGITAL ORIENTATION ON DIGITAL SUPPLY CHAIN ADOPTION AMONG SMES IN NIGERIA**

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**ABSTRACT**

The concept of digital orientation (DO) is attracting increasing attention among academics and practicing managers. One possible reason for the scholars increasing attention on the concept of DO is the assumptions that digitally oriented firm are capable of building competitive advantage through the use of flexible resources. However, there is still no consensus on the effect of DO constructs on digital supply chain adoption among SMEs. The study employed cross sectional survey design. A simple random sampling technique was used to select the sample of 273 out of the population of 457 SMEs operating within Kaduna Metropolis. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze the data. Findings revealed that Digital curiosity, digital openness and digital alertness were positively and significantly related to Digital supply chain adoption while digital innovative passion was positive but insignificant. Base on the findings, it is concluded that SMEs are more likely to adopt a digital supply chain if they have the necessary digital orientation in terms of Digital Curiousness, Digital Alertness, Digital Openness, and Digital Innovative Passion.

**Keywords:** Digitalisation, Digital Orientation, Digital Supply Chain, Digital Supply Chain Adoption.

**TEACHERS AS MANAGERS: A NEW VISION**Neelu Jhanji<sup>1</sup>Dr Parminder Kaur<sup>2</sup>

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**ABSTRACT**

Modern era demands teachers to act as efficient and effective managers to improve the quality of education because quality education shows the path for progress of the nation. Teaching competence includes right techniques to convey knowledge, skills and attitudes. Managerial skills enable a teacher to become a creative person and think about different strategies to achieve the goals of education. The present paper focuses on managerial skills of teachers and teaching competence. Managerial skills include communication skill, class- room management skill, time management skill, decision-making skill and pedagogical skill. Communication skill means imparting knowledge in effective and efficient manner, classroom management skill comprises seating arrangement and encourage learning oriented activities, time management means to use available time in the best possible manner, decision making skill encompasses taking decisions independently well in time and pedagogical skill includes the understanding of academic level of the students with the help of illustrations. Teaching competence includes cognitive competence, performance based competence and affective competence. Cognitive competence includes teacher's mastery over the content, his ability to organise it adequately, use diverse methods and techniques and motivational strategies. Performance based competence includes mainly his ability to convey the knowledge to the students, ask questions and adopt appropriate evaluation strategies. Affective competence deals with rapport with learners; infuse values among students, cordial relations and create conducive learning environment in the classroom. The study was conducted on 400 secondary school teachers randomly selected from 40 schools and were classified on the basis of demographic variables. Managerial skills scale was developed by the investigator and standardised. Teaching competence scale was adapted so reliability and validity was established. Descriptive analysis was done to find out managerial skills of the teachers and teaching competence. It was observed from the data that there was significant difference in the managerial skills and teaching competence of the school teachers. The study shows that there was positive correlation in managerial skills and teaching competence of secondary school teachers. Hence, level of managerial skills should be enhanced for improving teaching competence. It is concluded that management of teaching learning process needs managerial skills along with teaching competence to achieve the goals of education.

**Keywords:** Managerial Skills, Teaching Competence, Communication Skills, Demographic Variables.

**EFFECT OF POSITIVE LIFE ORIENTATION ON ECOLOGICAL ATTITUDE AND COGNITION DURING PANDEMIC**Dr Anjali Puri<sup>1</sup>Nishtha Puri<sup>2</sup><sup>1</sup>Associate Professor, Govt. College of Education, Chandigarh, India.<sup>2</sup>B.Tech. Semester VIII, Thapar Institute of Engineering and Technology, Patiala, Punjab, India.**ABSTRACT**

Environmental hazards caused by humans have been inferred as one of the main causes of pandemic, which has further caused various Psycho-physiological changes in the mindset of people and society. It is being realized during pandemic that man and environment must go hand in hand for sustainable development and prevention of future pandemics. The purpose of the present investigation is to study the effect of positive life orientation on Ecological attitude and cognition during the pandemic times. In the present study, the tools employed to collect the data are Instructional material based on positive life orientation prepared by investigators and Test of Ecological Attitude and Cognitive by Rajamanickam, M. (2013). A pre-test consisting of Ecological attitude and cognition scale was administered to the sample of 60 technology students pursuing B.Tech. The technology students constituting sample were nearly equated on the basis of Ecological attitude and cognition score. 50 students were selected and incomplete questionnaires were rejected. This sample of 50 students was further divided into two groups of 25 technology students each forming control and experimental groups. Self-made positive life orientation modules were taught to the experimental group for fifteen days. At the end, post-test was administered to the experimental and control groups using Ecological attitude and cognition tool to verify the learning outcomes among students of both the groups. The result showed that the students taught through positive life orientation modules were having better Ecological attitude and cognition than those of control group. The results which showed significant difference between the mean scores of control group and experimental group are evident enough to prove the same. It emphasized on the role of positive life orientation on learners. The study demonstrates the positive effect of positive life orientation on Ecological attitude and cognition of technology students, thereby rejecting the null hypothesis that there exists no significant effect of positive life orientation on Ecological attitude and cognition of technology students. The result highlights the importance of incorporating the positive life orientation in teaching, as it helps in creating Ecological attitude and cognition, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through positive life orientation, the more mentally cognizant they are regarding ecology, which helps them to recognize their strengths and weaknesses. In other words, the technology students' Ecological attitude and cognition can be significantly improved with the help of positive life orientation.

**Keywords:** Positive Life Orientation, Ecological Attitude and Cognition, Technology Students.

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## HOW DIGITAL EDUCATION EMPOWERED THE LIVES OF RURAL PEOPLE

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### ABSTRACT

The present research paper tries to emphasize the use and benefits of technology for the development of rural areas. Healthcare, medical, education, transportation, tourism, industry, business, management, administration, banking, and rural development are all areas where technology has become essential in today's globe. People will require the necessary digital education to succeed in the future workplace. Whether in school, university, or the workplace, the ongoing digital change is making IT skills more crucial every day. The use of computers and software programs is at the heart of technology. It can refer to machinery, equipment, tools, skills, knowledge, and expertise, among other things. The use of technology for the development of rural regions has been done on a large scale, and as a result of the effective implementation of technology, there has been expansion and progress in the field of agriculture. The objectives of technology development in rural areas, benefits of technology application in rural areas, areas of technology application, the role of information and communications technologies in rural development, challenges faced by rural areas, and ways of connecting energy access and rural development are the main areas that have been highlighted in this research paper. The major goal of this study is to present information on how technological advancements are assisting in the development of rural areas. Rural development in India is tremendously important for the country's growth, as has been widely acknowledged. This is due to the fact that over 70% of India's population lives in rural regions, and thus rural development will effectively contribute to the country's development.

**Method:** The researcher will conduct systematic literature review studies, published from 2012 to 2022. We classified and compared the selected studies based on a characterization framework.

**Keywords:** Digital Education, Technology, Rural Area, Rural Development, and Empowerment.

## LIFELONG LEARNING IN INDIA

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### ABSTRACT

Lifelong learning crosses professions and promotes learning beyond traditional schooling and throughout adulthood. It encompasses learning at all ages and includes formal, non-formal, and informal learning that is flexible, diversified, and available at many times and locations. Learning, it is believed, is not age- or classroom-bound, but occurs throughout life and in a variety of settings. It promotes not only social involvement, active citizenship, and personal growth, but also self-sufficiency over competitiveness and employment. The UNESCO vision of lifelong learning embraces all learning contexts (formal, non-formal, and informal) and ages (from birth to grave. Lifelong learning is especially crucial in the context of a changing global economy, where knowledge-based economies outnumber other types of economies in terms of national economic strength and citizen socioeconomic empowerment. It has become a key concept in global education and training thought. There is no doubt that colleges play an important role in encouraging lifelong learning that affects the expectations of young people who see education as a power that can improve their lives. At the moment, it has been observed that understandings of lifelong learning vary greatly, not just between countries, but also between educational system sub-sectors. Because the proportion of youth in India is increasing, the issue of lifelong learning affects young children. Indeed, the principle of Lifelong Learning is deeply ingrained in Indian society, culture, and education. Many lifelong learning programmes are provided by various agencies in the country, including academic institutions, non-governmental organisations, and numerous government departments; their emphasis remains on adult literacy, continuing education, and skill training. The paper will aim to cover the aims, present state, significant programmes, concerns, and challenges relating to lifelong learning, as well as the life-sustaining role of higher education in promoting lifelong learning in India, based on the study of policy statements, programme reports, and assessment of select initiatives.

**Keywords:** Education, Lifelong learning in India, UNESCO, Policies.

## LIFELONG LEARNING AND SUSTAINABLE DEVELOPMENT: IN CONTEXT TO GREEN ECONOMY

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Punjabi University, Patiala, India.

### ABSTRACT

In the era of globalization and knowledge based economy the new entrants in the global economy have intensified the competition thus turning production towards high value-added and knowledge-intensive products and services demanding high-level skills labour force in return. The widespread diffusion of information technology gives rise to new.

Opportunities for learning but challenging the established views and practices of learning. The process of growth and innovation continue to cluster around those which have invested in human capital development thereby creating an exclusion, environmental crisis and sustainability challenges in the societies at local, national and international level. The role of lifelong learning in promoting green economy for sustainable development is to make an education for people and planet. Developing a green mindset in education, skills, and training programmes needs to be an important area of lifelong learning for achieving the targets of sustainable development. Going beyond the labour market orientation of education systems of present times such kind of learning tools are needed which aimed at promoting climate and environmental literacy, sustainable livelihood and understanding of human-nature interdependencies and values system. The main challenges for lifelong learning in global education for sustainable development are inducement of informal learning opportunities; stimulation of self-motivated learning; acceptance of self-funded learning; and stimulation of universal participation to the learning process.

**Keywords:** Lifelong Learning, Green Economy, Sustainable Development, Global Education.



## GAMICITY: CONSTRUCTING A CONCEPT FROM TRANSFORMING AND RESPONSIBLE PRACTICES

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### ABSTRACT

This text describes the identification of elements and ludic concepts from practical experiences with locative games, pervasive and gamified practices having as game field the city with its various cultural and educational contexts already described in other publications.

In this analysis concrete and symbolic, physical and digital layers that emerged in these experiences were described, as if they were level designs and of the mechanics (patterns and rules), dynamics (relationships and systems) and aesthetics (value creation), comparing with theoretical references on gamification and heritage experience.

The methodology used is Design Science Research for the prototyping of the conceptual model and cartography of controversies for the mapping of emergences, dynamics and aesthetics. 22 experiences were analyzed: 10 games and 12 gamifications that involved this relationship of playing with (in) the city and some of experience were highlighted:

- 1) Gameout: or breaking the walls of schools and taking the game outside and learn with the city. In these practices we identify the types invitations, tensions and needs to break bubbles and overcome barriers.
- 2) Extend: the augmented gamification is how to map the interactive potential of spaces, and extend their layers of information, meaning and creative possibilities, adding projective and symbolic layers. New proposed interfaces had to be thought in layers of possibilities that present new ways of living and creating
- 3) Immerse: ambiances from the construction of exploration scenarios, to micro world proposals, in which there are investigations and problematizing experiences with hypothesis elaboration and data collection.
- 4) Storytelling: discover, share, invent, reconfigure narrative experiences, interact or experience their characters and their symbolic and imaginary universes.
- 5) Treasures and value collection: make value structures explicit from the playfulness since the attribution of auras to objects, organizational forms such as collections and curating until deepening in the logic of patrimony, in which it invites to the construction of personal and collective affections.
- 6) Mediation and authorship: city as medium, as a support of the authorial creation as a playful action that can promote creative expressions in multimodalities and hypertextualized, and in experimenting on interfaces, screens, platforms, supports, genres so that they generate groupings, links, collective and collaborative productions, creations and recreations, interventions and occupations.

7) Mapping: action produces records and tracks which may be recovered, mapped, visualized and how these help to promote reflection and dialogue on the experiences lived.

8) Emancipation: make challenges, contradictions and controversies explicit and help to propose actions and collective creations aimed at social transformation.

We describe the concept of Gamicity as a flow of playing, scripting, adapting and playing again, in a continuum iterative, always creating new versions of the game experience with the creation of microworlds or formative ambiances in which the city itself is the space of exploration and intentional learning. This space is configured in layers and interfaces and their technological extensions to build memories, meanings and stories, personal and collective, which can promote from listening, dialogue to social transformations.

In the experiences analyzed, it was possible to describe each of these levels and layers, and the most present were: narratives, the microworlds, the tracks and the collections. The dynamics of leaving, amplifying, valuing, collaborating and emancipating still has little depth in the sense of making controversies explicit and reaching the notion of cities as place more pleasurable and fun.

The next step is to create a framework with these dimensions to support the creation of playful experiences in cities that are truly mobilisers of transformation and social responsibility.

**EFFECT OF SOCIAL-EMOTIONAL COMPETENCE ON ACADEMIC ACHIEVEMENT AMONG ELEMENTARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT**

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**ABSTRACT**

Social- Emotional Competence (SEC) is one of the most important investigated area of everybody's life, especially in young children in present scenario. To develop children social-emotional competence, a positive and affectionate relationship between adults and children is very essential. Besides this, a positive relationship between teachers and young students helps those students to have better school achievement and behavioural skills. Teachers have the responsibility to enhance children's development in many aspects, including social, emotional, cognitive, academic, and behavioural skills. Various review studies show that SEC has direct influence on children's learning outcomes and on their ability to engage in good relationship. The purpose of this paper is to discuss the SEC on teacher- child relationship along with children's academic achievement, school readiness and behavioural success and family environment as well. With the help of several strategies of SEL teachers are able to build strong and healthy relationships with children. These strategies foster children's academic and behavioural success. Additionally, social and emotional learning is also defined in relation to school successes to show that competence in these areas increases students' reading, writing, critical thinking, and vocabulary skills. It is also believed that family and school environment as a social, psychological and financial entity plays a pressed role in the holistic development of child in his entire life. A positive family and school climate have been linked with higher student academic motivation and engagement as well as elevated psychological well-being. Family is the primary agency of the social environment where child feels, observes and learns the social emotional relationships and develops his holistic personality.

**Keywords:** Social-Emotional Competence, Teacher-Child Relationship, School Readiness, Academic Achievement, Family Environment.

**CONNECT AND PARTICIPATORY SCIENCE: THE SIMULATED JURY AS A RESOURCE  
FOR THINKING ABOUT SCIENCE**

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Dra. Patrícia Lupion Torres<sup>2</sup>  
Dra. Raquel Pasternak Glitz Kowalski<sup>3</sup>  
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**ABSTRACT**

**Issue**

The importance of thinking scientifically in daily life and reflecting on the impacts that science brings to society and the world is well known. However, school education often does not stimulate the discussion of such issues, which leads to young people with little scientific knowledge and low interest in science and innovation, as they believe it is something distant from their context. In this sense, CONNECT intends to add to the curriculum activities that provide opportunities for discussion and debate on scientific issues relevant to the reality of the student, so that they increase their scientific capital and develop a taste for science and its developments (CONNECT, 2020).

**Evidence**

The new edition of the Public Perception of Science and Technology survey, conducted in Brazil in 2019, pointed out that 73% of the population believes that science is beneficial to society. Although 62% of respondents said they are interested in science and technology, the survey shows that 78% of citizens who answered the survey believe that antibiotics are intended to kill viruses - which attests to a low scientific capital among Brazilians. Other worrying indices deal with the ignorance about science and technology in the country: 90% of the people interviewed cannot point out the name of a scientist and 88% could not remember the name of any Brazilian research institution (CGEE, 2019).

**Literature**

Okada and Sherborne (2021), CONNECT (2020), European Commission (2018), Okada (2021), Okada and Matta (2021), Okada and Rodrigues (2018), Sherborne and Youg (2021) and Nerhaus (2021) were consulted.

**Innovation**

Adaptation of Project CONNECT methodology to a didactic sequence of Portuguese Language, with focus on the textual genre simulated jury.

**Purpose**

The purpose is to verify how the methodology of Project CONNECT (based on the steps of Care-Know-Do), allied to the pedagogical practice of the simulated jury, contributes to the increase of the student's scientific capital.

### **Research question**

In what way can the adaptation of Project CONNECT's methodology, by means of a simulated jury activity, contribute to the increase of the student's scientific capital?

### **Methodology**

The methodology used consists in a case study research (YIN, 2001), with the application of a didactic sequence in Portuguese language classes and qualitative analysis of the collected answers.

### **Participants**

A Portuguese Language teacher and 32 high school students from a private high school in Paraná.

### **Findings**

The results obtained suggest that CONNECT contributes to increase students' scientific capital, as it encourages research and debate on key issues of science, technology and innovation - in this case, the use of early treatment against Covid-19. According to the students' reports, the simulated jury activity, by requiring research and the defence of a point of view about this scientific impasse, contributed to greater knowledge on the subject, as well as to an increase in criticality and a greater openness to new points of view on the same issue.

**TEACHER DEVELOPMENT THROUGH SCIENCE PROJECTS FROM OPEN EDUCATION**

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Dra. Patrícia Lupion Torres<sup>2</sup>  
Dra. Raquel Pasternak Glitz Kowalski<sup>3</sup>  
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**ABSTRACT**

**Issue:** In recent years, teacher education and development as well as the importance of introducing science projects at schools, have been the focus of study all over the world in the hope of making a better school system for our children. After closing schools due to the pandemic time, teachers felt the motivation to go after knowledge and update their skills, using projects and tools from open education. **Evidence:** Necessary needs to overcome the difficulties brought by pandemic showed us that teacher can and should overpass their own limits in order to change education. Open education and the implementation of science projects, such as CONNECT, have also been proved as a way to promote those changes. **Literature:** Belloni (2002), Bolsoni, Turini and Mariana (2018), Esteve (2004), Murgatroid (2020), Tardif (2000), Toma and Greca (2017), Okada and Rodrigues (2018) were used as theoretical port. **Innovation:** Integration between teacher lifelong learning, seeking a change in education through science along with the CONNECT Project. **Purpose:** The purpose is to motivate teacher's lifelong learning and development while implementing science projects for their students, using open education for that matter. **Research question:** How does the implementation of science projects from open school, such as the CONNECT project, contribute to teachers' lifelong learning and development? **Methodology:** The methodology used consists of case study research (YIN, 2001), with the application of a didactic sequence and qualitative analysis of the collected data. **Participants:** Four groups of 4<sup>th</sup> and 5<sup>th</sup> grades from a private Elementary school, accounting for approximately 100 students, 5 teachers and external partners in the city of Ponta Grossa in Brazil. **Findings:** the students were very involved and motivated during the process and that the involvement of stakeholders and scientists were fundamental for the good application of CONNECT. Students have a greater understanding of the importance of scientific content in their daily lives.

**Keywords:** Open School, Teacher Lifelong Learning, Science Projects, Development.

**DIGITAL DIVIDE AMONG THE FACULTIES OF HIGHER EDUCATION AMID COVID-19**Prof G Bhuvaneshwara Lakshmi<sup>1</sup>Miss Sanjeevani Sudha Jena<sup>2</sup>

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**ABSTRACT****Paper Proposal**

Despite the technological advancement in many sectors (i.e. e-banking, e-commerce, tele medicines, e-governance, etc.) specifically in the educational sector, there is a gap between the people who are having access to technology (i.e. competencies of faculties, internet connectivity and access to technological devices) and who are not. Therefore, the digital divide exists in varied sectors along with the education system. From the world point of view, the majority (72%) of the urban households were accessed to internet as compared to internet access by 37% of rural people (International Telecommunication Union report, 2020). In the same line, the report revealed that the majority (63%) of the urban households accessed computers as compared to 25% of the rural households (ITU Report, 2020). A report shows that nearly 24% of the households in the country had internet access and the proportions were 15% and 42% among rural and urban households respectively in the year 2017-18 (National Statistical Organisation Report, Govt. of India). The report again stated that among persons of age 15-29 years, nearly 24% in rural areas and 56% in urban areas were able to operate a computer. The report also stated that nearly 4% of rural households and 23% of urban households possessed computers. Although swift advances in technology have occurred, the digital gap remains ever-present (Centeio, 2017). Such inequalities also exist in educational settings (Centeio, 2017) (in Soomro, Kale, Curtis, Akcaoglu, and Bernstein, 2020). Some studies found a gap between the usage of male and female faculty members (Soomro *et al.*) whereas no significant difference was found in the competence in using digital technologies (Martin, Polly, Coles, and Wang, 2020). Currently, the whole world is going through a critical situation due to the COVID-19 pandemic. This education system has also been affected by the deadly Coronavirus which hinders the achievement of sustainable development goal- 4 stated as “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Faculties have started online teaching and assessment in higher educational institutions by using different digital technologies. Therefore, the Researcher is intended to study the digital divide among faculties of higher education with regard to their gender, locality, and teaching experience. Data will be collected from the faculties of higher education teaching in various higher education institutions in India through an online survey by administering a self-developed scale. A number of suggestions will be given to reduce the digital divide among the faculties.

**Keywords:** Accessibility, Higher Education, Digital Inequality, COVID-19.

## GLOBAL EDUCATION AND GREEN ECONOMY

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### ABSTRACT

The significance of green economy is that it motivates and facilitates sustainable development with integrated decision making. In this economy, there will be increase in employment and income through economic activities, improvement in the efficiency of resources and energy, improving infrastructure by lessening pollution and carbon emissions, eco system services and biodiversity driven by public and private investment. This paper is focused on the green economy and higher education, its need and the strategies for sustainable evolution which initiates action focused on the preservation of the necessary resources through optimal use and predicting how their today's choices they make affect tomorrow. The improvement in the growth of the economy and environmental management working mutually in support of social development enabling the well-being of the humans to enjoy and create prosperity through promoting equity among the generations reducing the risks of environment and insufficiency of the resources.

**Keywords:** Green Economy, Education, Sustainable Development.



## INCLUSIVE EDUCATION IN THE CHANGING SCENARIO

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### ABSTRACT

In a relatively short period of time, inclusive education has emerged and established itself as a subject of educational study, policy, and practice. Simply put, inclusive education is both a goal and a method of instruction. It aims to identify and remove barriers to education for all children so that they have access to, are present in, and engage in school and achieve optimal academic and social results. Inclusion in education is a technique for educating students with unique needs. Learning difficulties, communication difficulties, emotional and behavioral issues, physical disabilities, and developmental disorders are all common special needs. Children with special needs spend significant amounts of time with non-disabled students under the inclusion paradigm. Additional educational services, such as innovative teaching methods, the use of technology, and a specially modified teaching environment or resource room, are likely to benefit students with these types of special needs. Inclusive education contrasts with previously held concepts of integration and mainstreaming, which were primarily concerned with disability and special educational needs. Inclusion, on the other hand, is about the Child's right to participate and the school's obligation to accept the child. Inclusion opposes the use of special schools or classrooms to separate children with and without disabilities. Students with disabilities are encouraged to participate fully and to respect their social, civic, and educational rights. The National Education Policy 2020 promises to bring revolutionary changes through equitable and inclusive education. The NEP 2020 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. In this paper while using the secondary sources, the researcher has made an attempt to explore the changing scenario, benefits, limitations, strategies and the use of modern ICT (Information and Communication Technology) tools for all students for the smooth implementation of inclusive education programme.

**Keywords:** Inclusive Education, Children with Special Needs, Integration, Mainstreaming, National Education Policy 2020, ICT.

## TEACHER'S SKILLS IN USING ICT IN GOVERNMENT SECONDARY SCHOOLS IN WEST BENGAL

Sasanka Sekhar Mahato, Research Scholar, RIE (NCERT), BBSR, India.

### ABSTRACT

21<sup>st</sup> century is the age of new media and ICT is playing a key role in shaping individuals, its culture, lifestyles and way of being human. ICT and techno-pedagogical content knowledge is a vital aspect in present day specially for teachers and teacher education. This study aims to find out ICT resources used by teachers and techno-pedagogical knowledge of teachers and their skills in teaching learning process. An online survey was conducted with 15 Govt. Secondary Schools in west Bengal with 110 sample randomly using self-made questionnaire with the no of 73 questions. The study found very limited access to ICT resources and very poor access to modern Techno-Pedagogical Content Knowledge of teachers. Above ninety five percent teachers suffer TPCK due to lack of resources and trainings. This study will be helpful for teachers, Govt and policy makers and further research can be done to develop Techno-Pedagogical Content Knowledge of teachers and would be teachers.

**Keywords:** ICT, Techno-Pedagogical Content Knowledge.

**INVESTIGATING THE RELATIONSHIP BETWEEN OCCUPATIONAL STRESS AND  
WORK-LIFE BALANCE AMONG UNIVERSITY TEACHERS**

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**ABSTRACT**

The nature of work is changing at whirlpool speed. Globalization and privatization have sped up the pace of change around us and the higher education system in India is no exception to this. Drastic transformations in terms of development, privatization, marketization, curricular modifications, and pedagogical novelties have placed unprecedented demands on the higher education system especially public universities to constantly evolve and align with the needs of different stakeholders. Since the efficiency of the education system largely depends upon the quality of teachers associated with it, it is not only imperative to attract and retain talented faculties but it is also necessary to understand the factors which hinder the growth and development of teachers. One such factor vital to institutional dynamics is occupational stress among university teachers. As work and family are two significant facets of an individual's life, changes in one will have an impact on the other. Increased levels of occupational stress in the work domain will have an impact on the non-work domain thereby disturbing the work-life balance of the university teachers.

Therefore, the main objective of conducting the present study is to investigate the factors leading to occupational stress and its relationship with the work-life balance of university teachers. To get the required information, standardized questionnaires are used and data is collected through the Convenience sampling technique from a sample of 414 teachers belonging to various public universities in Jharkhand. Data has been analyzed through Statistical Package for Social Sciences (SPSS). Descriptive Statistics, Correlation, and Regression analysis have been applied to draw the inferences from the study.

Occupational stress is found to have a strong negative relationship with work-life balance. The overall result of the study indicates a statistically significant causal relationship between occupational stress and work-life balance. The result of the study can help university administrators, academics, and educational policymakers to design and implement programs to decrease the level of occupational stress and increase the level of work-life balance to create a conducive working environment. These, in turn, will improve organizational efficiency and effectiveness in academic setup.

**Keywords:** Occupational Stress, Stressors, Work-Life Balance, University Teachers.

**MEDIATING ROLE OF COMPETITIVE ADVANTAGE ON THE RELATIONSHIP BETWEEN ACCESS TO ICT AND SUSTAINABILITY OF SMALL AND MEDIUM ENTERPRISE (SMES) IN NIGERIA**

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**ABSTRACT**

The purpose of this paper is to see how competitive advantage mediates the relationship between access to ICT and sustainability of SMEs in Nigeria. The study utilized cross sectional survey design. A simple random sampling technique was used to choose a sample of 377 SMEs operating in Kaduna State of Nigeria from a population of 21,615. The data was analyzed using the Statistical Package for Social Science (SPSS) and Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings demonstrate that access to ICT were positively and significantly related to sustainability of SMEs. It was also discovered that competitive advantage mediates the relationship between access to ICT and sustainability of SMEs. It is recommended that SMEs should properly utilize ICT tool in their businesses since it is significantly assist them in achieving competitive advantage and sustainability of their business operation.

**Keywords:** Access to ICT, Competitive Advantage, Sustainability of SMEs.

## STRESS AND BURNOUT IN INDIAN BANKING SECTOR: A SYSTEMATIC REVIEW OF LITERATURE

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### ABSTRACT

The paper studied stress and burnout in Indian banking sector. This article tried to fill the gap of stress and burnout literature among banking sector employees by systematically reviewing the association between various stressors, stress and burnout among bank employees. The research article carried out a systematic literature review (SLR) using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model consisting papers from various journals and electronic databases. The purpose of the study was to identify the association both between stress and burnout and to look for different stressors that lead to burnout among its employees due to rapid growth, changing working style, liberalization and globalization. It concludes that bank employees should have knowledge about job stress, stressors, burnout, produce policies and coping mechanisms and to have a decentralized job condition which plays an important role in preventing burnout and to create a supportive job environment that helps in retain its employees who undergoes high level of role stress and burnout.

**Keywords:** Stress, Stressors, Burnout, Performance, Banking Sector.

## COGNITIVE STRUCTURE AND TEACHING LEARNING PROCESS: A SYSTEMATIC REVIEW

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### ABSTRACT

The constructivist approach is one of the important improvements in the area of science education (Adak, 2017). This approach focuses on ideas of knowledge construction in the mind and how people learn. Memory plays an important role in knowledge construction (Verhoeven et al., 2009). The memory of a person is the center where knowledge is constructed and learning is carried out cognitively in people. Knowledge construction of an individual is affected by factors such as prior knowledge, the way of prior knowledge construction, the perception and experience of individuals, and interaction with the environment. Knowledge forms a construction in the shape of a connected network. These networks of knowledge existing in the memory of learners are called cognitive structures (Ramers et al., 2020).

Learning difficulty arises due to misconceptions, missing information, and the inability to connect the new learning concepts with prior knowledge existing in the memory of the learner. The knowledge existing in the memory of students is revealed by cognitive structure analysis. Cognitive structure and its revealing become important in the teaching-learning process for the better association of prior knowledge with new knowledge. The present study aimed to obtain an understanding of the recent findings related to cognitive structure and its impact on the teaching-learning process. A search strategy was developed for the inclusion of studies for systematic review and a total of 12 studies selected for the systematic review. The findings revealed that cognitive structure has a great role in the teaching-learning process for the determination of misconceptions, missing information, and thereby making the students ready for learning. It provides suggestions for improving the cognitive structure of students. By analysing the different studies systematically it is possible to derive a conclusion regarding the components and nature of the cognitive structure, impact on the teaching-learning process, the method used for revealing cognitive structure, the importance of cognitive structure in instructional material preparation, and ways in which the cognitive structure can be properly developed.

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**ADOPTING BLOOM'S TAXONOMY FOR PROMOTING STUDENT'S LIFE-LONG LEARNING: A VISION OF NEW EDUCATION POLICY OF INDIA**

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**ABSTRACT**

The first education policy of 21<sup>st</sup> century i.e. New Education Policy was introduced on 30<sup>th</sup> July 2020, which focuses on access, equality, quality, creativity, and research through lifelong learning. For lifelong learning NEP-2020 advocates adopting Bloom's Taxonomy, which is a multi-tiered approach in all of its forms that describes the learning process created by Benjamin Bloom in 1956 and revised in the 1990s & 2001 by Lorin Anderson. The taxonomy aids teachers in thinking about and analyzing their lessons and students' lifelong learning as initiated by NEP-2020. The aim of the study focuses on the aspect that how to apply Bloom's taxonomy in the teaching process so that students can reach the higher level of the cognitive domain which leads to permanent learning as envisioned by NEP-2020. For assessing the extent of permanent learning of pupils with the help of Bloom's taxonomy, a systematic balance of questions from both the lower and higher domains of learning in the summative assessment is used. As a result, the teacher must first and foremost possess appropriate educational, social, cultural, pedagogical, psychological, and axiological knowledge, with the goals serving as the foundation from which the learning process begins. In conclusion, teaching goals are properly set, clear, precise, and successful lifelong learning can be achieved to a greater extent.

**Keywords:** Bloom's Taxonomy, Domain, Learning, Teaching, NEP-2022.

**TECHNOLOGY'S IMPACT ON RECRUITMENT, RETENTION, AND REPUTATION IN THE EDUCATION SECTOR**Swati Yadav<sup>1</sup>Dr Shikha Kapoor<sup>2</sup><sup>1</sup>PhD Scholar, AIBS, Amity University Noida, India.<sup>2</sup>Professor AIBS, Amity University, Noida, India.**ABSTRACT**

**Purpose** –When an advanced innovation, approach, or technology-driven system is introduced, the claims for it might range from student liberation and cost savings to a full revolution of higher education. Almost the whole early years of a technology advancement appear to be spent debating what exactly it can help with, what problem it is fixing. In this paper, researchers adopted a purely pragmatic approach, arguing that any long-term technological improvement must tackle some specific concerns of institutions. Vice chancellors, provosts, and presidents are already worried about current advances in the following areas: Recruitment, retention, and reputation are now all-important factors. The HRM platform's intensive developmental activities are most commonly responsible for the employee's emotional commitment and multidimensional involvement in bringing about positive and consistent growth that meets the demands of academic institution, enabling them to survive in the current competitive scenario. So, let us not forget that academic institutions also must move toward corporate-style organisational management to accomplish survival goals. Those who are not proactive will not be able to stay afloat of competition. The most difficult task every firm face is establishing a consistent research platform concerning, methodologies of recruitment, retentions, and then maintaining and developing the reputation.

**Design/methodology/approach** – Exploratory research with an aim to recognize the technological factors that influence the practice of recruitment, retention, and reputation in Education sector. Desktop research with certain organizations website and their press releases and focus group discussion are the tools used to collect the data.

**Practical implications** –The framework for future planning for recruitment, retention, and reputation with the help of technological platform of can be designed. This can also help organizations thinking to go with digital platforms to design the course for success.

**Keywords:** Digital Technology in Education, Digital Recruitment in Education, Retention in Education Sector, Reputation Building in Education Sector Etc.



## CHALLENGES OF BLENDED LEARNING IN MANAGEMENT EDUCATION

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### ABSTRACT

Blended learning means the combination of traditional face-to-face learning with technology. Blended learning in management education fetching remarkable attention of learners across the globe. Management education provided by different institutions and e-learning platforms transform the teaching pedagogy by embracing digital technologies. It evolved as a boon for millions of people in this world yet it challenged many people in different ways. People throughout the world getting benefits by upgrading their managerial skills from the world-class education involving esteemed institutions and academicians. Yet several challenges are faced by management students while opting for blended learning. Inadequate technical infrastructure and skills, lesser motivation for learning, monotonicity, higher cost etc. are few of them. This paper attempts to identify the major challenges of blended learning in management education specially faced by learners. For the identification of these challenges an extensive review of literature has been done, followed by interviewing the 30 management students who opted for blended learning. The interviews are further analysed by implementing content analysis and further different themes in the form of challenges of blended learning emerged out. The results show a number of challenges faced for the blended learning by the management students. This study emphasizes over the challenges and also provides the theoretical and practical implications to overcome these challenges. This study concludes that the blended learning can be more sustainable and enthusiastic if some ground level improvements and implementations can be done.

**Keywords:** Blended Learning, Challenges, Literature Review, Interviews.

**INTELLIGENT VIRTUAL ASSISTANT IN THE AREA OF NATURE SCIENCES FOR ELEMENTARY SCHOOL**

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**ABSTRACT**

The increase in access and use of the internet through different activities in our lives has pointed out the importance of technological tools for Education. With regard to the educational context, new technologies, specifically intelligent virtual assistants, can be understood as a mediator between knowledge. They present themselves as a way to contribute to teaching, making students protagonists in the construction of knowledge. Intelligent virtual assistants that offer interaction with natural language and real-time information, allow contact with the contents of the disciplines, in addition to promoting support during the teaching and learning process, which provides not only the acquisition of knowledge but also personal development and the construction of meaningful learning. This paper aims to present an intelligent virtual assistant to support the teaching of Natural Sciences at Elementary schools. This intelligent virtual assistant was developed from the skills and abilities present in the National Common Curricular Base, a guiding document for Brazilian Education, and with the aim of stimulating the STEAM movement, which allows providing possibilities and challenges in the development of projects in the area of Sciences for elementary school. For the development of this intelligent virtual assistant, the first comprises was bibliographic research to deepen knowledge about the STEAM concept, Artificial Intelligence, especially virtual assistants, and an analysis was carried out on the competencies and skills for the area of Natural Sciences proposed in the National Common Curricular Base, in order to identify their characteristics to incorporate them into the solution, intelligent virtual assistant. In addition to exploratory research for the development of the intelligent virtual assistant with based on the knowledge built in the first stage, the research sequence took place with the development of the intelligent virtual assistant for the area of Natural Sciences that was named Biel, through the experimental design methodology and the ADDIE model. At the end of the intelligent virtual assistant development, output integrations were carried out with other platforms for better interaction with users. The last stage was intended to correspond design and implementation of an intelligent virtual assistant on the site. The first results are an intelligent virtual assistant as an open and intuitive educational tool using Natural Language according to the age group of the students for friendly interactions that can contribute to the improvement of Natural Sciences teaching with these characteristics allows students to have an active process in teaching.

**Keywords:** Artificial Intelligence, STEAM, Intelligent Virtual Assistant, Natural Sciences.

## CREATING HAPPY CLASSROOMS THROUGH INNOVATION IN LEARNING AND EDUCATION

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### ABSTRACT

Innovation is essential for happy learning and education. The purpose of this paper is to investigate the role of innovation in teaching and learning which makes happy classrooms. It explores the relationship between innovation and happy classrooms and how innovation is linked to both issues. Purposive sampling was used which includes students and teachers as participants. The study utilized a qualitative research design through the interview, specifically, phenomenological, through the use of a validated interview questionnaire. Our findings point out that the Happy Classrooms Programme may promote psychological well-being and a positive classroom climate, and reduce school aggression in students by increasing mindfulness Levels.

**Keywords:** Innovation, Happy Classrooms, Well-Being, Teaching, and Learning.

CONNECT-SCIENCE.NET SUPPORTED BY THE CARE-KNOW-DO OPEN SCHOOLING FRAMEWORK  
TO EMPOWER GIRLS WITH SCIENCE ACTIONS FOR SUSTAINABLE DEVELOPMENT

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### ABSTRACT

#### Issue

Science education became increasingly relevant to foster responsible scientific professionals and citizens for a green economy. Increasing the number of women in science is still a big challenge.

#### Evidence

Economic projections highlighted the need for one million more STEM professionals over the next decade (Labour Statistic, 2015). A significant proportion of pupils in Europe do not achieve basic proficiency. Only 15 percent of women are employed in science and engineering occupations according to the National Science Foundation (2016). Gender issues, inequalities and inequities must be considered at local and global context to foster inclusive, democratic scientific literate and sustainable societies (EC, 2017).

#### Innovative approach

The CARE-KNOW-DO pedagogical framework to implement open schooling was designed to enhance the science capital and affective engagement of students including girls. Its aim is to promote participation in science studies and science careers by engaging all students in meaningful real-life problem-solving scenarios that they care about, need to know about and take action, do something about to develop knowledge, skills, attitude and values.

#### Literature

In open schooling, schools become an agent of community well-being in cooperation with all societal representatives (scientists, researchers, professionals, policymakers, families and civil society members) who are actively involved in bringing real-life projects to the classroom (EUROPEAN UNION, 2018). A literature review focused on gender issues in science revealed the lack of studies exploring gender equity

and inclusive pedagogy under the lenses school policies and schoolwide structures that might enhance parent involvement and education in relation to gender (Brotman & Moore, 2008).

### **Purpose**

This study presents the theoretical foundations and practices of the CONNECT project – Inclusive Open Schooling with engaging and future-oriented science funded by the European Union with partners in Brazil. CONNECT is based on participatory research between students, scientists, parents and policymakers), real-life problematization and co-inquiry narratives (CARE-KNOW-DO) to engage students with science-action supported by teachers, scientists, and families.

### **Research Question**

In this study, we examined the following questions: Do girls care about science? How confident are they with their knowledge in science? What open schooling activities do they feel engaged with science?

### **Methodology**

Its methodology is based multi-methods with data generated through multi-language analytic platform for teachers-scientists' partnerships and self-reflective questionnaires on students' perception about science capital, science leaning and science relevance in their lives.

### **Findings**

Preliminary results allow us to point out that boys are more confident than girls especially in using maths to solve science, use science knowledge and talking about science. Conversely, the number of girls who do science activities outside school and discuss real life problems are higher than boys.

## GREEN ECONOMY SUPPORTED BY OPEN SCHOOLING WITH DIGITAL TECHNOLOGIES AND INQUIRY MAPPING

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### ABSTRACT

#### Issue

Contemporary education has a key role to prepare citizens and professionals to participate effectively in the processes of aligning societal needs with scientific technological developments for sustainable development. In this context, learning centred approaches has become increasingly relevant to empower students with knowledge and skills at local level. However, there is a lack of studies at global level.

#### Evidence

The 2030 Agenda, which includes high quality education across the world, seeks solutions to global challenges to promote peace, prosperity, and a green world. However, countries are progressing too slowly on green growth (OECD, 2022). In addition, global education for green economy is still underexplored.

#### Approach

To explore this gap, we argue that open schooling approach promoted by the European Union can contribute by global education for green economy. It promotes the cooperation among multi representatives of societies to empower young people with knowledge, skills, attitudes, and values. Through open schooling, students are supported by teachers, scientists, professional experts, and civil society organisations to solve real-life problems that are relevant at local and global level.

#### Literature

Global education has become fundamental to support the 'Sustainable Development Goals' SDG led by UNESCO, the 'Responsible Research and Innovation' - RRI principles promoted by European Union and the Green Deal led by national governments. Open Schooling can be conceived by the theoretical principles of meaningful learning supported by inquiry-based thinking (DEWEY, 1938), problematization

with real-life context (FREIRE, 1969) supported by participatory research for social innovation (Hodson, 2009) and problem-solving (SHEEHAN; RIDE, 1999).

### **Purpose**

The studies presented in this panel explores a set of innovative practices, challenges and recommendations for global education supported by open schooling to enhance green competences.

### **Research question**

How can open schooling facilitate the interaction between all partners (science professionals, teachers, students, and their families) to result in effective learning experiences linked to Research and Innovation at local and global levels?

### **Methodology**

Our methodology is based on multi-case studies and inquiry mapping to bring together innovative ways to explore open schooling to support learners, educators, practitioners and policymakers and civil society at local and global levels. It is supported by CONNECT-SCIENCE self-assessment instrument and CARE-KNOW-DO pedagogical framework of best practices.

### **Participants**

Participants include five large networks of universities, research-centres and schools from Brazil.

### **Findings**

Our findings suggest innovative approaches and transition innovation initiatives in education from local to global levels supported by open schooling with a theoretical and empirical basis in various formal, informal, and non-formal learning scenarios.

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INTERNATIONALIZATION FOR GLOBAL EDUCATION SUPPORTED BY FOUR PILLARS: OPEN EDUCATION, OPEN SCHOOLING, OPEN SCIENCE, AND RRI

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### ABSTRACT

#### Issue

Due to pace of scientific and technological advances and the emergence of major global challenges, internationalization has become a fundamental issue in higher education to expand partnerships aimed at exchanging knowledge, training, and greater responsiveness in the face of accelerated transformations. However, studies on internationalization in education, research and innovation are still very scarce.

#### Evidence

Internationalization must be considered in the broader context of the changing role and position of higher education in the world. Internationalization should broaden the limited mobility-centric and economically driven focus to support more inclusive strategies focused on improving the quality of education and research to make a significant contribution to society.

#### Innovative approach

This study argues that the openness movement can be a potential catalyst for internationalization and global education. The open education initiatives, which are marked by open universities, open digital content, open educational resources, open online courses, open science, open technologies, and open responsible research and innovation. All these initiatives favour and are favoured by internationalization through cooperation of Higher Education networks from different nations.

#### Purpose

The purpose of this study is to understand how the instrument os4globe (Okada, 2022) could be used to design and evaluate the impact of internationalization to enhance knowledge exchange supported by four pillars: (1) open education, (2) open schooling, (3) responsible research and innovation and (4) open science.



### **Research Question**

Aiming to contribute to this gap, this chapter discusses how the opening movement can be a potential catalyst for internationalization as a support base for greater knowledge exchange, enriching education, research, and innovation through open international cooperation

### **Methodology**

The methodology focused on a set of descriptive multi case studies, including the partnerships and productions of the COLEARN - Co-learning and Co-investigation network which include open educational resources, responsible research and innovation activities, open science principles and open schooling projects. The instrument os4globe (Okada, 2022) was implemented to analyse various international projects: OLAF online learning and fun, CONNECT Open schooling and Earth 2030.

### **Findings**

Our findings confirm what De Wit et al., (2015) indicated that Internationalization should be seen as a means to an end instead of an objective in itself. It should focus on improving the quality of education, research, and service for the global cooperation between societies rather than encouraging competition, exclusion, and limited access to opportunities of knowledge exchange. We conclude that internationalization needs to evolve into a more comprehensive process, supported by diversity, inclusion, and sustainability; that is, open to all citizens and professionals to enhance a green economy.



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