LONDON SCHOOL®
OF MANAGEMENT EDUCATION

CONFERENCE PROCEEDINGS
11TH LSME INTERNATIONAL RESEARCH CONFERENCE ON

"RE-VISIONING PRACTICE IN EDUCATION, HEALTH CARE AND BUSINESS AMIDST GLOBAL CHALLENGES"

Dates
12th November 2024

Venue
Online

www.lsme.ac.uk

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PART 1 – INTRODUCTION

OVERVIEW

This document provides an initial formal record of summary outputs from the 11th LSME International Research Conference, which took place in November 2024 online. The document sets out key information from which further dissemination of Conference Business will take place later this year. In the pages that follow an indication of the wide-ranging contributions delivered at Conference 2024 is set out together with feedback received from delegates and participants.

Once again, in common with previous events in the Conference series, the contributions of keynote speakers, special guest speakers, and presenters sharing their research, provided an engaging combination of perspectives, ideas and insights. This reflected the distinctive nature of our growing 'community of practice' which now has over a decade of experience in bringing together diverse ideas and exploring challenging issues across the world, through the lens of Responsible Research and Innovation.

We hope that you will be reminded of some of the highlights and key ideas explored during Conference 2024 as you browse the contents that follow, and that you will be inspired to reflect on the depth and quality of the ideas that this Conference Series has brought together. As with all of the aspects of our Conference series, you will appreciate that it takes considerable effort to deliver coherent and consistent outputs in line with core principles of (RRI), and so we hope that you enjoy this presentation of the Proceedings of Conference 2024.

CONFERENCE SERIES MISSION STATEMENT

The principles of Responsible Research and Innovation provide the overarching framework within which the Conference series is organised. This requires us 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

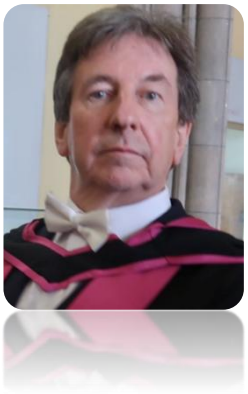
Our conference has established a strong tradition of openness and inclusivity, from our welcome to early career / novice researchers as well as established academics, to our free to access publication of all outputs from conference business. This is supported by our clear and strong objectives, which have featured in each of our ten events to date:

- 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 Innovation (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.

The conference is hosted by the London School of Management Education (LSME), and delivered by experienced and internationally renowned academics, practitioners and subject matter experts. Delegates come from across the world and are encouraged to take an active role in participating in Conference business, through asking questions and contemplating the practical implications of ideas shared in Conference sessions.

WELCOME MESSAGES

MESSAGE FROM THE CONFERENCE CHAIR - PROFESSOR STEPHEN MCKINNEY



As Chair of the LSME Conference Committee, I am delighted to contribute to the presentation of the Proceedings of the 11th LSME International Research conference held in 2024. The series of LSME conferences originated in London in January 2015 and the series has included two major conferences in Chandigarh in India. The 2024 conference was the fourth LSME international conference that was conducted online (the 2022 conference was a hybrid). This series of conferences has proved to be very successful and has provided substantial and long-term evidence of the commitment of the LSME to the promotion of research. The LSME has provided a significant number of opportunities for researchers, especially focussing on early career researchers and encouraging them to present and discuss their research. The organisation of eleven international conferences is an extraordinary achievement and I have been honoured and privileged to have been involved in the preparation of all eleven conferences.

The theme of the 2024 conference was focussed on *Re-visioning Practice in Education, Health Care and Business amid Global Challenges.* There are so many serious global challenges in our contemporary world. This is an age of instability. Warfare and conflict continue to rage in many parts of the world. Many countries face economic difficulties and, in some places, crises. The questions we posed for the researchers were focussed on how research can help support the reconstruction of effective practices in education, health care and business and contribute to a more sustainable future. Our international research community rose to this challenge and provided some very interesting and insightful ideas. In this Proceedings book you will find a full and detailed account of the way in which the conference progressed and the series of abstracts. This will provide an invaluable overview of the themes that were covered. As always, I offer my very sincere thanks to all who submitted an abstract and delivered a paper at the conference. Further, I thank the chairs of the sessions, the rapporteurs and the IT assistants for being generous with their time and expertise.

I wish to recognise the contribution of the members of the Conference Committee: Dr Ravi Kumar, Dr Sarita Parhi, Hassan Shifau, Martin McAreavey, Dr Peter Gray and Dr Dolly Jackson-Sillah and. The planning for any conference is complicated, time consuming and requires close attention to detail. There are, of course, further layers of complexity when the conference is being planned as an online event, and we are reliant on the efficiency of technology. All the members of the committee worked very hard in the planning process, and all had a major part in ensuring that the online operation of the conference was successful. 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 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.

With very best wishes,

Professor Stephen McKinney

University of Glasgow and Conference Chairman

MESSAGE FROM THE CONFERENCE CONVENER: DR RAVI KUMAR

Once again I am delighted to share with you some key memories, ideas and outcomes from our successful 2024 conference, which took place online in November, featuring contributions from a diverse community of speakers, researchers, delegates and key-note providers.

This document will, we believe, provide you with an excellent overview of the event, and enable you to see first-hand how the ideas forming the responses to our major theme for 2024 might begin to take root in terms of real world actions and changes to practice.

We are always grateful to our international community for your proactive support for the conference series, which has grown steadily over the past decade regardless of the different delivery formats adopted in response to changing needs and circumstances.

As in previous years, our 11th conference continued to provide an excellent platform for researchers at all levels to contribute ideas and research findings to an informed and expectant international audience. In a similar vein to previous events, November 2024 was hosted at our London campus, but delivered predominantly online. This meant we could extend our reach to incorporate contributions from a geographically, economically and educationally diverse community of research scholars, some of whom were presenting internationally for the first time, and some who were seasoned and experienced veterans of the conference scene.

Through a combination of meticulous planning, careful curation of content and first class technical and operational support during the event itself, we successfully delivered another high quality collection of submissions to the delegate population in attendance. These included strong contributions around Education, Health & Social Care, and Business & Management, with a few 'outliers' in more specialised and technical subject areas. These were blended expertly together into themed streams during the programme, leading to excellent levels of engagement from the attending delegates and dignitaries.

The document begins the work of creating a formal and permanent record of the combined endeavour that took place in November 2024, by providing a high-level reminder of the content of key sessions that took place during conference business.

We hope that you find the content and the ideas that are shared accessible, clear, concise and worthy of your attention, and thank you for taking time to explore the material which we hope will inspire renewed interest in the LSME Research Conference series.

Dr Ravi Kumar

Executive Director of LSME & Conference Convener

MESSAGE FROM DR SARITA PARHI – PRINCIPAL, LSME

As the Principal of LSME I am rightly very proud of the role that stakeholders across the institution work collectively with such pride and passion to ensure that our International Research Conference maintains the high standards that have become its hallmark across the decade or so in which we have successfully delivered the event.

It is always a great pleasure to take part in the event and, even though much of the hard work of preparation and organisation takes place behind the scenes, the end result always reflects well on those whose unseen work and tireless commitment goes into the event. This was especially so in 2024, as the conference was delayed until relatively late in the year, but still managed to attain its usual high standards for attendance and participation.

By encouraging original thinking, innovation, practicality and a focus on real-world value the LSME conference series attracts researchers at all stages of experience and capability. However it does so in the full knowledge that regardless of status or track-record, all contributions receive the same high quality scrutiny, support and encouragement, from concept to publication. We very much enjoy the diversity within our research community, and value the insights and perspectives shared by both experienced and novice researchers coming together in our annual event, and hope that this will be evident in what you read in this Proceedings paper.

The worlds of education, social care and business are highly volatile and ever changing, and yet each represents an aspect of basic human life. That is why we believe with passion that those pursuing knowledge and the solution of issues and problems deserve the opportunity to share and promote their work. In 2024 we brought together academics, subject matter specialists, special interest groups and industry experts in a dynamic yet reassuringly familiar format, the shape of which you will experience, we hope through the perspectives in this document.

The journey continues, and whilst we are proud of the achievements to date through the conference series, we again look to the future and to sharing the ideas that you and your colleagues are working on now. Please do join us for Conference 2025 (in October 2025) and enjoy the fruitful outputs of our 2024 event in the pages that follow.

Dr Sarita Parhi
Principal of LSME

MESSAGE FROM PROFESSOR PETER GRAY

Dear Participants, Contributors and Friends,

This Proceedings Book celebrates the successful 2024 conference, at which many of you shared your intelligence and wisdom concerning a wide range of research topics. The emphasis is on 'your intelligence and wisdom', not so-called 'artificial intelligence', which is entirely devoid of wisdom. Wisdom can, in my opinion, only be developed through interactions with people, such as conferences should encourage.

Artificial intelligence is supposedly a substitute for something natural. Humans are sentient beings, whose intelligence and wisdom should grow from experience, learning and interaction. Unfortunately, intelligence has become a driver for greed, and wisdom has become cunning. Despite the hype, the very existence of artificial intelligence merely underlines the status quo of entrenched stupidity in our political and technological leadership.

LSME has always supported the concept of Responsible Research and Innovation (RRI). Ironically, one of the original intentions of RRI in policy was to help gain public acceptance of research driven innovations, such as genetically modified foods or…artificial intelligence. But if public engagement can provide acceptance, it can also stimulate resistance. Our persistent support and promotion of RRI was intended to encourage resistance to bad research. Bad in what way?

Bad research can be good research on its own terms. In a closed research ecosystem, research circulates like water in a fish tank, with no connection to the river or the sea. The fish survive, perhaps admired for their flashy displays. But no-one drinks the water. Its circulation is driven by citation indices and journal ratings, not by the real value of the research in creating wisdom and intelligent behaviour. A recent article in the Economist suggests that current investment in university research is not helping economic growth, because it is unfocused and failing to address the right questions.

Researchers should be resisting this lack of focus on real world problems, not looking for smaller and smaller niches within the bloated body of literature. And resistance requires collaboration, teams rather than individuals, themes rather than disciplines. Most importantly, they should be doing wise research. Wise research seeks to serve people first and indices second. Wise research includes its subjects in debate.

The LSME Conference continues to provide a forum for these kinds of debates to take place, crossing disciplinary boundaries and international borders in the quest for responsible research collaborations. We thank you for continuing to support LSME in this quest and look forward to welcoming you at the next LSME conference, 28-29 October 2025.

Professor Peter Gray

Former Professor, Nord University, Norway

COMMITTEE MEMBERS

Prof Stephen McKinney
University of Glasgow
UK

Conference Chairman

Dr Ravi Kumar
London School of Management Education
UK

Conference Convener

Dr Sarita Parhi
London School of Management Education
UK

Professor Peter Gray
Norwegian University of Science and Technology
Norway

Martin McAreavey
University of Bolton
UK

Hassan Shifau
London School of Management Education
UK

Dr Dolly Jackson-Sillah
London School of Management Education
UK

PART 2 – CONFERENCE OUTLINE

CONFERENCE PROGRAMME

OPENING SESSION

INAUGURAL SESSION – Tuesday 12th November 2024 **Chairperson: Professor Stephen McKinney**		
07:30 – 07:50	Technical Support to Delegates and Participants	Technical Co-hosts
07:50 – 08:00	House Keeping Announcements and Introduction of VIP Guests	MC
08:00 – 08:05	Welcome Address	Dr Ravi Kumar, Conference Convener
08:05 – 08:15	Introduction to the 11th LSME International Research Conference 2024	Professor Stephen McKinney, Conference Chairperson
08:15 – 08:20	Special Remarks by Guest of Honour	Professor William Phiri, Vice Chancellor, Chalimbana University, Zambia
08:20 – 08:25	LSME's Research Agenda	Hassan Shifau, Chief Research & Innovations Officer, LSME
08:25 – 08:35	The Path to Responsible Research and Innovations (RRI)	Professor Peter Gray, Nord University, Norway
08:35 – 08:45	Special Remarks by Guest of Honour	Professor Rajan Welukar, Vice Chancellor, ATLAS Skilltech University, Mumbai, India
08:45 – 08:55	Inaugural Address by the Chief Guest	H.E Dr Durga Bahadur Subedi, Ambassador Extraordinary and Plenipotentiary of Nepal to Japan
08:55 – 09:00	Vote of Thanks	Dr Dolly Jackson-Sillah, LSME
09:00	Group Photo Inaugural Session Ends	
10 Minutes Comfort Break		

Comments:
The Chief Guest could not join the Inaugural Session due to another urgent matter. As a result, the Inaugural Address by the Chief Guest did not take place.

PLENARY SESSION: KEYNOTE		
Chairperson: Professor Peter Gray **Rapporteur: Dr Dolly Jackson-Sillah**		
09:10 – 09:40	**Keynote 1:** Re-Visioning Practice in Education	Professor Stephen McKinney, University of Glasgow, UK
	Q & A Session	
5 Minutes Comfort Break		

PARALLEL SESSIONS: MORNING

09:45 – 11:25	**Parallel Session 1A: EDUCATION – As Presented** **[Presentation time is 15 minutes and 5 minutes of Q&A per paper]** **Chairperson: Professor Stephen McKinney** **Rapporteurs: Ravini Wickramasinghe, LSME**		
Paper Presentations			
Time	**Name**	**Country**	**Title**
09:45 – 10:05	Dr Sk Md Nizamuddin	India	SERVQUAL: Measuring Service Quality for Distance Education in Pondicherry University: A case Study
10:05 – 10:25	Dr Anjali Puri	India	Effect of Meta-emotional Strategies on Divergent Production Abilities and Cognitive Dissonance
10:25 – 10:45	Dr Stanzin Nouskit	India	Adult Literacy Programs and their Impact on Women's Lives: A Case Study of Bengaluru's Slums (India)
10:45 – 11:05	Dr Chandrasekharan Praveen	India	The Impact of the Recent Adoption of Foreign Educational Practices on Teacher Training Programmes in India-A Qualitative Study
11:05 – 11:25	Dr Kyba Nauan	India	Perception of Adolescents Regarding Teacher's Treatment in Chandigarh: Tricity, India
Comfort Break			

09:45 – 11:45	**Parallel Session 1B: BUSINESS & COMMERCE – As Presented** **[Presentation time is 15 minutes and 5 minutes of Q&A]** **Chairperson: Martin McAreavey** **Rapporteur: Harsha Subhashana, LSME**		
Paper Presentations			
Time	Name	Country	Title
09:45 – 10:05	Dr Dipendra Karki	Nepal	Access to Finance and Women's Entrepreneurship Development in Nepal
10:05 – 10:25	Dr Rishika Bhojwani	India	Influence of Line Extension Strategies on Consumer Buying Behaviour in the Branded Food Industry
10:25 – 10:45	Dr Tapati Mukherjee	India	Micro Enterprise & Entrepreneurship 'In Times of Growing Unemployment, the Need for Nurturing and Sustaining the Concept of Micro Enterprises and Entrepreneurship - Are we Prepared Enough?'
10:45 – 11:05	Aishath Isra Abdulla	Maldives	The Impact of FinTech - Based Solutions on Customer Experience in the State-Owned Insurance Company of Maldives
11:05 – 11:25	Arijit Banerjee	India	Effect of Corporate Ethical Issues on Firm's Financial Performance: An Empirical Analysis from Global Environment
11:25 – 11:45	Raj Bahadur Rokaya	Nepal	Trend Analysis of Out-of-Pocket Expenditure in Healthcare in Nepal
Comfort Break			

09:45 – 11:25	Parallel Session 1C: SOCIAL & ENVIRONMENTAL SCIENCES – As Presented [Presentation time is 15 minutes and 5 minutes of Q&A] Chairperson: Professor Peter Gray Rapporteur: Dr Kolawole Farinloye, LSME		
Paper Presentations			
Time	**Name**	**Country**	**Title**
09:45 – 10:05	Dr Mohamed Mahid Shareef	Maldives	Exploring the Landscape of Supplement Use Among Maldivian Athletes
10:05 – 10:25	Kumar P Adhikari	Nepal	The Hidden Cost of Women's Work: A Study on Time Use and Opportunity Costs in Madhesh Province, Nepal
10:25 – 10:45	Mrs Anitha S	India	Gender Disparity and Women at workplace Issues and Concerns" A Case Study of the Automobile Industry in Tumkur District of Karnataka
10:45 – 11:05	Prof Dr Dhanonjoy Kumar	Bangladesh	Socioeconomic Challenges for Garment Industry Workers in Bangladesh: An Empirical Study
11:05 – 11:25	Dr Kolawole Farinloye	United Kingdom	Community Awareness and Preferences for Participating in Ecotourism Activities in Epping Forest, London, United Kingdom
Comfort Break			

PLENARY SESSION: KEYNOTE 2		
Chairperson: Professor Stephen McKinney Rapporteur: Dr Dolly Jackson-Sillah		
11:50 – 12:10	**Keynote 2:** Responsible Research and Innovation: The Next Ten Years	Professor Peter Gray, Nord University, Norway
	Q&A	

PARALLEL SESSIONS: AFTERNOON

12:20 – 14:20	Parallel Session 2A: EDUCATION – As Presented [Presentation time is 15 minutes and 5 minutes of Q&A] Chairperson: Professor Peter Gray Rapporteur: Ravini Wickramasinghe, LSME

Paper Presentations

Time	Name	Country	Title
12:20 – 12:40	Sali Dewan	Nepal	Beyond Borders: Unpacking the Dreams of Nepali Students Planning to Study in Australia
12:40 – 13:00	Sanchika	India	Development of Reasoning Ability and Barriers among Students
13:00 – 13:20	Surbhi Arora	India	The Evolution of Teacher Education In India: A Comprehensive Analysis
13:20 – 13:40	Vysali R M	India	Emergence of DEI Literacy as Graduate Competency and the Responses of Higher Education: A Critical Review
13:40 – 14:00	Evelyn McLaren	United Kingdom	Poverty Experienced by Students on an ITE programme in Scotland
14:00 – 14:20	Dr Alok Sharma	India	Ladder of Effective Teaching as Reflective Teaching

Comfort Break

12:20 – 14:00	Parallel Session 2B: EDUCATION, HEALTH & SOCIAL CARE – As Presented [Presentation time is 15 minutes and 5 minutes of Q&A] Chairperson: Martin McAreavey Rapporteur: Dr Minakshi Kishore, LSME		
Paper Presentations			
Time	**Name**	**Country**	**Title**
12:20 – 12:40	Cristina Mio	United Kingdom	The impact of a reading group on professional learning and teacher educator identity
12:40 – 13:00	Dr Veda C V	India	Indian Wisdom of Chakra Meditation: An Alternative Therapy for Psycho-Social Issues
13:00 – 13:20	Dr Shelly Aggarwal	India	An Analytical Study On Menstruational Health And Hygiene Practices Among Adolescent Girls Residing In Slum Areas Of Chandigarh
13:20 – 13:40	Dr Mayurakshee Gangopadhyay	India	Bridging the Gaps Between Human Intelligence and Artificial Intelligence in the Field of Mental Health Care and Services
13:40 – 14:00	Dr Gopikanta Suna	India	Positive Mental Health Among Undergraduate Students of Odisha In Relation to their Demographic Variables
Comfort Break			

12:20 – 14:00	Parallel Session 2C: EDUCATION [Presentation time is 15 minutes and 5 minutes of Q&A] Chairperson: Dr Victor Muchemwa Rapporteur: Lydia Mireku, LSME		
Paper Presentations			
Time	**Name**	**Country**	**Title**
12:20 – 12:40	Ulana Plawuszczak Pidzamecky	United Kingdom	Ukraine during crisis: practitioner perspectives on sustaining and reinforcing teaching and learning
12:40 – 13:00	Julie Robinson	United Kingdom	Cristo Rey Schools in America
13:00 – 13:20	Malak Amanullah Khan	Pakistan	Insights into Behavioral Challenges in ASD Children in Peshawar Autism Centers and Parental Perspectives on its Management: A Mixed Method Study
13:20 – 13:40	Md Mujahid Alom	India	Perceptions of Mobile Learning among Senior Secondary Students their Parents, and Teachers During the Pandemic Era
13:40 – 14:00	Adams Alex	India	Teaching English Through Blended Learning for Developing the 21st Century Skills of UG Students: An Experimental Study
Comfort Break			

VALEDICTORY SESSION		
14:25 – 14:30	House Keeping Announcements	MC
14:30 – 14:35	Introduction to the Valedictory Session	Dr Sarita Parhi, Principal, LSME
14:35 – 14:45	Overview of the Conference Proceedings	Professor Stephen McKinney, Conference Chairperson
14:45 – 14:50	Announcement of the 12th LSME International Research Conference	Dr Ravi Kumar, Conference Convener
14:50 – 14:55	Special Remarks by the Guest of Honour	Dr Clement Sinyangwe, President for ICT Association of Zambia & Head of ICT, Chalimbana University, Zambia
14:55 – 15:05	Valedictory Speech by the Chief Guest	Professor William Phiri, Vice Chancellor, Chalimbana University, Zambia
15:05 – 15:10	Vote of Thanks	A Delegate – Dr Shelly Aggarwal
	Group Photo & Closing of the Conference	

DIGNITARIES & FACILITATORS

CHIEF GUEST		
Professor William Phiri	Vice Chancellor, Chalimbana University	Zambia
GUESTS OF HONOUR		
Professor Rajan Welukar	Vice Chancellor, ATLAS Skilltech University, Mumbai	India
Professor William Phiri	Vice Chancellor, Chalimbana University	Zambia
Dr Clement Sinyangwe	President for ICT Association of Zambia & Head of ICT, Chalimbana University	Zambia
KEYNOTE SPEAKERS		
Professor Stephen McKinney	University of Glasgow	UK
Professor Peter Gray	Nord University	Norway
CHAIRPERSONS		
Professor Stephen McKinney	University of Glasgow	UK
Martin McAreavey	University of Bolton	UK
Professor Peter Gray	NTNU	Norway
Dr Victor Muchemwa	London School of Management Education	UK
RAPPORTEURS		
Dr Dolly Jackson-Sillah	London School of Management Education	UK
Mrs Lydia Mireku	London School of Management Education	UK
Mr Harsha Subhashana	London School of Management Education	UK
Dr Minakshi Kishore	London School of Management Education	UK
Ms Ravini Wickramasinghe	London School of Management Education	UK
Dr Kolawole Farinloye	London School of Management Education	UK

PAPER REVIEWERS		
Professor Stephen McKinney	The University of Glasgow	UK
Dr Ravi Kumar	London School of Management Education	UK
Professor Peter Gray	NTNU	Norway
Martin McAreavey	The University of Bolton	UK
Mr Hassan Shifau	London School of Management Education	UK
Dr Dolly Jackson-Sillah	London School of Management Education	UK
Dr Victor Muchemwa	London School of Management Education	UK

DELEGATES AND PAPERS PRESENTED

Sr. No.	Name	Title of the Paper	Country
1	Adams Alex	Teaching English Through Blended Learning for Developing the 21st Century Skills of U.G Students: An Experimental Study	India
2	Aishath Isra Abdulla	The Impact of FinTech - Based Solutions on Customer Experience in the State-Owned Insurance Company of Maldives	Maldives
3	Arijit Banerjee	Effect of Corporate Ethical Issues on Firm's Financial Performance: An Empirical Analysis from Global Environment	India
4	Dr Anjali Puri	Effect of Meta-emotional Strategies on Divergent Production Abilities And Cognitive Dissonance	India
5	Dr Dipendra Karki	Access to Finance and Women's Entrepreneurship Development in Nepal	Nepal
6	Dr Gopikanta Suna	Positive Mental Health Among Undergraduate Students Of Odisha In Relation To Their Demographic Variables	India
7	Dr Kolawole Farinloye	Community Awareness and Preferences for Participating in Ecotourism Activities in Epping Forest, London, United Kingdom	UK
8	Dr Mayurakshee Gangopadhyay	Bridging the Gaps between Human Intelligence and Artificial Intelligence in the Field of Mental Health Care and Services	India
9	Dr Rishika Bhojwani	Influence of Line Extension Strategies on Consumer Buying Behaviour in the Branded Food Industry	India
10	Dr Sk Md Nizamuddin	SERVOQUAL: Measuring Service Quality for Distance Education in Pondicherry University: A case Study	India
11	Dr Stanzin Nouskit	Adult Literacy Programs and their Impact on Women's Lives: A Case Study of Bengaluru's Slums (India)	India
12	Dr Veda C V	Indian Wisdom of Chakra Meditation: An Alternative Therapy for Psycho-Social Issues	India
13	Dr Shelly Aggarwal	An Analytical Study On Menstruational Health And Hygiene Practices Among Adolescent Girls Residing In Slum Areas Of Chandigarh	India
14	Dr Chandrasekharan Praveen	The Impact of the Recent Adoption of Foreign Educational Practices on Teacher Training Programmes in India-A Qualitative Study	India

15	Kumar P Adhikari	The Hidden Cost of Women's Work: A Study on Time Use and Opportunity Costs in Madhesh Province, Nepal	Nepal
16	Dr Kyba Nauan	Perception of Adolescents Regarding Teacher's Treatment in Chandigarh: Tricity, India	India
17	Malak Amanullah Khan	Insights into Behavioral Challenges in ASD Children in Peshawar Autism Centers and Parental Perspectives on its Management: A mixed method study	Pakistan
18	Md Mujahid Alom	Perceptions of Mobile Learning among Senior Secondary Students Their Parents, and Teachers During the Pandemic Era	India
19	Mohamed Mahid Shareef	Exploring the Landscape of Supplement use Among Maldivian Athletes	Maldives
20	Mrs Anitha S	Gender disparity and Women at workplace Issues and Concerns" A case study of the Automobile Industry in Tumkur District of Karnataka	India
21	Prof Dr Dhanonjoy Kumar	Socioeconomic Challenges for Garment Industry Workers in Bangladesh: An Empirical Study	Bangladesh
22	Raj Bahadur Rokaya	Trend Analysis of Out-of-Pocket Expenditure in Healthcare in Nepal	Nepal
23	Sali Dewan	Beyond Borders: Unpacking the Dreams of Nepali Students Planning to Study in Australia	Nepal
24	Sanchika	Development of Reasoning Ability and Barriers among Students	India
25	Surbhi Arora	The Evolution Of Teacher Education In India: A Comprehensive Analysis	India
26	Vysali R M	Emergence of DEI Literacy as Graduate Competency and the Responses of Higher Education: A Critical Review	India
27	Dr Tapati Mukherjee	Micro Enterprise & Entrepreneurship 'In times of growing unemployment, the need for nurturing and sustaining the concept of Micro enterprises and Entrepreneurship - Are we prepared enough?'	India
28	Dr Alok Sharma	Ladder of Effective Teaching as Reflective Teaching	India
29	Evelyn McLaren	Poverty Experienced by Students on an ITE programme in Scotland	United Kingdom
30	Cristina Mio	The impact of a reading group on professional learning and teacher educator identity	United Kingdom

31	Ulana Plawuszczak Pidzamecky	Ukraine during crisis: practitioner perspectives on sustaining and reinforcing teaching and learning	United Kingdom
32	Julie Robinson	Cristo Rey Schools in America	United Kingdom

KEYNOTES, SESSION SUMMARIES

INAUGURAL SESSION

The LSME 11th Annual International Research Conference commenced with a warm welcome to attendees across global time zones by MC Mr. Ramaraj Ramasamy. This year's conference theme, "Re-visioning Practice in Education, Healthcare, and Business Amidst Global Challenges," set the stage for a day of insightful presentations.

Dr Ravi Kumar, the Conference Convener, officially opened the 11th LSME International Research Conference with an opening speech, welcoming participants, presenters, and distinguished guests, noting that His Excellency Dr Durga Bahadur Subedi, Nepal's Ambassador to Japan, had been called at short notice to another matter and was therefore unable to attend as planned. Dr Kumar noted that, since its beginning in 2015, this conference has grown from a modest gathering into an inclusive forum, fostering collaboration between early-career and senior researchers from across the globe. The event prioritises the establishment of a global network that fosters responsive research and innovation while serving as a bridge between the global south and the global north. Dr. Ravi Kumar extended grateful acknowledgements to supporting partners, committee members, and research scholars from numerous countries, all of whom contributed to a shared legacy of impactful research. He encouraged attendees to engage in meaningful dialogues, share insights, and build connections that drive positive change.

Professor Stephen McKinney, the conference chair, welcomed participants to the 11th LSME International Research Conference, emphasising the importance of supporting early-career researchers. This year's theme aims to address education, healthcare, and business amidst global challenges such as conflict, economic hardship, and environmental concerns. He encouraged attendees to overcome doubt by fostering hope, collaboration, and innovative research to tackle pressing issues. He extended gratitude to the dedicated conference committee and LSME founders, Dr Ravi Kumar and Dr Sarita Parhi, for their visionary leadership in creating a space for impactful academic exchange. Professor Stephen McKinney announced the launch of the formal Research Book featuring papers delivered at the 10th LSME International Conference (2023), which was scheduled to go live on 5th December 2024 at 1.00 PM UK time. This open-access publication, like all LSME conference proceedings, highlights LSME's commitment to freely accessible research.

As a special remarks by the Guest of Honour, Professor William Phiri, Vice Chancellor of Chalimbana University, expressed his honour in participating in the conference and emphasised the critical role of research in building a legacy and addressing global challenges such as rising living costs, conflict, and policy reform. He highlighted the importance of translating research findings into practical solutions that benefit vulnerable populations and promote societal well-being. Professor Phiri underscored the conference's value in fostering knowledge exchange, networking, and collaboration to create impactful, real-world outcomes.

Mr. Hassan Shifau, Chief Research & Innovations Officer at LSME, highlighted the international nature and mission of the LSME conference, underscoring how LSME's leadership and committee members bring global experience and connections. This commitment to international collaboration enriches the conference, creating a dynamic platform for researchers worldwide to engage in meaningful discussions on pressing issues. Mr. Shifau highlighted LSME's founding vision to advance education and research, particularly in globally relevant areas, while ensuring accessibility through affordable fees to encourage widespread participation, especially from the Global South.

Reflecting on the conference's growth since its beginning in 2015, Mr. Shifau acknowledged the contributions and perseverance of attendees in building a responsible research community. Looking ahead, LSME aims to expand, potentially returning to in-person events to deepen connections. The conference also prioritises support for early-career researchers by providing them with valuable opportunities and guidance on responsible research practices. He closed by expressing gratitude to the researchers and institutions that make the conference possible, urging them to continue contributing to this impactful journey.

In his speech on "The Path to Responsible Research and Innovation," Professor Peter Gray emphasised the importance of open, inclusive conversations in driving responsible research and innovation (RRI). Professor Gray shared that the path to meaningful research begins not in formal settings but in informal, value-driven discussions free of hierarchy or pressure, where participants feel comfortable exchanging ideas openly. He praised LSME's commitment to RRI principles, contrasting this with the declining support from larger institutions, like the European Commission, which he disapproved for prioritising extensive reports over practical change in research practices. He highlighted the need for researchers to prioritise meaningful interactions with participants, seek consent and

relevance in their research questions, and ensure outcomes that influence policy and benefit society. Encouraging early-career researchers to champion these principles, Professor Gray advocated for a culture of curiosity and fearlessness. He encouraged all attendees, from students to emerging researchers, to initiate conversations, ask questions, and actively contribute to a future where research truly benefits everyone.

Professor Rajan Welukar, vice chancellor at ATLAS Skilltech University, emphasised a shift toward human-centered, mindful, and ethically driven workplaces and leadership in his speech. He advocated creating environments that prioritise wellness, collaboration, and authentic self-expression, suggesting a shift away from inflexible hierarchies. He called for mindful leadership, recommending meditation and self-awareness to guide compassionate, ethical decisions amid global challenges. Professor Welukar also highlighted the need for a transformative shift in human consciousness to address global issues like climate change and economic disparities. He said that meaningful change requires individuals to engage in deep inner transformation, which can lead to societal systems that reflect compassion, awareness, and holistic well-being. He encouraged attendees to "move from survival to thriving" by embracing uncertainty and learning from past failures. He concluded by thanking LSME for organising the conference and encouraging participants to embody these principles for a better future.

Mr Hasan Shifau conveyed the apologies of the chief guest, His Excellency Dr Durga Bahadur Subedi, Ambassador of Nepal to Japan. Due to an urgent diplomatic matter, Dr Subedi was unable to attend the conference as planned. He concluded by extending apologies on behalf of both Dr Subedi and the organising team.

In her Vote of Thanks at the LSME International Conference, Dolly Jackson-Sillah of LSME Vice Principal expressed deep gratitude to the esteemed speakers and delegates for their invaluable contributions to the event. She acknowledged the wisdom, experience, and shared values that would foster meaningful discussions throughout the conference. Dr Dolly extended her sincere thanks to the LSME management team for their tireless efforts in organising the event, as well as the conference organising committee, the peer review team, and the support staff for ensuring its seamless execution. She also recognised the vital roles of the MC, technical hosts, and all LSME staff before offering her heartfelt appreciation to the participants, educators, researchers, and advocates whose commitment to responsible research is essential for building a better future. She concluded by encouraging all attendees to continue with the spirit of unity and purpose, for meaningful discussions that inspire positive change.

KEYNOTE 1

CHAIRPERSON: PROFESSOR PETER GRAY

RAPPORTEUR: DR DOLLY JACKSON-SILLAH

TITLE: RE-VISIONING PRACTICE IN EDUCATION

BY PROFESSOR STEPHEN J. MCKINNEY (SCHOOL OF EDUCATION, UNIVERSITY OF GLASGOW, UK)

ABSTRACT

We are living through the effects of a series of serious crises. Covid-19 had an impact that was world-wide, and we are still experiencing the longer term economic and social after-effects of this pandemic. Warfare and conflict rage in different parts of the world and threaten the safety and security of many people. This results in hardship, deprivation and displacement – often affecting the most vulnerable in society in a disproportionate way. Economies around the world are struggling on account of the disruption caused by the pandemic and warfare and conflict. It is within this context that hard and challenging questions are being posed about the aims, purpose and outcomes of education throughout the world and whether education needs to be re-visioned.

Responsible Research and Innovation is the vision that drives the LSME research agenda. Social justice is at the heart of this vision and arguably should be at the heart of education. This keynote will argue that a re-Visioning of education does not necessarily require a completely new vision of education but should begin with a critical recovery of the principles and practice of social justice and the ways in which these relate to education. In practical terms, this means returning to the foundational principles of social justice: human rights, access, participation/inclusion and equity.

SERIOUS CRISES IN THE CONTEMPORARY WORLD

We are living through the effects of a series of recent serious crises. Covid-19 had an impact that was world-wide. It was a classic example of a pandemic which is:

> *…an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people* (Kelly, 2011).

Throughout the world, we are still experiencing the longer term economic and social after-effects of this pandemic. The restrictions on movement and the lockdowns affected many businesses and the livelihood of many people, as many people became unemployed:

> *The COVID-19 pandemic has profoundly affected economic structures, social employment, supply chains, and financial systems (Sun et. al., 2024).*

A wide variety of industries and sectors suffered: manufacturing, retail and catering; travel and tourism, sports and entertainment (Naseer et. al., 2023) Isolation during the epidemic had a serious effect on physical and mental health for many. This included depression, lack of physical exercise, over-use of alcohol and a sharp rise in loneliness (Allen et. al., 2022). Economies around the world are struggling on account of the disruption caused by the pandemic and warfare and conflict. Warfare and conflict rage in different parts of the world and threaten the safety and security of many people. This results in hardship, deprivation and displacement, and this often affects the most vulnerable in society in a disproportionate way. Wars and conflict also have an impact on the local and global economy (Bocquillon et. al., 2024). It is within this context that hard and challenging questions are being posed about the aims, purpose and outcomes of education throughout the world and whether education needs to be re-visioned.

Responsible Research and Innovation is the vision that drives the LSME research agenda. Social justice is at the heart of this vision and arguably should be at the heart of education. This keynote will argue that a re-Visioning of education does not necessarily require a completely new vision of education but should begin with a critical recovery of the principles and practice of social justice which relate to education. In practical terms, this means returning to the inter-related foundational principles of social justice: human rights, access, participation/inclusion and equity and education.

SOCIAL JUSTICE

A useful definition of social justice is provided as follows:

> *Social justice refers to promoting fairness, equality, equity and rights across multiple aspects of society, including economic, educational, and workforce opportunities (Killen et al., 2021).*

While these multiple aspects of society are interrelated, let's focus on social justice and education. One common way of doing this is concentrate on educational outcomes (Shukla et. al., 2022). This is approached by beginning to use the results of public examinations within a national context. These results are then collated, and individual schools or locations are ranked and can then be correlated to the results of all schools and the overall population of young people by factors such as gender or ethnicity. These measurements lead to an assessment of how many young people attained in public examinations, which kind of young person attained, how well young people attained, and which schools and which kinds of young people are the most successful in terms of public examinations. This is a matter or celebration for those successful schools and the associated young people and usually means interventions and improvement plans for the schools that were less successful, often identified as having an achievement or attainment gap (Cabral-Gouveia, 2023). We can tentatively establish some international comparisons, but this can be problematic as different countries adopt different examination systems. However, countries can adopt international measurements such as the PISA results which can be compared more effectively.

But all of this means that our approach to education can become primarily focussed on attainment and measurement. I am not arguing that young people should not be supported to attain public examinations. Public examinations are an important part of the progress to sustainable employment, further education and higher education. I am concerned about the flaws in this cycle of attainment and measurement. Can we genuinely talk about educational outcomes for young people when they are primarily focussed on measurement represented in league tables that collate and rank the crude attainment figures for secondary schools? These crude league tables do not fully recognise the impact of socioeconomic disadvantage on outcomes for young people. Do these measurements really help us? How are they going to help us fully answer some of the key questions about how social inequalities in educational outcomes need to be addressed or can be addressed (Francis et. al., 2017)? If we are to discuss equality, we would be better to take a complementary approach and a perspective that is not abstracted from local contexts and local, political and economic realities. Similarly, perhaps we need to recover an historical perspective?

The idea of school education of children and young people developed over a long period of time (Brock & Alexiadou, 2013). There are various ways of understanding this and there is a long history of the development of mass compulsory state funded schooling. Different reasons are offered as to why they were eventually founded, in different forms, in the English-speaking world, Europe and other parts of the world between the 19th and 20th centuries. One reason offered is that schools were required so that parents could be freed up to work in factories and industry, especially in the industrial revolution. Another reason offered is that religious groups founded schools so that children and young people could be formed in their religion within an integrated educational setting. Yet another reason offered was that Schools would improve overall numeracy and literacy – skills required for life and for semi- skilled and skilled labour and the professions (Alexander, 2000). One of the driving motivators in many countries was that schools were required to advance equality in society and, in particular, help the children from socially economic disadvantaged backgrounds aspire to a better future. These are practical reasons – schools serve a practical function

But there are other ways to envisage schooling. The promises that school education seemed to offer and the impetus for school education in the 19th and 20th centuries captured something quite unique in the human spirit: a burning desire and determination for personal and communal improvement. Schools can help unleash some of the most powerful gifts that children and young people possess: imagination, creativity, wonder. Further, the education of young people can help them fulfil their potential as human beings. This means their potential as individuals who do not just contribute to society but claim their position in society and contribute to the betterment of society; they improve society.

Discussion of equality in education is at the root of the human rights legislation and the human right to education and that is something that is mentioned frequently, yet always needs to be discussed in more depth. To do this I would like to draw on the Four essential features of the right to education, as outlined by Katarina K. Tomaševski, the Un Special Rapporteur on the Right to Education:

- **AVAILABILITY**
  Free and compulsory; trained teachers and Buildings
- **ACCESSIBILITY**
  Free for safe access; non-discriminatory
- **ACCEPTABILITY**
  Good quality education in terms of content and resources
- **ADAPTABILITY**
  Flexible and take into account the best interest of the child (Tomaševski, 2001).

AVAILABILITY:

According to human rights legislation, schooling is to be free and compulsory for all children at the primary or elementary level (United Nations, 1944, 1990). This has been amended in the Sustainable Development Goals to add that schooling is to also be free for all children and young people at the secondary school stage (United Nations Department of Economic and Social Affairs, 2023). This also entails properly trained teachers and adequate buildings or settings.

ACCESSIBILITY:

This means children and young people have safe access to school. However, this is not the case for children in situations experiencing warfare and conflict where it may not be safe to travel to school and may not be safe to be in a school building.

ACCEPTABILITY:

Good quality education means in terms of content and resources. This also means that there is an appropriate curriculum and that there are adequate resources for the learning.

ADAPTABILITY:

Schools are flexible and take into account the best interest of the child. There is an understanding that there are different types of learners and learning.

The series of conferences in the LSME have been invaluable because they have provided opportunities for sustained discussions about education for all and the key issues around the aspiration of education for all (McKinney, 2024). One point that has been raised in the last few years is that it is easy to concentrate on where the four A's are not being met, whereas there are more positive ways to look at the four As and to examine where attempts are being made to meet the four A's in difficult situations.

SITUATIONS OF WARFARE AND CONFLICT

What happens to the four A's in situations of warfare and conflict? Schools may be targeted, bombed, damaged or occupied. What happens in situations of displacement? What happens in situations of oppression and discrimination? While all these situations have calamitous effects on school systems there are always signs of hope. The idea and practice of schooling is incredibly resilient in these situations – schooling survives in very different forms, even for extended periods of time. Schools and schooling go underground, secret schools are established, schools go online, and temporary school sites are used. The burning desire and determination for personal and communal improvement continues and maybe even more fiercely.

As a result of the war in the Middle East, 95% of the schools in Gaza have been damaged. This means that many children and young people are absent from school. Catherine Russell, the UNICEF Executive Director, commented on the 8/11/2024:

> *Attacks against schools, whether they are serving as places of education or shelter for the displaced, are a grave violation against children…*
>
> *Every day this violence continues, more lives are shattered, and more futures are lost. Parties to the conflict must respect International Humanitarian Law and safeguard schools and civilian spaces. Children must be shielded from harm, and their right to education must be upheld, even amidst conflict (UNICEF, 2024a).*

At this moment there is little intelligence on how schooling is continuing in Gaza, but there have been some very interesting and promising developments in Ukraine. In Ukraine schools are under threat from missile attack and many are badly damaged or destroyed. Many schools are no longer accessible because it is no longer safe for children to go to school. Some schools have literally gone underground. In Kharkiv, a primary school has been built 20 feet below the ground to protect the children. This has been named school 155 (Hnidyi, 2024). The initial enrolment is 300 and the plan is to move to two daily shifts that can accommodate 450 children. This means that these children will no longer be taught online. Underground schools are not new. During the First World War the children of Rheims, France were taught in the cellars that stored champagne.

One of the ironies of the covid-19 pandemic is that many educational systems throughout the world became proficient in the use of hybrid or online methods of learning and teaching. This is now being used to good effect in situations of warfare and conflict such as Ukraine (Ukraine World, 2024). Some children in Ukraine have never set foot in a school because of covid-19 and the war with Russia (Their World, 2024). Some externally displaced children keep in touch with their home country of Ukraine via the internet. For example, some children are externally displaced in London, and go to school in London, but keep in touch with their language culture and history via the internet. This organised by an NGO, Stay with Ukraine Junior (Stay with Ukraine Junior, 2024). Schools and learning, in whatever form, can continue in situations of war and conflict, whether underground as in Ukraine and Reims, or online in Ukraine.

As far as I am aware, Afghanistan is the only country in the world to openly ban girls and young women from secondary school and university (McKinney, 2022; UNICEF, 2024b). In Afghanistan, The Taliban were deposed in 2001 and there were concerted efforts to promote women's rights, and this included schooling for girls (Sanchez, 2023). In 2021 the Taliban seized power again and prohibited girls from attending secondary school and university. According to some reports, this affects around 1.4 million girls (UNICEF Australia, 2024). Secondary Schools are neither available nor accessible for these girls. Secret schools have been established for small numbers of girls. For example, a secret school for girls was set up in Kabul in 2021. There is a high-risk factor in attending these schools and the schools have limited resources, but they offer the girls hope. Other attempts to circumvent the prohibition include running religious schools or tutoring centres (Hadid & Qazizai, 2022).

While this open discrimination against girls and young women is distressing, the oppression of different groups in a society that adopts discrimination in school education is not new. In the southern states in America during the period of slavery, the African slaves sought to educate themselves. This was a form of protest and part of the struggle for freedom; slaves who could read and write were a direct contradiction to the racist propaganda that African Americans were an intellectually inferior race. (Chitty, nd). To achieve their educational goals, they taught each other and established secret schools. After emancipation, it was the ex-slaves who pushed for publicly funded school education (Lyman, 2024).

CONCLUDING REMARKS

How do we re-envision school education? We need to recover the strong sense of the promises that school education seemed to offer and the drive for school education that captured something quite unique in the human spirit, the burning desire and determination for personal and communal improvement. We have seen examples where serious adverse circumstances have been overcome to educate children and young people in situations of war and conflict, oppression and discrimination. The drive for school education in these examples is in the context of threats to personal and communal safety and security. Schools can help unleash some of the most powerful that gifts that children and young people possess - imagination, creativity, wonder. Further, the education of young people can help them fulfil their potential as human beings. This means their potential as creative individuals who

do not just contribute to society but claim their position in society and contribute to the betterment of society, they improve society.

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KEYNOTE 2

CHAIRPERSON: PROFESSOR STEPHEN MCKINNEY

RAPPORTEUR: DR DOLLY JACKSON-SILLAH

TITLE: RESPONSIBLE RESEARCH AND INNOVATION: THE NEXT TEN YEARS

BY PROFESSOR PETER GRAY, NORD UNIVERSITY, NORWAY

Responsible Research and Innovation (RRI) can be described as an innovation in research practice, a black box, a set of principles or another name for research integrity. But, in my view, there are two main underlying themes. Firstly, research should benefit society and discussions amongst all stakeholders in any research process should be part of research governance. Secondly, research and innovation should be legitimized in a wider societal context than just that of academic or industrial self-interest. Implementation of RRI in research practice requires a change of mindset in research administration and openness to new ways of thinking about the purposes of research. It should not replace research integrity or ethical concerns and is an issue of governance and conversation.

In the view of the European Commission (EC), which enthusiastically promoted RRI from around 2011, adding society and societal interests to the research and innovation ecosystem involved spending a lot of money (c.100 million EUR), initiating a lot of projects, and then losing interest when its internal policies changed. For the EC, RRI had six pillars:

- Public Engagement with research
- Open access to research results
- Ethics in research and innovation processes
- Gender considerations in research and innovation processes
- Science Education for responsible citizenship
- Governance of research and innovation processes involving all stakeholders

Over the past ten years, LSME has picked up and run with RRI. We are communicating the message, but is anyone listening, including ourselves? RRI should be a strong unifying force within social disciplines, including business, education and health. We have to deal with four conflicts:

- Between individual career development and a collaborative research ecosystem
- Between scientific/academic freedom and social responsibility
- Between theory and practice
- Between policy and evidence

Perhaps the concept of Eco-Outwards Research can help here, as opposed to what we might call 'Professor Inwards Research'. This has been partly realized e.g. in the EU Horizon Programme, large-scale astrophysics, and, surprisingly, large scale educational studies such as PISA, but is not the norm in educational research. The results are a lack of clear policy guidance, and systemic inertia. For LSME, the RRI paradox is that we need to be radical in order to stand out from the rest but are under pressure to conform to current norms in FE/HE research culture.

Our ten-year programme should therefore be as follows:

- Generate three strong, cross cutting research themes across education, business and healthcare
- Develop an RRI protocol for all research projects
- Perform extended impact forecast for each theme
- Evaluate research impact outcomes across themes at regular (annual) intervalsSrp
- Credit staff for impact not publication

Thank you for your attention! Please contact me at graypb@gmail.com if you would like to continue the discussion.

PART 3 – REPORTS ON CONFERENCE BUSINESS

REPORTS FROM PARALLEL SESSION PAPERS AND DISCUSSION

PARALLEL SESSION 1A: EDUCATION

CHAIRPERSON: PROFESSOR STEPHEN MCKINNEY
RAPPORTEURS: RAVINI WICKRAMASINGHE

SERVQUAL: Measuring Service Quality for Distance Education in Pondicherry University: A case Study. Dr Sk Md Nizamuddin

The research investigates the service quality of the MBA programme offered through the Directorate of Distance Education (DDE) at Pondicherry University. The study focuses on assessing the programme's service quality across the five SERVQUAL dimensions: reliability, assurance, tangibles, empathy, and responsiveness. The research objectives include evaluating MBA students' expectations for each service quality dimension, identifying gaps between their perceptions and expectations, and recommending improvements to bridge these gaps. Data was collected from 400 MBA students enrolled in the distance education programme, examining the validity and reliability of the SERVQUAL model in this context. The analysis reveals that students report a high level of satisfaction across all five service quality dimensions, with 63% expressing satisfaction with the 22 variables measured, and only 3% indicating dissatisfaction. The study found no significant differences in satisfaction levels based on rural or urban background, nor between genders, suggesting that the DDE programme meets diverse student needs effectively. Additionally, most respondents are employed in private companies, indicating the programme's appeal to working professionals. Overall, the research highlights that the DDE's MBA programme meets or exceeds student expectations in many areas, with a few minor gaps. The findings provide valuable insights for Pondicherry University to further refine its service delivery, ensuring continuous improvement and enhanced student satisfaction in distance education.

In response to a question from the chair, the researcher stated that he anticipated sharing his findings with the institution to help enhance its service quality. The presenter believes that these findings will enhance the institution's reputation and strengthen its competitive advantage.

Effect of Meta-emotional Strategies on Divergent Production Abilities and Cognitive Dissonance. - Dr Anjali Puri

This investigated the impact of meta-emotional strategies on divergent thinking abilities and cognitive dissonance among class 11 students. The researcher employed an experimental design, dividing 50 students into two groups—a control group and an experimental group—after a pre-test established baseline equivalency between the groups. For one month, the experimental group received specially designed meta-emotional strategy modules, while the control group continued with standard instruction. At the conclusion of this intervention, a post-test assessed changes in both divergent thinking abilities and cognitive dissonance. The results underscored the significant role of meta-emotional strategies in enhancing creativity, indicating that students with heightened emotional awareness demonstrated stronger divergent thinking abilities. This awareness enabled them to recognise personal strengths and weaknesses more effectively. Additionally, the findings highlighted a notable impact on cognitive dissonance, showing that meta-emotional strategies could influence students' thoughts, beliefs, and behaviours. The researcher concluded that while meta-emotional strategies can positively affect cognition and creativity, their application may need to vary according to individual differences and the specific situational contexts of related variables in the study.

In response to a question from an audience about whether meta-emotion could be categorised as a life skill—a priority in recent governmental policies—the researcher clarified that while meta-emotions and life skills are distinct, they are inseparable in practice. Meta-emotional awareness significantly contributes to the development of life skills, supporting personal growth and emotional resilience. Another question inquired about the choice of class 11 students for the study. The researcher explained that class 11 students are at an age where they experience heightened pressures related to adolescence, making them a valuable group for exploring the effects of meta-emotional strategies. Additionally, access limitations prevented her from including class 12 students in the study. Addressing a final question on policy integration, the researcher acknowledged that, while no governmental policies currently mandate the inclusion of meta-emotional strategies in the National Curriculum, she anticipates that such strategies will eventually become a critical component of educational programmes.

The researcher recommended that educational institutions incorporate meta-emotional education into their curricula and develop targeted programmes aimed at enhancing students' meta-emotional skills. These programmes should focus on nurturing emotional awareness, self-regulation, and adaptive emotional responses, which are essential for students' personal and academic growth. In addition, she suggested that extending the intervention to a duration of 3 to 6 months would enhance the programme's overall effectiveness.

Adult Literacy Programmes and their Impact on Women's Lives: A Case Study of Bengaluru's Slums (India). - Dr Stanzin Nouskit

The study has been conducted to assess the impact of adult literacy programmes on the lives of women residing in the slums of Bangalore, focusing on six key areas: the effectiveness of the programme, its impact on improving livelihood opportunities, its influence on lifestyle and awareness of rights and education, reasons for non-participation, and obstacles to attendance. A sample of 200 non-literate women aged 15 to 50 years, both participants and non-participants, has been selected through a clustered sampling method, and with the data collected using an interview schedule. Before joining the programme, 92% of the participants have stated that they believe education is important for women. The findings indicate that slightly more than half of the participants have felt an improvement in their writing skills, while over 99% have acknowledged an enhancement in their mathematical abilities. However, 68% have reported that the programme has not empowered them to pursue career opportunities, and 88% have expressed that it has not improved their self-confidence to seek further education. Nevertheless, 81% have realised the importance of encouraging their children's education, 92% have recognised the significance of community participation, and 87% have gained a better understanding of healthcare access.

In response to questions about the majority of participants not agreeing with the programme's impact, the researcher explained that for better outcomes, the programme should have been offered for a longer duration, as it was only conducted over six months. The researcher also clarified that the primary motivation for this study was to explore the reasons behind low participant rates in adult literacy programmes and to assess their impact.

The researcher made several recommendations to enhance the impact of adult literacy programmes. These include collaborating with local businesses and non-profits to provide additional support for adult learners, integrating the programmes with local services, job training, and health education. It is also suggested to offer more training for adult educators and volunteers, raise awareness about the availability and benefits of adult literacy programmes, and highlight success stories to boost motivation and participation. Furthermore, the researcher advocates adopting a data-driven approach to provide stakeholders with valuable insights, enabling them to identify and address areas for improvement effectively.

The Impact of the Recent Adoption of Foreign Educational Practices on Teacher Training Programmes in India - A Qualitative Study. - Dr Chandrasekharan Praveen

The research focuses on evaluating the implementation and implications of the Integrated Teacher Education Programme (ITEP) within the context of India's evolving educational landscape under the New Education Policy (NEP) of 2020. It examines critical issues such as the reduction in the age requirement for secondary teacher education, the prescribed curriculum content, and the challenges of integrating education courses with subject specialisations at the undergraduate level. The study is guided by three key research questions: the impact of inadequate assimilation of subject knowledge on student-teacher performance, the effects of parallel assimilation of subject and pedagogical knowledge, and strategies to address challenges faced by student-teachers with insufficient subject knowledge. The research employs an empirical methodology, drawing data from institutes offering ITEP and reviewing prior studies related to the programme. The research has uncovered several key findings regarding the implementation and impact of the new Integrated Teacher Education Programme (ITEP). First, it highlighted the critical importance of student-teachers assimilating both content and pedagogical knowledge simultaneously, as a failure to do so negatively impacts their performance during internships. Second, it emphasised the need for student-teachers to develop interdisciplinary thinking, enabling them to make informed judgments across various subject areas for effective teaching. Third, the study stressed the significance of teacher educators adopting a self-learning mind-set to remain effective in their profession. Additionally, inconsistencies in the ITEP curriculum were noted, particularly the variation in the inclusion of microteaching—a fundamental component of teacher training—which some programmes lacked despite its essential role in developing teaching skills. These findings underscore the necessity for systematic curriculum design and adequate support to enhance the programme's effectiveness.

The researcher addressed several questions regarding the current ITEP curriculum and its implementation. On the issue of assimilation time, the researcher expressed concern that the timeframe provided for student-teachers to assimilate both content and pedagogical knowledge is insufficient, emphasising the need for a systematic approach to accommodate these learning demands. Regarding the inclusion of microteaching, the researcher strongly advocated for its essential role in teacher training, stating that effective teaching requires both robust content knowledge and practical training through structured methodologies like microteaching. The researcher also noted that the current curriculum, adapted from international models such as the U.S., has undergone significant changes over its 18-year history but still requires adjustments to better suit the Indian context. Finally, the importance of aligning teacher training with a system-based approach, allowing adequate time for knowledge assimilation and accommodation, was stressed as critical for improving teacher effectiveness and programme outcomes.

The researcher suggests implementing regular observations and group critiques of videos showcasing pedagogical strategies employed by teacher educators to enhance teaching practices. Additionally, developing a comprehensive resource bank of teaching materials, including specimen lessons and multimedia tools, would benefit teacher educators in providing conceptually rich learning experiences. These steps, along with adequate time for assimilation and accommodation of knowledge, could help address existing gaps in the curriculum and improve the effectiveness of teacher training under ITEP.

Perception of Adolescents Regarding Teacher's Treatment in Chandigarh, Tricity, India. - Dr Kyba Nauan

The researcher presented context of the research where advancing times, technology, and population growth around the world, school improvement and teacher education have become critical to securing not only the present generation but also the future. She further highlighted the necessity to recognise the need for school improvement and teacher education globally, across all regions. The research has been conducted in this backdrop, to address the importance of school improvement, teacher education, and etiquette as she believes that these challenges requires a deeper understanding. This researcher has explored the relationship between teachers, adolescent students, and students' perceptions of how they are treated by teachers. The study has surveyed a demographically and ethnically diverse sample of 600 students from the Chandigarh Tri-City area (Chandigarh, Panchkula, and Mohali) in India, including both male and female students from grades 9 to 12. Although a questionnaire has been used as the primary data collection tool, secondary data from books and journals was also utilised. The questions focused on three main themes: equal treatment, punishment, and praise for performance. The findings revealed that most students felt they were treated equally, without experiencing gender-based discrimination. However, a small proportion of students, particularly females has reported feeling slightly disadvantaged in terms of treatment. The researcher concluded the presentation by emphasising the importance of understanding how communities—students, teachers, and parents—perceive education to identify academic gaps and promote both academic success and personal development. The researcher also highlighted the need for curriculums that equip students with essential skills and the prioritisation of teacher training and ongoing professional development. Finally, the study underscored the significance of focusing on perceptions, offering relevant courses, and enhancing teacher education to help the education system evolve, meet modern demands, and improve student well-being and societal progress.

When asked about the impact of adolescent discipline on students' behaviour, the researcher acknowledged the importance of discipline but emphasised that both genders should be treated equally based on individual needs and classroom environments. Although discipline is essential, the researcher noted that 30% of students perceived some form of gender-based discrimination in the way they were treated in school. The questionnaire was found to be a reliable tool for gathering data, offering insights into students' perceptions of their academic environment and teacher interactions. To address the issues identified, the researcher made several recommendations aimed at fostering a more inclusive and equitable school environment. These suggestions include gender sensitivity training for teachers, reviewing and modifying classroom practices to eliminate biases, and using non-stereotypical learning materials. Additionally, the establishment of clear anti-discriminatory policies and the creation of a gender-inclusive classroom environment were emphasised. The researcher also highlighted the importance of ensuring equal access to extracurricular activities for all genders, implementing mentorship programmes for both male and female students, and encouraging open discussions about gender issues. Furthermore, involving parents and the community in the educational process was suggested as a key step in addressing gender biases and promoting an inclusive learning environment. These measures, according to the researcher, would contribute to the evolution of the education system to meet modern demands while enhancing student well-being and societal progress.

PARALLEL SESSION 1B: BUSINESS & COMMERCE

CHAIRPERSON: MARTIN MCAREAVEY

RAPPORTEURS: HARSHA SUBHASHANA

Access to Finance and Women's Entrepreneurship Development in Nepal. - Dr Dipendra Karki

The study investigates the factors influencing women entrepreneurs' access to finance in Nepal, with a focus on the impact of entrepreneurial characteristics, firm characteristics, financial characteristics, and policies. The primary aim is to address gender-based financial barriers and offer insights for inclusive financial policies that support women entrepreneurs. The research method involved a survey of 534 female entrepreneurs in Kathmandu Valley, using convenience and quota sampling techniques. The data were analysed using multiple linear regression to assess the relationship between independent variables (entrepreneurial characteristics, firm characteristics, financial characteristics, and policies) and access to finance, the dependent variable.

Key findings reveal that financial characteristics and policy support are the most significant factors impacting women's access to finance. While women entrepreneurs in Nepal face challenges such as societal norms, limited formal education, gender biases, and a lack of collateral, the study identifies a critical gap in the financial sector, where many women rely on personal savings or informal sources rather than formal financing options like banks. The research highlights that systematic factors, including financial stability and supportive regulatory frameworks, play a crucial role in improving access to finance for women-led enterprises. The study concludes that addressing these barriers through policy reforms, such as reducing collateral requirements and offering lower interest loans, can significantly enhance women entrepreneurs' access to capital and encourage their economic empowerment.

During the question time, the presenter clarified that the research was cross-sectional, focusing on data from 2020, rather than longitudinal. The study's findings were based on a six-month data collection period and primarily involved women entrepreneurs who had registered their businesses in Nepal. A question was raised regarding the changes observed in the research field since the start of the study. The presenter explained that while the research offers insights into the specific challenges faced by women entrepreneurs in Nepal, it also highlighted contradictions with global trends, particularly in the context of financial access.

The discussion also revolved around the types of policy provisions that would best support female entrepreneurship. The presenter emphasised the need for policy reforms to address barriers, such as the high collateral requirements and the lack of accessible financing options. Suggestions were made for policies that would offer soft loans with lower interest rates and reduce the collateral burden on women entrepreneurs. This policy approach was seen as a way to motivate more women to enter and sustain businesses. The importance of empowering women through targeted access to finance and education was also discussed, with participants noting that similar barriers to financial access had been presented in one of the last year presentations in other cultural contexts, such as Nigeria. The need for government policies to provide more inclusive financial products, such as micro-financing and targeted support programs, is also highlighted. By addressing these financial and cultural barriers, the study suggests that women entrepreneurs will be better positioned to expand their businesses and contribute more significantly to economic growth. Furthermore, the research calls for continuous efforts to improve the education and training opportunities for women to enhance their financial literacy and entrepreneurial skills.

Influence of Line Extension Strategies on Consumer Buying Behaviour in the Branded Food Industry. - Dr Rishika Bhojwani

The research focused on examining the influence of line extension strategies on consumer buying behaviour within the branded food industry, specifically looking at how these strategies impact consumer perception, brand equity, and loyalty. The aim of the study was to explore consumer preferences towards line extensions, the relationship between brand equity and consumer choice, and the effect of brand loyalty on preferences for new products under an established brand name. A sample of 90 respondents was used, with data collected via convenience sampling and analysed using quantitative methods, including T-tests and Pearson correlation analysis. Findings revealed a positive relationship between brand equity and consumer preference for line extensions, as well as significant consumer favourability towards new products within existing brand lines. Brand loyalty was also identified as a critical factor in influencing consumer choice. It was concluded that brands in the food industry could enhance consumer loyalty and preference by leveraging brand equity and brand loyalty in designing their line extension strategies, thereby aligning offerings with evolving consumer expectations.

During the discussion, questions were raised regarding the choice of quantitative over qualitative methodology, with some participants suggesting that a mixed-methods approach could enrich the research, especially for assessing consumer preferences. Concerns were also raised about the limited sample size, with suggestions that a broader sample could improve the generalisability of findings across industries beyond food. Additionally, clarifications were sought regarding the study's focus on short-term rather than long-term consumer responses, highlighting a perceived gap in the assessment of how line extensions might perform over an extended period. Participants also inquired about the specific demographic factors that might influence brand loyalty and consumer behaviour toward line extensions, to which it was noted that the current study included a diverse range of food products and brands but did not isolate distinct demographic effects.

Overall, feedback from the discussion underscored the potential benefit of including qualitative insights to capture nuanced consumer perceptions more comprehensively. Furthermore, the exploration of specific demographic factors was suggested, as this could provide more targeted insights into how various consumer segments respond to line extension strategies. These recommendations collectively point toward a more detailed, holistic approach to studying consumer behaviour in response to brand extension efforts.

Micro Enterprise & Entrepreneurship 'In Times of Growing Unemployment, the Need for Nurturing and Sustaining the Concept of Micro Enterprises and Entrepreneurship - Are we Prepared Enough? - Dr Tapati Mukherjee

This research aimed to evaluate the state of micro-enterprises in India, emphasising their growth and sustainability within the context of rising unemployment. Specifically, the study sought to assess the impact of India's policies on the development of entrepreneurship, with a focus on understanding the barriers faced by micro-enterprises. A two-part methodology was employed. The first part explored historical trends in Indian entrepreneurship, identifying key phases from pre-independence to the post-1991 economic reforms. The second part involved a survey of 30 micro-enterprise owners in Mumbai, encompassing both organized and unorganized sectors. Data on motivations, challenges, and attitudes toward business operations were gathered. Findings revealed diverse reasons for entrepreneurial initiatives, such as family tradition, the desire for independence, and the ease of starting small businesses. Financial limitations, regulatory obstacles, and lack of infrastructure were cited as major barriers to sustainability. Moreover, limited knowledge about government assistance schemes was evident among respondents. The study concluded that although micro-enterprises are a backbone of the economy, insufficient support and awareness hinder their potential. Recommendations were made for policies enhancing the ease of doing business and for tailored programmes to address sector-specific challenges.

During the discussion, questions highlighted differences in operational efficiency between formal and informal small enterprises. A comparative analysis was requested to determine the percentages of enterprises with registered bank accounts in each sector, pointing to the advantages of formal registration in accessing financial services. The presenter addressed this by noting that the unregistered status of many businesses limits their access to government aid and secure operating spaces, causing them to function under persistent regulatory threats. Suggestions for improving support systems, such as designated spaces for street vendors, were also discussed, emphasizing the need for government intervention to secure micro-enterprises' locations and ensure continuous business operations. Furthermore, points about the role of digital platforms, like the Unified Payment Interface (UPI), were raised to improve financial accessibility and provide smoother transaction experiences for micro-enterprises. The significance of India's new gig economy initiatives was underscored as an area that could integrate both skilled and unskilled workers. The potential for implementing policies to encourage formal registration and the provision of basic financial literacy training were among the main points of discussion.

Recommendations from the discussion included the need for a bottom-up approach to developing supportive policies for micro-enterprises. It was suggested that formal registration processes should be streamlined and made affordable to encourage informal micro-entrepreneurs to legitimise their businesses. Additionally, the need for financial literacy programmes was highlighted, focusing on increasing awareness of government schemes and digital financial tools like UPI, which could make payment systems more accessible for small vendors. There was also a recommendation to improve licensing and infrastructure policies for street vendors to help them operate without the threat of eviction, particularly in urban areas. Furthermore, participants pointed to the importance of sector-specific health benefits for gig economy workers and enhanced provisions under India's Social Security Code for the unorganized sector, as these could promote economic stability among micro-entrepreneurs.

The Impact of Fintech - Based Solutions on Customer Experience in the State-Owned Insurance Company of Maldives. - Aishath Isra Abdulla

The study investigates the impact of fintech-based solutions on customer experience within the insurance sector of the Maldives, with a focus on Allied Insurance, the primary state-owned insurer. The aim was to assess the relationship between fintech channels, such as mobile applications and websites, and customer satisfaction, especially given the geographic challenges unique to the Maldives. The research was based on a quantitative method, employing data collection from online interactions and customer feedback. Analysis included tests for normality, reliability, and regression, conducted using statistical software. Key findings indicated that notifications substantially enhance customer satisfaction with fintech services, with a significant coefficient of 0.95. However, when other variables were included, multicollinearity issues restricted analysis. The study concluded that fintech innovations in the insurance sector are instrumental in improving operational efficiency and enhancing customer experience, offering increased convenience for policy management and claims processing. Fintech is recognised as vital for reaching rural areas, ultimately suggesting a promising role for these digital solutions in addressing the needs of a dispersed population.

During the question session, participants raised points about the structure and clarity of the research methodology. One commenter noted that the methodology lacked detailed explanation and appeared to list objectives rather than explicitly outlining research methods. Another participant assumed it was a quantitative study due to the nature of the data analysis discussed but suggested that the methodology should be more clearly specified, possibly indicating the need for explicit mention of the study's philosophical orientation. Additionally, questions about the order of the introduction and statement of the problem were highlighted, as it was felt that the research introduction should precede the problem statement for improved logical flow. Technical challenges led to a brief disruption during the discussion, leaving some questions on methodological details unanswered.

It was suggested that the study could improve clarity by organising the introduction and statement of the problem sequentially, starting with a broader context for the research before moving into specific issues. Enhancing the methodology section with clearer, more explicit descriptions of the quantitative approach and any philosophical orientation could also strengthen the research's foundation. Furthermore, due to the multi-collinearity issues identified during the analysis, it was recommended that future studies consider refining variable selection or adjusting the analytical approach to allow for a more robust examination of variables.

Effect of Corporate Ethical Issues on Firm's Financial Performance: An Empirical Analysis from Global Environment. - Arijit Banerjee

The aim of the study was to analyse the effect of corporate ethical disclosures on firm financial performance, with a specific focus on global companies. To accomplish this, an ethical disclosure index was developed to assess disclosures across four dimensions: governance, employees, environment, and society. Financial performance indicators, including return on assets, return on equity, and Tobin's Q ratio, were measured for a sample of 100 firms selected based on market capitalization as of March 2024. Methodologically, the study relied on panel data analysis with fixed effects and included statistical robustness checks, such as multi-collinearity tests and augmented Dickey-Fuller tests, to ensure data stationarity.

The findings indicated that disclosures related to environmental ethics had a positive and significant impact on all financial performance indicators. Governance disclosures were found to positively impact return on assets and Tobin's Q ratio, while employee and societal disclosures showed insignificant or negative relationships with financial performance. The conclusion drawn was that environmental and governance disclosures are likely to enhance firm financial performance, while disclosures in employee and societal dimensions may have limited or even detrimental financial impact.

During the question session, discussions focused on several aspects of the study's methodology and implications. One participant inquired about the selection criteria for the 100 firms, suggesting a possible influence of selective disclosure practices. It was clarified that only firms with comprehensive data over the past decade were included, aligning with the study's longitudinal design. Questions also arose regarding the comparability of the environmental index used in the study to established ESG scores, with the presenter explaining that while the index shares similarities with ESG measures, it specifically excludes sustainability metrics to isolate environmental disclosure.

Further discussion explored the study's handling of the null hypothesis, with the presenter confirming that the hypothesis of no significant relationship between ethical disclosures in certain dimensions (such as employees and

society) and financial performance was not rejected. Participants expressed interest in the implications for corporate governance practices, especially in regions with differing regulatory standards, as exemplified by a question on India's corporate governance laws. It was noted that Indian laws align to some extent with global governance standards but have less emphasis on mandated ethical disclosures, potentially impacting the generalizability of findings.

It was suggested that future research could benefit from refining the ethical disclosure index to incorporate a broader range of sustainability metrics, potentially aligning with established frameworks like the ESG. Questions about the study's limited scope on employee and societal disclosures suggested that these dimensions may require further exploration, especially in light of inconsistent financial impacts observed. Additionally, it was recommended that future studies consider regional variations in corporate governance practices, as differing regulatory environments may impact the relevance of ethical disclosures across markets. The inclusion of qualitative data, such as stakeholder interviews, was proposed to enrich the findings on the motivations behind ethical disclosures and their strategic implications for corporate financial performance.

Trend Analysis of Out-of-Pocket Expenditure in Healthcare in Nepal. - Raj Bahadur Rokaya

The study aimed to examine the trends and determinants of out-of-pocket (OOP) healthcare expenditure in Nepal, highlighting the impact on household financial burden over two decades. The method employed was a narrative review, synthesising findings from reports, articles, and statistical analyses. Results revealed that Nepal's healthcare funding predominantly relies on OOP payments, which account for a significant percentage of total health expenditure. Data from 2000 to 2020 shows a steady increase in OOP healthcare spending, with a peak in 2013, when it reached 63% of per capita income, attributed to Nepal's economic and political transitions. The study also found that urban households with higher incomes incur greater OOP spending than rural, low-income households, which experience a more regressive financial impact. Additional findings indicated that hospital infections and microbial resistance are key determinants of higher OOP expenses. Despite government policies, including basic health services, health insurance programs, and free healthcare initiatives, these efforts have had limited success in mitigating OOP costs. The conclusion emphasised the need for stronger financial risk protection mechanisms and expanding access to essential services, advocating for policy reforms to reduce the financial burden on Nepalese households.

The question-and-answer session brought up inquiries regarding the research's philosophical orientation and the methodology used. Participants sought clarification on whether the study emphasised quantitative data analysis or a more interpretive approach to understanding healthcare expenses. The presenter explained that the research was a narrative review based on existing literature and statistical data. Further questions addressed the presenter's rationale for fluctuations in OOP expenditures, particularly the spike in 2013, which was associated with Nepal's political and economic challenges at that time. Questions also focused on how OOP spending correlates with household income and why higher OOP percentages were observed in certain years. The presenter elaborated that fiscal policies and limited budget allocation toward healthcare during political transitions likely contributed to increased OOP costs. There were additional questions regarding Nepal's progress toward universal health coverage, to which the presenter affirmed that government policies are increasingly geared toward this goal, although gaps remain in equitable access and financial risk protection.

It was suggested that the study could benefit from a more explicit articulation of the research philosophy to clarify its methodological orientation. Additionally, correlating OOP healthcare expenses with other macroeconomic factors, such as changes in household income and policy shifts, was recommended to provide a more nuanced understanding of expenditure trends. Another recommendation was to investigate the effectiveness of Nepal's healthcare policies and programs, specifically in terms of universal health coverage and public health funding, to assess whether such initiatives reduce OOP costs. Further, analysing the impact of microbial resistance and hospital infections on OOP expenditure could enhance the study's findings on healthcare determinants.

PARALLEL SESSION 1C: SOCIAL & ENVIRONMENTAL SCIENCES

NAME OF CHAIRPERSON: PROFESSOR PETER GRAY

NAME OF RAPPORTEUR: DR KOLAWOLE FARINLOYE

Exploring the Landscape of Supplement Use among Maldivians. - Dr Mohamed Mahid Shareef

The presenter gave a good account of the landscape of supplement use among Maldivian athletes. He said that the landscape of supplement use among Maldivian athletes remains largely uncharted, despite the prevalence and potential impact of supplementation on athletic performance and overall health. Factors such as cultural influences, availability, affordability, and regulatory oversight contribute to the complexity of supplement use within this population in Maldives. The research was a quantitative cross-sectional survey of 315 Maldivian athletes, mostly under 36 years and from various sporting discipline and competitive levels.

Preliminary findings indicated the prevalence of supplement use among athletes with the most common being Vitamins. The results indicate that the majority use supplements to improve performance, (55%), enhance recovery (48%), improve overall health (41%), prevent Injury (38%), boost energy levels (30%), increase muscle mass (30%) and cater for nutrient deficiencies (25%). These findings can be used to further explore and undertake research and make general policy guidelines to protect the clean athlete and promote healthy lifestyle.

Following the presentation, the audience raised several key questions for further clarification: One participant inquired about the role of media in influencing individuals to use dietary supplements, seeking further elaboration on its impact. In his response, the presenter commented that social media, advertisements, celebrity endorsements, and influencer marketing often promote supplements as essential for fitness and health. This can create a perception that supplements are necessary for achieving certain fitness goals, even when scientific evidence may not fully support such claims. Additionally, misinformation and exaggerated benefits in online platforms contribute to increased consumer demand

A question was raised regarding the absence of citations or author attributions in the presentation. The audience sought clarification on the justification for this approach. The presenter answered that the findings and statements shared were based on a synthesis of existing research, which can be referenced in the full report.

There was a query regarding the current legal status of supplements, requesting an update on regulations governing their use. The presenter reported that regulations on supplement varies from country to country. In Maldives for example there are regulations in place to ensure that only approved products are available in the market.

An attendee asked how supplements can be differentiated from steroids, particularly in terms of composition, effects, and regulation. The presenter indicated that unlike supplements, anabolic steroids are controlled substances in many countries due to their potential for misuse and serious health risks.

The Hidden Cost of Women's Work: A Study on Time Use and Opportunity Cost in the Madhesh Province of Nepal. - Kumar P Adhikari

The presenter provided an insightful analysis of the hidden costs of women's labour, through a case study on time and opportunity costs in Madhesh Province, Nepal. Background information on the province was shared, highlighting its agricultural and industrial potential. However, despite these opportunities, wages remain below the national average, and key sectors such as health, education, and the economy lag behind. Women in the region face numerous challenges, including poor health, low literacy rates, gender-based violence, harmful cultural practices, and landlessness. The study aimed to evaluate the socio-economic status of women farmers, with a particular focus on their access to resources, participation in paid and unpaid work, and the impact of health, education, and socio-cultural factors on their livelihoods. Key findings from the study were highlighted. The survey was conducted in five Local Government Units across Siraha and Saptari districts, involving 2,058 respondents in paid and unpaid work, of which 75.6% were women farmers.

Overall, 35.2% of the respondents were between the ages of 31 and 40, with Madhesi Dalits—who face caste-based untouchability—making up 34.7% of the sample. The presenter pointed out the high illiteracy rate in the study area, particularly among women, which stood at 64.65%. Additionally, 27.4% of respondents were landless and relied on renting land for their livelihoods, while 60% reported year-round food sufficiency based on their agricultural production. The presenter also emphasised the impact of climate change on agriculture, identifying cold waves and drought as major threats to productivity in the region. Concluding the presentation, the valuation of unpaid labour,

using the minimum wage as a proxy revealed that a woman's unpaid work was valued at NPR 273,997.2 per year, significantly higher than the NPR 150,091.9 estimated for a man during the time of the survey.

The study highlights significant gender disparities in time use in unpaid work, resource access, and sociocultural norms. Women in Madhesh Province face challenges including limited land ownership, high unpaid work burden, illiteracy and persistent harmful practices like child marriage and dowry. She further stressed that these findings underscored the need for targeted interventions to improve women's economic empowerment, access to resources, and overall well-being in the region by increasing investment in gender responsive social care infrastructure by recently federated three tiers of the government of Nepal.

Gender Disparity and Women at Workplace Issues and Concerns: A Case Study of the Automobile Industry in Tumkur District of Karnataka. - Mrs Anitha S

The presentation examined case studies of gender disparity and issues faced by women in predominantly male occupations such as the automotive industry. This case studies highlights the struggles of working women who face gender-based discrimination in promotion and pay, despite their hard work. She further discussed the dimensions of discrimination and stigmatisation against girls/women, which are rampant and due to fear of abuse, harassment, and exploitation, most of the women/girls remain silent and suppressed without raising their voices. The presenter gave a good account of gender sensitisation involving raising awareness of gender equality, gender roles, gender sensitivity, gender diversity, and gender inclusion. She further stressed that the basic requirement to understand the sensitive needs of the particular gender is necessary.

In response to general questions from the audience, she highlighted that women in India often earn less than men for doing the same work, and they are also underrepresented in higher-paying jobs. According to, the World Inequality Report 2022, Men in India earn 82% of the labour income while the share of women's earnings stands at a mere 18%. She further stressed that violence against women is a major problem in India. The presenter highlighted the National Crime Records Bureau report that there were over 371, 503 reported cases of violence against women in India in 2020. This includes cases of sexual assault, domestic violence, and other forms of abuse. She gave more insight that the actual number of cases is likely much higher, as many incidents of violence against women go unreported. One major reason she gave for this is the cultural stigma attached to women who have been victims of violence and stay away from expressing their concerns or seeking help. She later said that she found that there is a big gap and continued gender inequalities across the globe have existed for decades to till today.

The presenter concluded that the study findings indicate that gender sensitization training sessions can help reduce workplace gender inequalities and biases. Moreover, such training empowers working women by fostering a positive mind-set, enhancing self-esteem and confidence, improving decision-making skills, and encouraging them to voice their concerns when needed

Socioeconomic Challenges for Garment Industry Workers in Bangladesh: An Empirical Study. - Prof Dr Dhanonjoy Kumar

The presenter gave a good account of the Ready Made Garment (RMG) industries, which were described as the primary pillars of Bangladesh's economy. The presenter said that this industry earns a high portion of foreign earnings and contributes to our economy. For instance, almost 4 million workers, the swift growth of Bangladesh's ready-made garment (RMG) industry has created enormous job prospects. Bangladesh has become the second-largest garment exporter in the world and has been a major player in the global apparel industry. He further said that the country's remarkable rise from economic adversity to prominence in the apparel and textile industries is proof of its adaptability and perseverance.

The researchers use quantitative techniques, to investigate the socioeconomic challenges for garment industry workers from Dhaka and Gazipur districts in Bangladesh. Through purposive sampling, a total of 150 responses were collected of which the analysis was performed on 111 respondents. Descriptive statistics, reliability analysis, factor analysis, and regression analysis were used to draw a realistic conclusions.

The study found that garment workers deal with a range of psychological problems as well as socioeconomic challenges. The lack of appropriate medical treatment and unpaid wages or monthly pay cause the workers' standard of living to be kept below average. The primary reasons behind the diverse range of socio-economic and psychological problems they encounter are unhygienic housing conditions, inadequate social security benefits, joblessness, low earnings, exorbitant daily expenses, restricted access to leisure activities, and inadequate health education

.The presentation concluded with the need to educate policymakers, interested parties, and industrialists on the importance of focusing efforts on reducing the socioeconomic difficulties faced by Bangladesh's ready-made garment workers and fostering sustainable economic growth.

Community Awareness and Preferences for Participating in Ecotourism Activities in Epping Forest, London, United Kingdom. - Dr Kolawole Farinloye

RAPPORTEUR: DR DOLLY JACKSON-SILLAH

The presenter gave a good account of ecotourism defined as responsible travel to a natural area, with sensitive purposes such as acquiring knowledge, learning about the local culture, and enjoying natural environments. The presenter examined how ecotourism supports community-based ecosystem management using the Epping Forest (EP) in London, United Kingdom, as a case study. EP is a 2,400-hectare forest with natural ecosystems, located on the fringe of the London built-up area, between Greater London and Essex. It's London's largest woodland.

In-situ and reconnaissance survey-style approach were used to ascertain the ecological resources, whereas the social willingness to participate in ecotourism and the benefits that the participants preferred was assessed using an opinion-poll study methodology. Non probability sampling method was used to collect data from 75 Eco tourists and this was analysed using binary logistic regression technique from the SPSS software.

The findings suggested that EP has a diversity of habitats and a wealth of ecological resources, making it an important area for a variety of flora species: pollarded trees and secondary woodland tree species like Pedunclate oak (Quercus robur) ($p=0.012$), European beech (Fagus sylvatica) ($p=0.031$), silver birch (Betula pendula) ($p=0.015$). Fauna species include: fallow deer (Dama dama) ($\alpha \geq 0.15$), Muntjac (Muntiacus reevesi) ($\alpha \geq 0.18$), and European adder (Vipera berus) ($\alpha \geq 0.13$). Study further showed that the forest attracts large numbers of mountain bikers (10.2%), Horse-riding (13.7%), as well as footballing activities (7.2%). He further indicated that majority of respondents believed that their participation was essential to the development of the EP and that ecotourism would promote local environmental conservation.

In conclusion, EP has made a significant contribution to local ecotourism activities. As a result, local perspectives on ecotourism indicated that determining the resources available and the residents' willingness to engage in ecotourism before implementing is highly important. He further suggested that further research needs to be done on the participants' interest in taking part in ecotourism studies and their understanding of how ecosystems and society interact.

PARALLEL SESSION 2A: EDUCATION

NAME OF CHAIRPERSON: PROFESSOR PETER GRAY
NAME OF RAPPORTEUR: RAVINI WICKRAMASINGHE

Beyond Borders: Unpacking the Dreams of Nepali Students Planning to Study in Australia. - Sali Dewan

This study explores the factors influencing students' of Pokhara, Nepal to study abroad, with a particular focus on those choosing Australia. Specifically, the research examines participants' current education status, educational stream, CGPA, and the types of educational institutions attended. Additionally, it has assessed participants' perceptions of motivational factors influencing their decision to study abroad and have analysed the relationship between these factors and the outcomes.

The study employed purposive sampling to select seven study-abroad consultancies from approximately 35 in the area, while convenience sampling resulted in 202 student respondents. Data collection methods included structured questionnaires and direct interviews with students from the selected consultancies. The study has utilised social capital theory and expectancy value theory as its conceptual frameworks. Descriptive and inferential statistical analyses were applied to interpret the data.

The findings have indicated that most respondents were teenagers, unmarried, from low-income families, and had completed secondary education, primarily in the management stream. Gender-based differences emerged, with male respondents typically holding secondary-level qualifications, while female respondents were more likely to have bachelor's, master's, or specialised degrees. Family members served as the primary source of information about studying abroad, with decisions largely self-initiated or influenced by advice. Motivational factors included academic quality, personal growth, career opportunities, and financial considerations. Respondents' expectations were shaped by career prospects, English language skills, and academic experiences. Societal influences varied by gender and age, while family income was linked to career opportunities. The educational stream and GPA significantly affected perceptions of career growth and academic quality. Challenges identified included visa and immigration processes. The study concludes that career, personal, and financial factors play a significant role in influencing students' decisions to study abroad.

The panel chair suggested that the researcher provide recommendations to authorities on strategies to encourage students studying abroad to contribute effectively to the development of their home country. The researcher made several recommendations for the government regarding education policies, programmes, and systems. These include enhancing promotional efforts to retain students within the country, streamlining visa processes, expanding scholarship opportunities, and strengthening pre-departure orientation programmes.

Development of Reasoning Ability and Barriers among Students. - Sanchika, Dr Dazy Zarabi

The researcher discussed the concept of reasoning ability, various strategies for developing it, and ways to impart these skills to students. The researcher has used documentary analysis methodology to identify factors influencing the development of reasoning ability among students, teachers, and parents. Key reasons for the need to improve reasoning ability was shared as lack of teacher competencies, parental involvement in solving student problems, gaps in the curriculum, and poorly designed examinations that fail to assess reasoning skills effectively. The research further highlighted several factors that affect reasoning ability, such as anxiety and stress, the learning environment, task complexity, parental recognition, individuality, and student activeness. The researcher emphasised that these factors need to be addressed to foster critical thinking and reasoning skills in students.

In conclusion, the researcher recommended that the government focus on enhancing teaching, learning, and assessment practices to improve students' critical thinking abilities. It was also stressed that teachers should be adequately trained to conduct classroom activities that support the development of reasoning skills. This training would help teachers create an environment that encourages problem-solving and critical thinking, which are essential for improving students' overall reasoning ability.

In response to a question raised by the chair, the researcher clarified that reasoning and critical thinking, while closely related, are distinct concepts. According to the research, reasoning involves the ability to prioritise activities and make decisions effectively, which is a key component of critical thinking. Critical thinking encompasses a broader set of skills, including evaluating, analysing, and synthesising information, whereas reasoning specifically focuses on the logical process of decision-making and problem-solving.

The researcher made several suggestions, including that the administration conduct reasoning ability tests to assess and improve students' skills. Teachers were advised to create conditions that promote inductive methods of problem-solving, encourage student participation in classroom discussions, and support students in re-evaluating decisions they have already made. Additionally, the researcher suggested that teachers provide opportunities for students to discover and conduct research to enhance their reasoning abilities. Further, encouraging students to read and participate in co-curricular activities was highlighted as essential for developing critical thinking and reasoning skills.

The Evolution of Teacher Education in India: A Comprehensive Analysis. - Surbhi Arora

This research aims to provide recommendations for legislators and the government to enhance the standard of teacher preparation. A documentary analysis has been conducted while employing theoretical descriptive research methodology, to trace the evolution of the Indian education system, from the Vedic and Buddhist eras to the Muslim period, British rule, and post-independence India. The study highlights the distinctive characteristics of each era. During the Buddhist period, the primary objective was the propagation of religion, with free education accessible to all, employing methods such as storytelling, explanations, debates, and discussions. However, with the arrival of Muslim rulers, there has been a significant shift towards lecture-based instruction, focusing on Islamic knowledge derived from the Quran, alongside lessons in politics and arithmetic. Under British rule, the establishment of the East India Company has created the need for a formal education system. This has led to the British government funding and establishing normal schools to train teachers, which later evolved into Presidency Colleges even in cities like Bombay and Calcutta. In independent India, the Commission on University Education recommended that teacher training programmes incorporate both theoretical and practical components. The researcher emphasised the National Education Policy (NEP) 2020, which outlines goals for reforming teacher training, school education, and university education. A key aspect of this policy has been restructuring the current curriculum to align with these objectives. In conclusion, the researcher stressed that the successful implementation of the NEP requires a collaborative effort involving all stakeholders, including parents, teachers, and students.

The panel chair congratulated the researcher for providing valuable insights into the Indian education system and there were no specific questions raised by the audience. The researcher recommends adopting an integrated approach to teacher education, emphasising the importance of multidisciplinary knowledge for educators. It is also suggested that online training programmes be implemented to provide flexible and accessible professional development. Additionally, the researcher advocates for the introduction of an entrance test to ensure that teacher candidates possess the necessary skills and knowledge before entering training programmes.

Emergence of DEI Literacy as Graduate Competency and the Responses of Higher Education: A Critical Review. - Vysali R.M, and Dr Hemamala Krishnan

The research critically examined institutional responses to the growth of Diversity, Equity, and Inclusion (DEI) and the emergence of DEI literacy as a graduate competency, focusing on curriculum creation, instructional strategies, assessment methodologies, and inclusive policies. The study clarified the context of DEI within the framework of UNESCO's Sustainable Development Goal 4 on quality education, the European Higher Education Framework, and the Association of American Colleges and Universities, which recognise DEI literacy as a key competency. For the research methodology, the study employed bibliometric analysis and a systematic literature review to explore trends, implications, and institutional responses to DEI in higher education (HE). The researcher also has utilised thematic analysis to interpret the findings. The theoretical framework included critical race theory, intercultural competency theory, transformative learning theory, organisational change theory, curriculum humility theory, and social justice education. The researcher has excluded articles that did not discuss DEI as a competency. Findings revealed several key dimensions in educational institutions, such as curriculum, instruction, assessment outcomes, training and awareness, policy, and field-specific responses. It was noted that many institutions lacked comprehensive plans to integrate DEI into their teaching, with a focus primarily on admission numbers and retention rates rather than actual educational outcomes. The researcher identified an increasing trend in publications related to DEI, attributing this to global movements promoting DEI, the COVID-19 pandemic, and regulatory requirements mandating DEI initiatives. Additionally, a significant overlap of DEI-related terms was found between education and healthcare, reflecting DEI's relevance across various sectors. In conclusion, the researcher highlighted that DEI has become a recognised graduate learning outcome and workplace requirement. Challenges such as bias and resistance to change were noted, but the researcher emphasised that sustaining DEI programmes would ensure graduates are prepared for future workplace demands. Recommendations included modifying curricula, implementing training programmes, and maintaining suitable learning environments to promote DEI effectively.

In response to questions, the researcher explained the difference between critical pedagogy and DEI competency, noting that DEI competency would be an integral part of critical pedagogy. She also emphasised the necessity of adapting pedagogical approaches to achieve desired DEI outcomes.

The researcher suggested several areas for future research, including the use of standardised assessments to measure DEI outcomes, assessing the long-term effects of DEI integration post-graduation, and exploring interdisciplinary connections. Additionally, she recommended investigating the impact of training to reduce unconscious bias within institutions and examining how DEI competencies influence professional outcomes to meet international workplace demands.

Poverty Experienced by Students on an ITE programme in Scotland. - Evelyn McLaren, Lindsay Gibson, Stephen McKinney

This research aimed to address the limited understanding of poverty's impact on students in higher education, focusing on those enrolled in an undergraduate initial teacher education (ITE) programme at a Scottish university. A mixed-methods approach has been adopted, guided by a literature review that has identified key themes of poverty in higher education, such as the cost of education, housing insecurity, part-time work demands, and food insecurity. The study has been conducted in two phases: an electronic survey and follow-up interviews. The survey has been distributed in November 2023 to 480 ITE students across all study years, achieving a 27% response rate (128 students) and collecting both quantitative and qualitative data. Ten student volunteers have participated in semi-structured interviews. Findings have revealed that the forms of poverty experienced by ITE students differ from those identified in general higher education literature, reflecting the specific demands of a professional programme. Key issues have included challenges related to clothing (21%), transport costs (20%), fuel (18%), food (16%), household fuel (15%), and housing costs (12%). These findings have suggested that poverty among ITE students is multifaceted, encompassing both general living costs and expenses tied to preparing for the teaching profession. The study has highlighted the need for tailored support to help ITE students manage the financial burdens of both living expenses and professional requirements, emphasising the importance of addressing these barriers to ensure equitable access and participation in teacher education programmes.

The panel chair emphasised the importance of further research in these areas, noting that similar challenges are prevalent across many other regions in the country.

The researchers suggested implementing additional support measures to alleviate poverty among students. These include establishing a food pantry within the university to address food insecurity and extending the clothes swap initiative into a permanent, full-time resource room. This would ensure year-round access to clothing for both students and staff, fostering a more sustainable and supportive campus environment.

Ladder of Effective Teaching as Reflective Teaching. - Dr Alok Sharma

This research has aimed to develop a reflective model for teaching mathematics at the upper primary level. A qualitative inquiry approach has been adopted, with data collected through practice exercises using a structured, self-developed tabular format that has covered 14 specific skills. Participants have been selected through purposive sampling, comprising students from class 6 to 8 of Bharatiya Vidya Bhavan, Vidhyashram. Students' skill levels have been assessed prior to the intervention and compared with their performance after the four-month teaching period, during which they have been taught using the newly developed "ladder of effective teaching" framework. The findings have underscored that the reflective process is cyclical in nature. By adopting this model, teachers have gained greater autonomy, enabling them to either continue effective practices or modify their approach to achieve specific learning outcomes. The comparison of pre- and post-test results has highlighted significant improvements in students' skill levels, demonstrating the model's effectiveness. The researcher has concluded that this framework provides teachers with the flexibility to address diverse demands and meet the varied needs of learners, making it a valuable tool for enhancing mathematics instruction at the upper primary level.

The panel chair commended the researcher's emphasis on promoting reflective practice among learners, noting its alignment with the growing discourse on empowering students. In response, researcher shared his viewpoint, acknowledging that while implementing such a model may pose challenges, it holds significant potential for achieving improved learning outcomes. The researcher suggested that the reflective teaching model be specifically adopted for mathematics instruction to enhance its effectiveness in improving student outcomes.

PARALLEL SESSION 2B: EDUCATION, HEALTH & SOCIAL CARE

CHAIRPERSON: MARTIN MCAREAVEY
RAPPORTEUR: DR MINAKSHI KISHORE

The impact of a reading group on professional learning and teacher educator identity. - Cristina Mio and Dr Stephen McKinney

The research was conducted at the University of Glasgow with the aim of enhancing the professional development of teachers. The primary focus was to explore reading and learning practices that inform and support scholarly activities within the field of teacher education. The significant efforts are made in exploring teacher professional development through collaborative reading and learning, setting a foundation for future research and practice in the field.

The literature review was enriched by a collaborative environment where recent articles on teacher education were discussed. A careful selection of articles was made to empower participants, allowing them to contribute to decision-making processes and fostering an exclusive space for discussion and facilitation.

The study considered a diverse population, including all staff involved in the teacher education program. This encompassed associate tutors, school experience tutors, lecturers, and senior lecturers, ensuring a comprehensive representation of perspectives within the educational framework.

Data collection was carried out through semi-structured interviews, with a total of six interviews conducted. The research employed a deductive approach for its framework, utilising thematic analysis to interpret the data. The results were derived from the content gathered during the interviews, reflecting the learning experiences of teachers within the reading group and their individual experiences. The researcher plans to gather feedback from school tutors regarding the impact of the reading group. This initiative is seen as a step towards establishing Communities of Practice, aiming for a broader impact by collaborating with school teachers and primary school practitioners.

A question was raised regarding any constraints faced during the research. The researcher identified time as the primary constraint but emphasised that her enthusiasm for the project kept her motivated. She acknowledged the pros and cons of the research format, noting the benefits of maintaining face-to-face interactions.

Indian Wisdom of Chakra Meditation: An Alternative Therapy for Psycho-Social Issues. - Dr Veda C V

Dr Veda began the topic by explaining the term "chakra," noting that the Sanskrit word translates to "wheel" in English. She described chakra meditation as an ancient wellness practice aimed at unlocking the body's energy centres. This practice contributes to balancing bio-psycho-social health and fosters stability in the mind, body, and soul.

The objectives of the study were to explore the role of chakra meditation in addressing psycho-social issues among youth and to identify the transformative impact of chakra meditation on individual lives.

The research Methodology was supported by an extensive review of existing literature, including contributions by Gupta (2024) and Neuharth (2017) to mention a few. The conceptual framework revolved around the seven chakras and their potential impacts on psychological, social, and emotional well-being when imbalanced. The researcher employed a case study methodology, using in-depth interviews as the primary tool for data collection. Ten individuals who practice chakra meditation to overcome substance and non-substance addictions participated in these interviews. Two anonymised cases were presented to illustrate the study's findings.

The Major findings from the two cases discussed from the transformative effects of balancing specific chakras: Second Chakra (Sacral Chakra): Balancing this chakra rekindled participants' ability to find joy and pleasure in life's small moments, contributing to emotional rejuvenation. Third Chakra (Solar Plexus Chakra): This chakra governs personal power, aspiration, and willpower. Restoring balance in the Solar Plexus Chakra helped participants stay aligned with their life goals and inner vitality. Imbalances in this chakra were linked to aggression and addictions, including drugs and alcohol.

Dr Veda emphasised the holistic advantages of chakra meditation, which fosters improvements across physical, psychological, emotional, social, and spiritual dimensions of health. Key recommendations include integrating chakra meditation as an alternative therapeutic intervention in disciplines like Social Work, Psychology, and Home

Science. Encouraging regular practice of chakra meditation to build emotional resilience, handle stress, and strengthen interpersonal relationships.

In the question and answer session, a participant inquired about the medical implications of using chakra meditation as therapy. Dr Veda clarified that it is an alternative arrangement, effective particularly in early stages of intervention. She emphasised the importance of timely adoption for optimal results.

In the concluding note Dr Veda mentioned that that chakra meditation, rooted in Indian wisdom, offers a viable and impactful alternative for managing psycho-social challenges, fostering holistic well-being, and paving the way for transformative personal growth.

An analytical study on Menstruation health and hygiene practices among adolescent girls residing in slum areas of Chandigarh. - Dr Shelly Aggarwal and Dr Dazy Zarabi

The study focuses on menstruation, a natural physiological process that occurs in women from menarche to menopause. Conducted in Chandigarh, India, it highlights that many adolescent girls lack awareness of scientific facts and hygienic practices related to menstruation, which can lead to negative health outcomes. Proper hygiene during this time is crucial, as inadequate practices can increase the risk of reproductive tract infections (RTIs).

The study aims to explore perceptions and practices related to menstruation among girls in slum areas. It focuses on identifying menstrual problems faced by these adolescents, evaluating their knowledge about puberty and menstruation, and analysing the roles of various stakeholders, such as government and NGOs, in addressing menstrual issues and misconceptions. Additionally, the study seeks to provide health education and hygiene tips to girls living in these communities.

The research methodology involved a cross-sectional study conducted in Bapu Dham Colony, Sector 26, Chandigarh. A total of 40 adolescent girls, randomly selected from those visiting Kitab Garh, participated in the study. Most of the girls were enrolled in local schools, and all had reached menarche. Demographic data revealed that 32.5% of the participants were 13 years old, with 27.5% aged 11 and 17.5% aged 12, indicating a predominance of younger adolescents. Among the participants, 42% attended government senior secondary schools, while 37.5% were in government secondary schools, with only three girls reported as school dropouts.

Data collection involved administering a pre-tested semi-structured questionnaire in the local language to gather information on menstrual hygiene and related issues. The study's nature and purpose were explained to both the parents and the girls. The questionnaire covered topics such as perceptions of menstruation, hygiene practices during menstruation, and menstrual problems. Girls who chose not to participate for personal reasons were excluded from the study. The data was presented in a tabular form, percentage analysis was adhered to

The study found that 97.5% of girls believe a doctor should visit their school monthly, while only 2.5% disagreed. 62.5% of the girls reported discomfort managing their periods at school, leading to missed classes, and 52.5% faced difficulties changing pads or cloths. Additionally, 12.5% missed school due to menstrual pain. A significant 70% of girls expressed a desire for sessions to help them better manage their menstrual cycles, and 67.5% wanted similar sessions for their mothers. 65% of girls also wanted educational sessions for teachers, while 45% felt it was important to educate boys about menstruation to reduce embarrassment and teasing. Furthermore, 35% believed boys should learn about female bodies to foster understanding and consideration.

Regarding knowledge of Reproductive Tract Infections (RTIs), 7.5% of girls identified RTIs as infections in reproductive organs, and 12.5% associated them with sexual contact. However, 37.5% of the girls had no knowledge about RTIs at all.

There were few recommendations. While it is encouraging that most girls in the colonies are aware of menstruation, puberty, and adolescence, there is a critical need for intensive training on body mapping and educational films about menstruation.

The existing socio-cultural practices that restrict girls from touching food, worshiping, or sleeping in the house during menstruation need to be addressed and changed.

Although schools provide education on menstruation and sanitary pads, myths persist—such as not bathing, visiting religious places, or touching certain foods. It's essential to educate girls about these myths and clarify misconceptions. Additionally, many girls lack knowledge about the causes, consequences, transmission, and remedies for various Reproductive Tract Infections (RTIs) and diseases. Teachers should prioritize imparting this

information in schools. Lastly, while some girls have heard of HIV/AIDS, very few understand its causes, consequences, or transmission. Awareness programs should include comprehensive information about HIV/AIDS to ensure girls are well-informed.

In conclusion, the research highlights the importance of educating boys alongside girls, as this is a cross-sectional issue. It is essential to ensure that girls receive ongoing information and support throughout their development. This comprehensive approach will foster a better understanding of menstruation and related topics, ultimately promoting a healthier and more informed community.

Bridging the Gaps between Human Intelligence and Artificial Intelligence in the Field of Mental Health Care and Services. - Dr Mayurakshee Gangopadhyay

The researcher highlights the critical importance of mental health for individual psychological well-being, emphasising that balanced emotional health is essential for stability. Effective mental health care requires a multifaceted approach, including therapeutic interventions, medications, and lifestyle management. It may also need interventions of professional like psychologists, psychiatrists, neurologists, counsellors, therapists, and social workers—plays a vital role in delivering mental health care to those in need. The researcher mentions several AI-driven apps designed to provide psychological counselling and support, such as Woebot, Wysa, Talkspace, Youper, Moodpath, Calm, etc. However, these applications face challenges regarding their usability, sustainability, and effectiveness, particularly in treating severe mental health conditions such as suicidal ideation, schizophrenia, acute depression, anxiety, phobias, and bipolar disorders. A significant concern is their lack of face-to-face human interaction.

This aim of the research is to explore the limitations and potential of AI applications in addressing mental health issues. It seeks to identify how these tools can provide therapy and solutions while suggesting ways to bridge the gap between human intelligence and artificial intelligence in promoting mental health and well-being.

The research employs a qualitative approach, utilising primary interventions and experiences with AI applications, alongside secondary data collection through feedback. Theoretical frameworks and observational analysis methods are applied to support the discussion.

In the discussion section the research mentions that Artificial intelligence (AI) can perform complex intellectual tasks and process vast amounts of data; however, it lacks human-like understanding, common sense reasoning, and creativity. Current AI applications designed for mental health support are insufficient for treating severe disorders such as schizophrenia and bipolar disorder. A collaborative approach that integrates AI with human intelligence could lead to significant advancements in addressing these challenges.

The research concluded by saying that The collaboration between AI and human intelligence holds promise for enhancing mental health services and support. By integrating emotional intelligence into treatment processes, we can better serve clients. However, careful consideration of ethical and societal implications is essential, particularly regarding the handling of sensitive personal data, to mitigate associated risks.

In the Q&A session, a question on how the human impact will be affected by reliance on AI for treatment was raised. In response the researcher indicated that an effective treatment approach requires a combination of both AI and human factors. While AI can enhance efficiency and provide valuable insights, the human element is crucial for understanding patients' emotional and psychological needs.

Positive Mental Health among Undergraduate students of Odisha in relation to their Demographic Variables. - Dr Gopikanta Suna, Miss. Sarita Rana, Mr Tripurari Das

The researcher introduced the topic by indicating that mental health is essential for personal growth and development. This imbalance often affects individuals' interactions with their social environments. Mental health has become a critical concept across various life domains, particularly in education, where it is a fundamental necessity. Previous research indicates no significant difference in mental health between male and female students of all the different stream like science, Art and Commerce of Gangadhar Meher University in Odisha in India. There were two objective set for the study. They were; to assess the disparity in positive mental health between male and female undergraduate students in Odisha. And to evaluate the differences in positive mental health among students studying commerce, science, and the arts in Odisha.

A descriptive survey method was employed to investigate positive mental health among undergraduate students at Gangadhar Meher University. A sample of 120 students was selected as a representative unit. Statistical tools,

including Mean, Standard Deviation (SD), and t-tests, were utilized to analyse differences in mental health between genders. ANOVA was applied to explore variations in mental health across different academic streams. The analysis revealed that science students exhibited higher levels of positive mental health compared to their peers in arts and commerce, contradicting some earlier studies. Additionally, there were no significant differences in positive mental health between male and female students in the arts and sciences. Notably, students without scholarships reported better mental health than those with scholarships, and those living at home fared better than those who did not.

The study concluded that positive mental health is positively correlated with academic success, influenced by demographic variables. Achieving academic success requires significant time and effort, which can impact mental health. Issues such as anxiety and depression are prevalent among higher education students, affecting both genders and all disciplines. It is crucial to prioritize mental health support for students to mitigate stress and anxiety effectively.

During the Q&A session, a question was raised to check if there was a difference in mental health of students based on the science, arts and commerce stream that the students choose? The researcher answered that there is a lot of expectation from family and friends from the students who choose the science stream. Another question was asked whether there was some specific literature or any social theory around it. To answer this the researcher mentioned that he followed the idiom 'A sound mind creates a sound body, as excessive work or pressure leads to physical and mental stress. A question was asked in regards to the selection of the sample size and the criteria for the same along to which the researcher mentioned that 10% of the total population of the college under study was sampled. A participant suggested the need to pay more attention to the methodology of the study.

PARALLEL SESSION 2C: EDUCATION

NAME OF CHAIRPERSON: DR VICTOR MUCHEMWA
NAME OF RAPPORTEUR: MRS LYDIA MIREKU

Insights into Behavioural Challenges in ASD Children in Peshawar Autism Centres and Parental Perspectives on its Management: A Mixed-Method Study. - Malak Amanullah Khan

The presentation commenced with an explanation of the Autism spectrum disorder (ASD) as a complex neuro-developmental disorder characterised by repetitive behaviours, restricted interests and Social impairments. The Rationale of his study was children with ASD may exhibit a range of behavioural problems that can vary in severity, therefore the need to address common behavioural issues and to improve the quality of intervention and life of the children. The objectives of his study was to determine the frequency of common behavioural problems in children with autism and to explore parental perception of autistic children about its available management and effectiveness. The researcher used both quantitative and qualitative methods in gathering data for his research. A Sequential exploratory mixed method study was conducted on 100 Autistic children in Autistic Centres of Peshawar with the age range of 1 and half year to 6 years. Purposive sampling technique was used and parents of autistic children were asked to fill out a CBCL questionnaire and participate in an interview. The qualitative data was analysed using Braun and Clarke's thematic analysis method using NVivo 14, while the quantitative data was analysed using SPSS 26. The findings revealed that the most prevalent behavioural issues were aggression (24%), attention problems (19%), withdrawal (16%), and somatic problems (15%). The findings further revealed that the majority of parents expressed their full satisfaction with the available resources for managing autism, and they reported improvements in their children's behaviour through various interventions.

The discussion centred on what interventions were implemented in supporting the behavioural challenges in ASD children, and how effective they were in managing the children. There were further discussions on how aggression could be managed in autistic children, the possibility or otherwise, and finally, the cultural aspects that were considered in the study.

Cristo Rey Schools in America. - Julie Robinson

The researcher introduced the presentation by highlighting that the Cristo Rey Schools were established as a preferential option for the poor to enable students from homes of multiple deprivation to proceed the university. She highlighted that they wanted to support the local community and to make school education accessible for all. The aim of the study was to critically examine the vision and operation of the Jesuit founded Cristo Rey schools in America. She highlighted that the schools were designed to provide greater educational opportunities for marginalised and ethnic minority working-class young people in areas of deprivation. The study drew on documentary analysis that examined a wide range of relevant literature. The documents analysed included official reports; primary historical accounts of Jesuit education in America and Cristo Rey schools, and research literature on Jesuit education. The research findings revealed that Cristo Rey schools were very successful in supporting marginalised young people into higher education. The researcher highlighted that around half of the young people moved on to study at a partner universities. As part of the funding stream for attending the school, the young people were expected to work one day a week on a corporate placement (which provided 60% of the fees), with part of the work placement providing a designated one-to-one mentor which included many examples of rich, relational dynamics forged between the young person and the mentor. It was emphasised that the complex findings present some serious challenges for the claims that these schools follow a Christian preferential option for the poor. There was no discussion after the presentation due to the time constraint.

“Perceptions of Mobile Learning among Senior Secondary Students, Their Parents, and Teachers during the Pandemic Era” - Md Mujahid Alom

The researcher stated in his introduction that Mobile Learning is a method of learning that uses mobile devices like smartphones, tablets, or laptops to access educational content. He explained how Mobile Learning has emerged as a critical tool for delivering educational content and fostering student engagement amidst the challenges posed by the pandemic. The research objectives was to determine the perception towards Mobile Learning of senior secondary students, teachers, and parents in the pandemic era. The researcher employed a cross-sectional survey design, with a sample consisting of 300 participants, including 125 parents, 125 senior secondary students, and 50 teachers through a purposive sampling technique from the schools of Budaun district, Uttar Pradesh, India. The study employed a cross-sectional quantitative approach to gather data through a structured questionnaire. This

consisted of 45 items measured on a 5-point Likert scale. The findings revealed that the mean score of students (140.13) was more than the teacher's (139.58) and parents' (139.53). The study also revealed that the student parent's mother and father t-value (-0.011) and p-value (0.422) indicated a slight difference between male and female parents' perceptions of Mobile Learning (Not significant). It further revealed that teachers' perceptions towards Mobile Learning (p-value of 0.381) are much higher than the joint significance threshold of 0.05; which indicates that the observed difference is not statistically significant. It was concluded that a digital literacy scale is crucial for higher education students as it helps measure their ability to navigate, evaluate, and create digital content. Therefore, students must effectively use digital tools for research, communication, and collaboration.

During the discussion, a question on the extent of effectiveness of gamification on students' learning was raised. The researcher answered that the students used their mobile phones to engage in a lot of games from different platforms which was fun and engaging at the same time.

Ukraine During Crisis: Practitioner Perspectives on Sustaining and Reinforcing Teaching and Learning. - Ulana Plawuszczak Pidzamecky

The researcher commenced her presentation by explaining Teacher Professionalism and Professionalisation, the terms "Flourishing," "Neoliberalism, the rise of knowledge, the change, and how that means to Ukraine. She further highlighted the conditions for Education in Contemporary Ukraine, with reference to the impact of COVID-19 and Russian War on Ukraine. The aim of the study was to investigate Ukrainian elementary school teacher perceptions of their profession flourishing within the current education environment in Ukraine. The study involved 12 participants, in exploring the relationship between professional and personal flourishing, attending to the contexts of state and society within conditions of ongoing neoliberal education reform since Ukraine's independence. The researcher adopted a qualitative interpretivist/constructivist study, employing narrative inquiry, template analysis, and virtual data collection through semi-structured group discussions, visual data instruments and semi-structured individual interviews. The findings revealed that the capacity-building elements for professional flourishing included perseverance, innovation and identity cultivation.

During the question time, a participant wanted to know whether teachers in Ukraine will experience future improvement or greater restraint. Obviously the question will be better addressed in the future as it was outside the scope of the research.

Teaching English through Blended Learning for Developing the 21st Century Skills of UG Students: An Experimental Study. - Adams Alex

The presentation commenced with the definition of "Blended Learning", explaining its importance in today's world, particularly as students move on to college, workforce, and adult life. The objectives of the study was to enlarge learner autonomy in Blended Learning, to develop 21st century skills through blended learning method for easy and effective language teaching, to adopt uninterrupted learning experience in English with the use of latest technology, to include Blended Learning method and 21st Century Skills development, as a subject of learning in the curriculum and to build a more flexible and inclusive education system for the future. The study was conducted among undergraduate students to analyse their way of learning, competence and skills and to develop their 21st century skills. It applied English Language teaching and learning methods like, mobile-assisted learning, computer-assisted learning, ICT language teaching, gamification, infographics, theory of multiple intelligences etc. This study was conducted through a pilot study, pre-test, post-test, assessment and evaluation. The findings revealed that students found difficulties in communication, critical thinking, problem solving and digital competence. A sequence of activities on 21st century skills and Blended learning were presented to the students using interactive e-Games, Web 2.0, Augmented Reality and Virtual Reality, Info-graphics, Brain Gym, Vlog, Social Websites. It was also revealed that students were able to learn through Blended Learning and develop 21st century skills effortlessly, and there were notable developments from the pre-test to the post-test among students. Rubric analysis was used as assessment technique to assess the competence and performance of the students.

The question time started with a participant's curiosity about whether English language can be taught by incorporating the understanding of our mother tongue? In their response the researcher shared their experience of their inability to speak good English during his elementary school years because he studied in a non-English environment and was not taught in English Language. However, placing him within the English speaking environment later helped him to communicate in English.

Another participant asked about the major skills developed by the students from the findings of the study. The researcher answered that while doing the pre-test he could identify that the above mentioned skills were not taught in the classroom. So he recommended improvement by incorporating these essential skills in the day-to-day delivery.

Finally a participant wanted to know if blended learning was a good teaching approach. The researcher explained that the blended learning approach was very useful for the students because they had to travel a long distance to get to school, and they did not have enough facilities to do so except to consider blended learning. He also emphasised its usefulness at the time of COVID-19 outbreak.

VALEDICTORY SESSION SUMMARY

The Valedictory Session of the 11th LSME International Research Conference, included a discussion of several key points, insightful speeches and acknowledgements.

Dr Sarita Parhi, Principal of LSME, thanked all participants, presenters, and organisers for making the Conference remarkable. She highlighted the focus on quality over quantity in this year's event, so we condensed a traditional two-day event into a focused one-day programme. She was appreciative of the intellectual engagements, thought-provoking conversations and meaningful exchanges.

Professor Stephen McKinney, the Conference Chair, reflected on the day's events, praising the quality of the research papers and the high level of engagement from participants. He noted the importance of the themes discussed and the vibrant discussions that took place. The conference featured diverse topics addressing global challenges in education, healthcare, and business. The research presented was noted for its potential impact on policymaking and planning.

Dr Ravi Kumar, the Conference Convener and Director of LSME announced plans for the 2025 conference. These include returning to the face-to-face format in London and focusing on Responsible Research and Innovation (RRI). The conference is also being considered for holding in India. Certificates of participation and presentation will be issued within two weeks. The conference proceedings booklet will be published, and the research book from the 2023 conference will be launched on 5TH December 2024.

Dr. Clement Sinyangwe emphasised the critical role of Information and Communication Technology (ICT) in education, healthcare, and business, underlining the need for ethical considerations in digital transformation. His insights reflect the growing influence of digital technologies in shaping various sectors and the necessity of responsible implementation to ensure sustainability, inclusivity, and security

Professor William Phiri, Vice Chancellor of Chalimbana University, gave the valedictory speech. He expressed his delight to learn about the depth of knowledge, innovative ideas, and thought-provoking papers that have been presented over the course of the day. He thanked everyone who has contributed to the conference—through your research presentations, active engagement, or thoughtful questions— for enriching the platform and the world around us with their insights. He praised the conference committee for fostering responsible research and emphasised the importance of collaboration and innovation in addressing global challenges. He acknowledged the appropriateness of the theme of the conference as it underscored the critical role of academia and research in driving positive change. He agreed that our approach to research and development cannot be disconnected from the pressing environmental challenges we face. He urged all scholars, educators, and leaders of tomorrow, to help shape policies, and drive the changes needed to safeguard our planet.

In her vote of thanks, Dr. Shelly Aggarwal expressed deep appreciation to all keynote speakers, presenters, and organizers for their invaluable contributions to the success of the conference. She acknowledged the keynote speakers for their insightful and thought-provoking addresses, which set the stage for meaningful discussions and provided a strong intellectual foundation for the event. She added that their expertise and perspectives enriched the conference, inspiring attendees to reflect on emerging trends, challenges, and opportunities in their respective fields. Dr. Aggarwal also extended her gratitude to the presenters, whose research, case studies, and innovative ideas added depth and diversity to the discussions. Furthermore, she recognised the tireless efforts of the organising committee, and support staff, whose meticulous planning ensured the smooth running of the event. She also thanked the audience—delegates and researchers whose active participation, thoughtful questions, and networking efforts contributed to the dynamic exchange of ideas.

The session concluded with a call for continued collaboration and engagement in responsible research to address global challenges. The organisers also made final remarks, encouraging participants to complete feedback forms and inviting them to the upcoming book launch event. A group photo was taken to mark the end of the conference.

PART 4 - ABSTRACTS OF PAPERS DELIVERED AT CONFERENCE 2024

TEACHING ENGLISH THROUGH BLENDED LEARNING FOR DEVELOPING THE 21ST CENTURY SKILLS OF UG STUDENTS: AN EXPERIMENTAL STUDY

Adams Alex
PhD Scholar, Department, of English Language Studies, Madurai Kamaraj University, Madurai, India.

ABSTRACT

Present education system needs to adopt advanced approaches, methods and techniques which will allow the under graduate students to acquire and practice 21st century skills effectively. A study has been conducted among under graduate students to analyse their way of learning, competence and skills and to develop their 21st century skills. It has been found that students were finding difficulties in communication, critical thinking, problem solving and digital competence. A sequence of activities on 21st century skills and Blended learning has been presented to the students using interactive e-Games, Web 2.0, Augmented Reality and Virtual Reality, Info-graphics, Brain Gym, Vlog, Social Websites. Students were able to learn through Blended Learning and develop 21st century skills effortlessly. There were notable developments from pre-test to post-test among students. Rubric analysis has been used as assessment technique to assess the competence and performance of the students.

Keywords: Blended-Learning, 21st Century Skills, Digital Competence, Online Education.

THE IMPACT OF FINTECH - BASED SOLUTIONS ON CUSTOMER EXPERIENCE IN THE STATE-OWNED INSURANCE COMPANY OF MALDIVES

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ABSTRACT

The business dynamics of the new insurance industry of Maldives is acutely impacted by fintech. FinTech has become indispensable in the financial services industry and its use is becoming increasingly prominent in the developing insurance industry.

This research aims to analyse the impact of FinTech-based solutions on customer experience of a state-owned insurance company, Allied Insurance. Explicitly, the study focuses on customer experience related to using fintech-based applications to access insurance service compared to traditional insurance services. The study also examines the apparent benefits and difficulties of FinTech for customers and whether FinTech has positively reformed customer experience in the insurance sector. The data for this survey will be collected through primary and secondary sources. A self-administered questionnaire will be hosted using Google Form, which will consist of general personal information, FinTech-based solution infrastructure, channels and tools and customer experience-related questions for the primary data collection will be used.

Keywords: Accessibility, Customer Experience, Customer Satisfaction, FinTech.

EFFECT OF CORPORATE ETHICAL ISSUES ON FIRM'S FINANCIAL PERFORMANCE: AN EMPIRICAL ANALYSIS FROM GLOBAL ENVIRONMENT

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Adamas University, Kolkata, West Bengal, India.

ABSTRACT

The purpose of the study is to analyse how the corporate ethics influence the financial performance of enterprises. The study not only finds the levels of relation between corporate ethical disclosures and firms' performance but also analyse the degree of association between various corporate ethics and firms' performance.

Top 100 global firms based on market capitalization rate of March 2024 are used in the analysis as samples. Data has been collected for the period of ten years from 2013-14 to 2022-23.

The study treats corporate ethics disclosures as an independent variable. Corporate ethics are measured by four sub-indexes such as corporate ethical disclosures towards employees, corporate ethical disclosures towards environment, corporate ethical disclosures towards society and corporate ethical disclosures towards corporate governance. The financial performance which is dependent variable is incorporated in this paper and measured by various profitability ratios. ROA, ROE, and Tobin's Q ratio.

Validity of the sub-indices of corporate ethics disclosures are analysed through KMO test.

ADF (Augmented Dickey Fuller) test has been done to check the stationarity of the time series data.

Multicollinearity of independent variables are checked through VIF (variance influence factor).

Robustness of panel data is analysed through FE (Fixed Effect) method to find out the effect of corporate ethics on firms' value. The study reveals that corporate ethical disclosures towards environment and Governance have a significant effect on ROA, and Tobin's Q ratio. However, ROE is significantly affected by corporate ethical disclosures towards environment only. But corporate ethical disclosures towards society have a negative significant effect on Tobin's Q Ratio. So we can conclude that financial value of a firm is significantly effected by disclosing corporate ethics towards environment and governance.

Keywords: Corporate Ethics, Firms Performance, KMO Test, ADF Test, Multicollinearity Test, Panel Data, FE Method.

GEL Classification code: C23, M14, M40, M42, and M480.

LADDER OF EFFECTIVE TEACHING AS REFLECTIVE TEACHING

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ABSTRACT

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeably and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Reflective practice has become a focus of interest and a powerful movement.

The complexity of teaching requires teachers to develop their practices for their own professional development in order to improve and to increase learner performance. Reflective practice is the ability to reflect on an action so as to engage in a process of continuous learning. Experience alone cannot necessarily be a key rationale for reflective practices but it is deliberate reflection on experience is essential for learning. Reflective teaching means looking at what and why is being done in the classroom, and thinking about if it works - a process of self-observation and self-evaluation. Reflection is a core component of effective teaching.

A reflection in teaching requires practical assessment as well as diagnostic assessment. i.e. ability to reflect on what, why and how to do things, and to adapt and develop their excellence in teaching. Reflective teaching is a more systematic process of collecting, recording and analyzing a teacher's thoughts and observations, as well as those of their students, and then going on to making changes. It is a cyclical process. Reflective practice is a process that facilitates teaching, learning and understanding, and it plays a central role in teachers' professional development. This paper attempts to deal with the efficacy of ladder of effective teaching.

TGT, Bharatiya Vidya Bhavan, Vidyashram, Jaipur.

Keywords: Ladder of effective Teaching, Reflective Teaching, Mathematical Skills, Professional Development of Teacher.

EFFECT OF METAEMOTIONAL STRATEGIES ON DIVERGENT PRODUCTION ABILITIES AND COGNITIVE DISSONANCE

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ABSTRACT

Human beings experience subjective stimuli and responses called emotions such as joy, sadness, fear, or anger. Emotions have been studied in several scientific disciplines like biology, psychology, neuroscience, psychiatry, anthropology, and sociology as well as in business management, advertising, and communications. As a result, distinctive perspectives on emotions have emerged, appropriate to the complexity and variety of the emotions themselves. In the present study researchers used this variable in the field of education in a new and much needed perspective i.e. metaemotion which means to know about one's own and others' emotions. This study aims to study the effect of metaemotional strategies on Divergent production abilities and Cognitive Dissonance. Experimental Design consisting of controlled and experimental groups was used in this study. For this purpose pre-test was conducted among 50 adolescents of class 11. Pre-test of divergent production abilities and cognitive dissonance was given to class 11 students. Scores were equated and they were further divided into two groups i.e. experimental group and control group. Modules designed by the researchers pertaining to Metaemotional strategies were delivered to the experimental group for one month and ordinary teaching was done with the Control group during this period. At the end of the experiment, post-test was given related to divergent production abilities and cognitive dissonance to verify the effect of metaemotional strategies on the students of both the groups. The results highlight the importance of metaemotional strategies as it proved to be having a significant effect on Divergent production abilities. The more learners are aware about their emotions, the more they are creative, which helps them recognize their strengths and weaknesses. In other words the students' metaemotion allowed them to be more creative. The study also demonstrated that there is significant effect of metaemotional strategies on cognitive dissonance of senior secondary school students thereby rejecting the null hypothesis that there exists no significance effect of metaemotional strategies on Cognitive Dissonance. Hence, Metaemotion can duly affect individuals' thoughts, beliefs, and behaviors. The effect of metaemotional strategies may vary depending on individual differences and the specific circumstances surrounding the variables used in the study and other related variables.

Keywords: Metaemotions, Divergent Production Abilities, Cognitive Dissonance, Adolescents.

THE IMPACT OF THE RECENT ADOPTION OF FOREIGN EDUCATIONAL PRACTICES ON TEACHER TRAINING PROGRAMMES IN INDIA-A QUALITATIVE STUDY

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ABSTRACT

In view of the recent global conflicts and changing power structures, many countries have begun to adopt/ implement policies conducive for their own growth. This is particularly true of a country like India, which made certain drastic changes in its foreign and internal policies during the last decade. In fact, the present Indian government which was voted to power in 2024 for a third consecutive term, since its inception, had been striving to implement the New Education Policy which they finalized in 2020.

An explicit change perceived is in the area of teacher education where a new Integrated Teacher Education Programme (ITEP) is being introduced. The investigator a teacher educator by profession who for two decades had been teaching the traditional Bachelor of Education programme but recently commenced teaching the new ITEP course poses a series of questions related to the new programme. They include ones related to the lowering of age for joining secondary teacher education programmes, the prescribed content for study, and the problems likely to incur in integrating Education courses with specialization in subjects taught at the Under Graduate level.

Through a review of the new curriculum of ITEP, collection of data from institutes which transact the new ITEP curriculum and own experience of teaching trainees of both the traditional BEd courses and the new ITEP, the investigator identifies certain lacunae and proposes solutions to plug the loop holes. It is hoped that the findings of the study would open the eyes of authorities in developing countries keen on adopting foreign educational practices for up skilling its teacher-training sector to meet the demands of an increasingly globalized world.

Keywords: Content Knowledge, Curriculum, Pedagogic Knowledge, Teacher Education, Tradition.

ACCESS TO FINANCE AND WOMEN'S ENTREPRENEURSHIP DEVELOPMENT IN NEPAL

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ABSTRACT

This study explores the factors influencing access to financial resources for women entrepreneurs in Kathmandu Valley, Nepal, highlighting the crucial role of financial education. Despite efforts by the Nepal Rastra Bank and an increase in female literacy, barriers to financial access persist, particularly affecting women entrepreneurs. Using a sample of 534 women entrepreneurs, the study employs descriptive and quantitative methods to examine the impact of entrepreneurial characteristics, firm characteristics, financial attributes, and policy frameworks on financial accessibility. The findings indicate that financial attributes and policy frameworks significantly influence access to finance ($p<0.05$), while entrepreneurial and firm characteristics have a lesser influence. This suggests that enhancing financial education and creating supportive policies are key to improving financial access for women entrepreneurs. The results align with global research, suggesting the need for targeted interventions to empower women in entrepreneurship. This research contributes to understanding the challenges faced by women entrepreneurs in accessing finance, emphasizing the importance of financial education and policy support. It provides valuable insights for policymakers, educators, and financial institutions to foster an inclusive entrepreneurial environment, thereby supporting economic growth and gender equality in Nepal.

Keywords: Financial Inclusion, Economic Empowerment, Business Challenges, Capital Market, Small and Medium Enterprises (SMEs).

POSITIVE MENTAL HEALTH AMONG UNDERGRADUATE STUDENTS OF ODISHA IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

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ABSTRACT

Better mental health is a prerequisite for a person's improved growth. Managing mental health is one of the biggest issues facing the globe today. An individual frequently fails to establish a balance between himself and his social surroundings due to the current social system's sophistication and the fast industrialization that has occurred. In many spheres of life, mental health has become an important notion; therefore, mental health in education is a basic necessity. All the research work on the area of positive mental health reveals that the positive mental health from the above review of related literature it was found that there was no significant difference between the mental health of both males and females (V.Geeta 2014, Estherith 2021, Guillen 2021) and some studies found that male is more mental health than the female (Wilson 2017).A number of studies were found in different states of the country.

The present study is designed to meet the objectives – To find out the difference in positive mental health between girls and boys in Odisha. And To find out the differences in positive mental health among streams in Odisha.

HYPOTHESES

$H0_1$ – There is no significant disparity in positive mental health between male and female undergraduate students in Odisha.

$H0_2$ – There is no significant disparity in positive mental health between students studying commerce, science, and the arts in Odisha.

The investigator had selected 120 undergraduate students (60 males and 60 females) in arts and science and commerce were selected randomly. the investigator employed a descriptive survey method to study the positive mental health of students. To assessed positive mental health the researcher used standardized tools developed by Dr. C.D Agashe and Dr. R.D Helode. In order to make the data bias-free and make the analysis procedure a good one, the investigator personally visited the undergraduate students with the prior permission of the supervisor and higher authority, then he met the respondents and data were analyzed by using SPSS software. The results found that there were no significant differences in positive mental health between male and female undergraduate students and also found that science students are more positive about mental health than arts and commerce students.

Keywords: Positive Mental Health (PMH), Undergraduate Students, Demographic Variables.

COMMUNITY AWARENESS AND PREFERENCES FOR PARTICIPATING IN ECOTOURISM ACTIVITIES IN EPPING FOREST, LONDON, UNITED KINGDOM

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ABSTRACT

More recently, ecotourism has been defined as responsible travel to a natural area, with sensitive purposes such as acquiring knowledge, learning about the local culture, and enjoying natural environments. The principle of socio-environmental sustainability is the basis of ecotourism. Nonetheless, further research in the literature is required to fully understand the elements that affect community participation in ecotourism in the ecosystems surrounding metropolitan centres. Despite the fact that the term has always been ill-defined and contentious, writers have examined and put forth a few essential guidelines to comprehend ecotourism: it must be grounded in nature, incorporate sustainability, education, preservation, and distribution of benefits, as well as ethics, responsibility, and awareness.

This study examines how ecotourism supports community-based ecosystem management using the Epping Forest (EP) in London, United Kingdom, as a case study. In-situ and reconnaissance survey-style approach was used to ascertain the ecological resources, whereas the social willingness to participate in ecotourism and the benefits that the participants preferred was assessed using an opinion-poll case study methodology.

Results showed that EP is a 2,400-hectare forest with natural ecosystems, located on the fringe of the London built-up area, between Greater London and Essex, according to the findings. It's London's largest woodland. The forest was discovered to have a diversity of habitats and a wealth of ecological resources, making it an important area for a variety of flora species: pollarded trees and secondary woodland tree species like Pedunclate oak (Quercus robur) ($p=0.012$), European beech (Fagus sylvatica) ($p=0.031$), silver birch (Betula pendula) ($p=0.015$). Fauna species include: fallow deer (Dama dama) ($\alpha \geq 0.15$), muntjac (Muntiacus reevesi) ($\alpha \geq 0.18$), and European adder (Vipera berus) ($\alpha \geq 0.13$). Study further showed that the forest attracts large numbers of mountain bikers (10.2%), Horse-riding (13.7%), as well as footballing activities (7.2%). Majority of respondents believed that their participation was essential to the development of the EP ($\alpha \geq 0.361$) and that ecotourism would promote local environmental conservation.

In conclusion, the EP makes a significant contribution to local ecotourism activities. As a result, local perspectives on ecotourism indicated that determining the resources available and the residents' willingness to engage in ecotourism before implementing is highly important. It was suggested that further research be done on the participants' interest in taking part in ecotourism studies and their understanding of how ecosystems and society interact.

Keywords: Ecotourism, Epping Forest, Ecological Resources, Horse-Riding, Environmental Conservation.

PERCEPTION OF ADOLESCENTS REGARDING TEACHER'S TREATMENT IN CHANDIGARH: TRICITY, INDIA

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ABSTRACT

INTRODUCTION

With the advancing times, technology and population all around the world, school improvement and teacher education is now the need of the hour to not only teach and secure the present generation but also the future generation. It is important to understand that there is need of school improvement and teacher education in every area globally. Everyone has had the ubiquitous sense of school improvement, teacher education and etiquettes, but awareness & addressing the problem requires an understanding of these aspects.

This research examines the relationship between teachers, adolescent students and their perception of teacher's treatment. Participants were from demographically and ethnically diverse sample of 600 students of Chandigarh tri-city: Chandigarh (UT), Panchkula (Haryana) and Mohali (Punjab), India, the sample population consisted of adolescent students of classes 9th – 12th of both the genders: male and female.

PURPOSE & METHODS

The contents of this paper will assist us in understanding the state of instructors' current treatment of teenagers in the classroom. This will serve to better the lives of Indian teenagers, both boys and girls, as well as the way that the institution and teachers handle their students in schools.

In accordance with the objectives of the study primary and secondary data i.e. thesis, research papers, articles, journals, sites, etc. were studied. It is a comparative study and the findings demonstrate that sample population believe to be treated almost equally.

RESULTS

The findings demonstrate that sample population believe to be treated almost equally. As per the results majority population believe they are treated equally without any gender discrimination whereas some proportion of the population believes that girl students are treated with slight biasness.

CONCLUSION

For education to remain viable over the long term and have an impact on society, understanding these perceptions is essential for improving educational outcomes and student well-being. Furthermore, prioritizing appropriate courses, training programs and basic qualification is a must for school improvement and teacher education to have a better society to live in.

Keywords: Gender Discrimination, School Environment, Perception, Teacher's Treatment and Adolescents/ Teenagers.

BRIDGING THE GAPS BETWEEN HUMAN INTELLIGENCE AND ARTIFICIAL INTELLIGENCE IN THE FIELD OF MENTAL HEALTH CARE AND SERVICES

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ABSTRACT

With passing time advances in technology has proven to be an essential need even in the fields of education and health care. During and in the post covid period, there was visible influence of technology to continue with the education and also in providing online health care service. The same is still continuing in both the sectors with the help of different Apps and portals whichever suits the requirements. The introduction of artificial intelligence though was made decades ago, but the utilisation of it is at its peak in recent time. There are AI apps that are catering to the psychological needs of human beings (Minerva and Giubilini, 2023). The popular AI-driven apps in providing psychological counselling and support include Woebot, Wysa, Talkspace, Moodpath and Youper. AI can simulate human cognitive functions (Singh, 2023) through which it can provide the clients with a structured cognitive behaviour therapy which may or may not cater to everyone's needs and/or which may or may not prove to be beneficial in resolving the day to day crisis in life. These apps help in tracking mood and in providing personalized recommendations. These psychological apps are accessible and convenient and also can be used in community support. Despite all these unique features these apps lack many significant humane components to deal with the mental health issue like emotional intelligence, empathy, and of course human interactions of any kind (Higgins et al., 2023). Here arises a question and that is whether should these drawbacks hold back using those apps in the field of mental health care or should these drawbacks be surpassed by proper and effective utilization of those apps in dealing with mental health issues and in assessing psychological disorders? This present article is thus concerned in finding the drawbacks and possibilities of the AI apps in addressing mental health issues, and in providing therapy and solutions to the psychological problems of individuals (Talati, 2023), and also in suggesting reasonable ways to bridge the gaps between human intelligence and artificial intelligence in promoting mental health and well-being (Graham et al. 2020).

Keywords: Mental Health Care, Mental Health and Well-Being, Human Intelligence, Artificial Intelligence.

INFLUENCE OF LINE EXTENSION STRATEGIES ON CONSUMER BUYING BEHAVIOR IN THE BRANDED FOOD INDUSTRY

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ABSTRACT

This research investigates the impact of line extension strategies on consumer buying behaviour in the branded food products sector. Line extension, a common marketing strategy where a parent brand launches new products under the same brand name but with different attributes (e.g., flavours, sizes, or nutritional profiles), is often employed to leverage brand equity and attract diverse customer segments. The study aims to analyze how these extensions influence consumer perceptions, brand loyalty, and purchase decisions.

PURPOSE:

By examining various case studies and employing quantitative methods such as surveys and statistical analysis, the study will provide a comprehensive analysis of the variables that shape customer preferences along with the efficiency of line extension tactics in increasing market share and profitability for food brands.

KEY FINDINGS:

This study will shed light on the behavioural and psychological aspects of consumer decision-making in the context of branded food products. The research will explore variables such as brand familiarity, perceived quality, innovation, and risk associated with new product trials. Additionally, it will assess the role of demographic factors and individual differences in shaping buying behaviour.

CONTRIBUTION:

The outcomes of this study will offer valuable insights for marketers and brand managers in the food industry, guiding them in developing successful line extension strategies that resonate with consumers and foster long-term brand loyalty.

METHODOLOGY:

The research is based on primary data collected from 150 consumers by conducting a survey using a structured questionnaire method. To test the reliability of the questionnaire, the Cronbach Alpha test is applied. SPSS software is used for data analysis. For this study, the objective and the hypothesis will be validated through descriptive as well as inferential statistics.

Keywords: Brand Equity, Customer Perception, Brand Loyalty, and Customer Preferences.

SERVOQUAL: MEASURING SERVICE QUALITY FOR DISTANCE EDUCATION IN PONDICHERRY UNIVERSITY: A CASE STUDY

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ABSTRACT

The purpose of this paper is to investigate service quality of MBA program offered by DDE, Pondicherry University. Specifically, this study investigates the five dimensions of SERVQUAL instrumentation (reliability, assurance, tangibles, empathy, and responsiveness). The study also examines the validity and reliability of SERVQUAL in assessing Distance Education of Pondicherry University. A total number of 300 MBA students studying through distance education in Pondicherry University are considered to participate in this study. The objectives of this study is to find out the expectations of MBA students.in all five dimensions of service quality, and to identify the gaps between perceptions and expectations. The gap analysis between service perceptions and expectations to be analysed in this study and to identify the measures to improve service quality Consequently, for the institution to improve the service delivery in order to minimise the gap between the perceptions and expectations of MBA students of DDE, Pondicherry University.

Keywords: Distance Education, DDE, SERVQUAL, Service Quality, Perception, Expectation.

AN ANALYTICAL STUDY ON MENSTRUATIONAL HEALTH AND HYGIENE PRACTICES AMONG ADOLESCENT GIRLS RESIDING IN SLUM AREAS OF CHANDIGARH

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ABSTRACT

Menstruation and menstrual practices are still clouded by many socio-cultural restrictions. It is noted that many adolescent girls are unaware of the scientific facts and hygienic health practices, which sometimes result into adverse health outcomes. Hygiene-related practices of girls during menstruation are of considerable importance, as it has a health impact in terms of increased vulnerability to reproductive tract infections (RTI). Some of the specific problems of adolescents include malnutrition, menstrual disorders, insanitary facilities, leucorrhoea and psychological issues. The present study would be useful in providing solution to menstruation related problems and in generating awareness about hygiene during periods. The sample taken was, forty adolescent girls residing in Bapu Dham Colony, Chandigarh. Majority of the girls (32.5%) were of 13 years of age followed by 27.5 percent and 17.5 percent of 11 and 7 years respectively. Most of the girls experienced pre-menstrual syndrome, which include hardening of breast, back pain and white discharge from vagina. Majority of the girls (80 percent) replied that they felt unclean during the periods. Majority of the girls were not aware about Tampons or menstrual cups. Most of the girls disposed off their sanitary napkins in newspaper and 15 percent of girls flushed off their napkins in toilets. There were 12.5 percent of girls who responded that it was because of pain during periods they usually missed their school. There were 37.5 percent of girls who did not have any knowledge about Reproductive Tract Infection (RTI).

The foremost conclusions from the study are that, even though majority of girls living in slums were aware about Menstruation, puberty and the period of Adolescence but still it is urgently required to impart intensive training regarding their body mapping. More of Psychological Counseling sessions of girls along with their mothers are required. It is of utmost importance, that during awareness programs, information regarding RTI'S and HIV/AIDS should be imparted. Local Government, NGO's, Educational institutes and Social activists need to join hands to act upon the alarming health concern of budding girls. It is obligatory to make society understand that Menstruation and hygiene needs to be discussed explicitly, as it is a normal biological process, not a Taboo.

Keywords: Menstruation, Health, Hygiene, Adolescence, Wellbeing.

ADULT LITERACY PROGRAMS AND THEIR IMPACT ON WOMEN'S LIVES: A CASE STUDY OF BENGALURU'S SLUMS (INDIA)

Dr Stanzin Nouskit
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ABSTRACT

Adult literacy programs play a crucial role in improving the lives of women, particularly in marginalized and underserved communities. These initiatives focus on equipping women with essential reading, writing, and numeracy skills, which greatly enhance their personal, social, and economic well-being. Increased literacy among women boosts their self-confidence and empowerment, allowing them to participate more actively in decision-making processes within their families and communities. Furthermore, literate women are better able to access healthcare information, manage family health, and support their children's education, fostering a cycle of improved educational outcomes across generations. Economically, literacy skills improve women's employability, opening opportunities for better-paying jobs and entrepreneurship, which contribute to reducing poverty and promoting gender equality. Therefore, adult literacy programs serve as powerful tools for social transformation, fostering more inclusive and equitable societies by addressing educational disparities that affect women. The present study focuses on the impact of adult literacy programs on the lives of women residing in the slums of Bangalore. The sample consists of 200 women from rural Bangalore slums, selected through a clustered sampling method. The study includes non-literate women aged 15 to 50 years, both those participating in adult literacy programs and those who are not. Data was collected using an interview schedule. The study found that most of the women were homemakers, with a few working in small factories. After participating in the literacy program, they gained the ability to read and write, enabling them to support their children's education. The study also revealed that these women could assist their husbands in business and manage financial matters at home. Nearly all participants viewed women's education as extremely important. Many participants indicated that the adult literacy program significantly improved their arithmetic skills, helping them understand and apply numerical knowledge in daily life.

Keywords: Adult Literacy Programmes, Women, Slum, Bangalore.

MICRO ENTERPRISE & ENTREPRENEURSHIP
'IN TIMES OF GROWING UNEMPLOYMENT, THE NEED FOR NURTURING AND SUSTAINING THE CONCEPT OF MICRO ENTERPRISES AND ENTREPRENEURSHIP - ARE WE PREPARED ENOUGH?'

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ABSTRACT

Micro enterprise and entrepreneurship is a crucial field in today's technical world. Micro enterprise is also known as 'Micro business' which employs few people, less than nine. Entrepreneurship is a typical marketplace which reduces the burden of job creation and encourages self-employment with limited resources. This paper aims to highlight on Micro enterprises with emphasis on the skills that are required for entrepreneurship including creativity, problem- solving and innovation to identify opportunities and solutions. Now the question is will it be possible to generate employment opportunity through different skills like sports, visual arts etc. Therefore, it is extremely important to focus on advancement of skill, relevant to the emerging economic development, so that India can transform into Knowledge Economy. The researcher will devote special attention on interviewing female and male entrepreneurs separately across various fields of business to get a practical idea on it.

During the pandemic, the micro enterprises encountered huge losses and efforts were made to compensate them during the annual budget announcement post the pandemic. Today India's micro enterprises number stands at 63.5 million which has increased considerably. A paradigm shift has led towards 'owning businesses' since the instabilities of the job environment couldn't be ignored.

Information was gathered from 15 small enterprises and different types of nano entrepreneurs such as hawkers in and around Mumbai suburbs to understand their workings, business model and strategy for long term sustenance. What drove them to start enterprises? Did they acquire special skills? What lacks in sustaining their businesses in the long run and what more is needed to uplift these businesses? These questions were highlighted in the survey. Compilation of their responses (primary data) and mapping their responses against the reality of the measures (secondary data) taken for these businesses (so far) will form the essence of this paper.

Entrepreneurship in India is a gateway to many opportunities for people as it creates job and provides a dignified, means of livelihood to many below the poverty line, besides its significant contribution to the overall GDP growth. It positively impacts the local economy with an excellent capacity to accommodate an effective skill development program. There are several schemes launched to promote micro entrepreneurship in the country by PM namely Emergency credit line guarantee scheme (ECGLS) that provided credit to more than 130 lakh micro enterprises, Raising and Accelerating MSME performance (RAMP) programme, 50,000 Cr rupees equity infusion through MSME Self-Reliant India Fund, Udyam, e-Shram, National Career Service (NCS) and Aatama nirbhar programs (self-reliance programs). Studying the efficacy of these programs also forms an important part of this paper to arrive at implementable recommendations.

Keywords: Microenterprise, Micro Entrepreneurship, Skill Development, Nano Business.

INDIAN WISDOM OF CHAKRA MEDITATION: AN ALTERNATIVE THERAPY FOR PSYCHO-SOCIAL ISSUES

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ABSTRACT

A chakra is a centre of energy, it means “wheel” by association with its function as a vortex of spinning energy interacting with various physiological and neurological systems in the body. Chakras are energy centres within the human body that help to regulate all its processes, from organ function to the immune system and emotions. We can commonly count seven chakras throughout our body, from the base of our spine to the crown of our head. Each chakra has its vibration frequency, depicted through a specific chakra colour, and governs specific functions that help to become a better individual in all dimensions of health. With this backdrop, the objective of the study is to explore the role of chakra meditation in reducing psycho-social issues among youths and to identify the transformation that took place in their life. The present study is based on the case study method, and the researcher has done an in-depth interview of cases. The researcher conducted an interactive session with those youths who practice Chakra Meditation.

The researcher found that remarkable progress has occurred after continuous practice of chakra meditation for thirty days. The participants expressed that earlier they faced issues like anxiety, stress, anger, fear, isolation, loneliness, lack of confidence and self-esteem at a psychological level. And socially they faced issues like strained relations with family and friends, addictions to smoking and drinking. The results show that after beginning a chakra meditation practice, their lives have been transformed holistically in all dimensions of health. Chakra meditation helps them to feel more self-aware and brings insightfulness and mindfulness. Now, they feel changes in the flow of energy and they are more resilient to any kind of situation. And participants opined that they were more at peace in their bio-psycho-social health level.

Keywords: Chakra Meditation, Psycho-Social, Health, Youths, Energy, Alternative Therapy.

THE HIDDEN COST OF WOMEN'S WORK: A STUDY ON TIME USE AND OPPORTUNITY COSTS IN MADHESH PROVINCE, NEPAL

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ABSTRACT

Background and Objectives: Madhesh Province in Nepal lags behind national averages in health, education, and economic indicators despite agricultural and industrial potential, with women facing significant challenges including poor health, low literacy, gender-based violence, harmful cultural practices, and landlessness. This study was conducted to assess the socio-economic status of women farmers in the province with a special focus on their access to resources, engagement in paid and unpaid works taking their health, education and other socio-cultural issues into consideration. The study was conducted in five Local Government Units across Siraha and Saptari districts, involving 2,058 respondents, of which 75.6% were women farmers.

RESULTS:

Of the total respondents, about 35.2 % were between the ages of 31 and 40, with Madhesi Dalits (Dalit refers to caste-based untouchability) accounting for 34.7%. The illiteracy rate in the study area was high, especially among women (64.65%). The study revealed that about 27.4% of the respondents are landless and they are renting land to earn their living whereas 60% of respondents had year-round food sufficiency based on their production. Cold waves and drought were recognized as key climate threats that impacted agricultural productivity in the study area. Women farmers in the study area spent substantially more time doing unpaid work (unpaid care work, household chores, and subsistence agriculture) than males, average 89.6 hours per week vs 34.3 hours for men. In the study area, only 18% of female farmers possessed land or property in their names. Women farmers had reasonably good access to basic health services, but only 19.25% reported having women-friendly and disabled-friendly infrastructure in their community. Approximately two-thirds of respondents obtained seeds from the private sector, with minimal access to government subsidies (10.3%). Around 51.4% indicated community support for women in leadership roles but only 5.4% of respondents held decision-making positions. Dowry was reported by an alarming two-thirds of respondents, and 68.48% thought 16-19 years old was the ideal marriageable age for girls, despite the legal age of marriage is 20 years. Valuation of unpaid work was done taking “minimum wage” as the proxy; where a woman's unpaid work was worth NPR 273,997.2 per year, compared to NPR 150,091.9 for a man.

CONCLUSION AND RECOMMENDATIONS:

The study highlights significant gender disparities in time use in unpaid work, resource access, and socio-cultural norms. Women in Madhesh Province face challenges including limited land ownership, high unpaid work burden, illiteracy and persistent harmful practices like child marriage and dowry. These findings underscore the need for targeted interventions to improve women's economic empowerment, access to resources, and overall well-being in the region by increasing investment in gender responsive social care infrastructure by recently federated three tiers of the government of Nepal.

Keywords: Madhesh Province, Unpaid Work, Opportunity Cost.

"INSIGHTS INTO BEHAVIORAL CHALLENGES IN ASD CHILDREN IN PESHAWAR AUTISM CENTERS AND PARENTAL PERSPECTIVES ON ITS MANAGEMENT: A MIXED METHOD STUDY"

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ABSTRACT

INTRODUCTION:

Autism spectrum disorder (ASD) is a complex neurodevelopmental disorder characterized by repetitive behaviors and restricted interests, social impairments, and communication difficulties.

OBJECTIVES:

To determine the frequency of common behavioral problems in children with autism and to explore Parental perception of autistic children about its available management and effectiveness.

METHODS:

A Sequential exploratory mixed method study was conducted on 100 Autistic children in Autistic Centers of Peshawar with the age range of 1 and half year to 6 years, from November 2023 to January 2024. Purposive sampling technique was used. Parents of autistic children filled out a CBCL questionnaire (for 1.5-6 years) and participated in an in-depth interview consisting of 9 questions. The qualitative data was analyzed using Braun and Clarke's thematic analysis method using NVivo 14, while the quantitative data was analyzed using SPSS 26.

RESULTS:

According to a study on autistic children, the most prevalent behavioral issues were aggression (24%), attention problems (19%), withdrawal (16%), and somatic problems (15%). 44 codes were generated from the qualitative interviews, which further categories into 15 categories and emerged into 4 themes. The majority of parents expressed full satisfaction with the available resources for managing autism, and they reported improvements in their children's behavior through various interventions.

CONCLUSION:

In Peshawar Autisms Centers autistic children commonly exhibit behavioral issues such as aggression, attention problems, and withdrawn as well as somatic complaints. Majorities of parents have observed significant improvements in their children's behavior through early intervention.

Keywords: Autism Spectrum Disorder, Child, Parent, Therapies.

"PERCEPTIONS OF MOBILE LEARNING AMONG SENIOR SECONDARY STUDENTS THEIR PARENTS, AND TEACHERS DURING THE PANDEMIC ERA"

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ABSTRACT

Mobile learning has emerged as a critical tool for delivering educational content and fostering student engagement amidst the challenges posed by the pandemic. The study aims to determine the perception towards mobile learning of senior secondary students, teachers, and parents in the pandemic era. The sample consisted of 300 participants, including 125 parents, 125 senior secondary students, and 50 teachers, through a purposive sampling technique from the schools of Budaun district, Uttar Pradesh, India. This study employed a cross-sectional quantitative approach to gather data through a structured questionnaire. The instrument used in this study was a structured questionnaire consisting of 45 items measured on a 5-point Likert scale. This study adhered to ethical guidelines, ensuring the rights and privacy of participants were respected throughout the research process. The study revealed that the mean score of students (140.13) is more than the teacher's (139.58) and parents' (139.53). The overall mean score across all participants was 139.79, with a standard deviation of 6.936; the study also indicated that the student parent's mother and father t-value (-0.011) and p-value (0.422) indicates a slight difference between male and female parents' perceptions of mobile learning is not significant. Teachers' perceptions towards mobile learning p-value of 0.381 are much higher than the joint significance threshold of 0.05; this indicates that the observed difference is not statistically significant. The study provides comprehensive insights into the effectiveness and challenges of mobile learning by examining perception towards mobile learning during the pandemic. Understanding these perspectives helps in identifying best practices and areas needing improvement in online pedagogy.

Keywords: Mobile Learning, Digital Learning, Online Education and Pedagogy.

EXPLORING THE LANDSCAPE OF SUPPLEMENT USE AMONG MALDIVIAN ATHLETES

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ABSTRACT

The landscape of supplement use among Maldivian athletes remains largely uncharted, despite the prevalence and potential impact of supplementation on athletic performance and overall health. Limited research exists regarding the types, patterns, and motivations driving supplement consumption among athletes in the Maldives. Additionally, factors such as cultural influences, availability, affordability, and regulatory oversight contribute to the complexity of supplement use within this population. The purpose of this study is to examine the use of food supplements among the athletes in Maldives. A quantitative survey method was employed where a Google Survey form was distributed online via different communication platforms. Approximately 300 responses were received from diverse athletes representing various discipline and competitive levels. Data was analysed using descriptive statistics, frequency distributions and chi-square tests and provides insights into the prevalence, patterns, and correlates of supplement use among Maldivian athletes. Preliminary findings indicate the prevalence of supplement use among athletes with the most common being Vitamins. The motivation to use supplements includes improved athletic performance, improved health, enhance recovery, and prevent injuries. The results indicate that the majority uses supplements to improve performance, (55%), enhance recovery (48%), improve overall health (41%), Prevent Injury (38%), boost energy levels (30%), increase muscle mass (30%) and cater for nutrient deficiencies (25%). These preliminary findings provide a snapshot of the landscape of supplement use among Maldivian athletes and highlight the complexities and nuances associated with supplementation practices within this population. These findings can be used to further explore and undertake research and make general policy guidelines to protect the clean athlete and promote healthy lifestyle.

Keywords: Supplements, Clean Sport, Athletes, Lifestyle, Sports Ecosystem, Education.

"GENDER DISPARITY AND WOMEN AT WORKPLACE ISSUES AND CONCERNS"
A CASE STUDY OF THE AUTOMOBILE INDUSTRY IN TUMKUR DISTRICT OF KARNATAKA.

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ABSTRACT

Gender Sensitization involves raising awareness of gender equality, gender roles, gender sensitivity, gender diversity, and gender inclusion. It is the basic requirement to understand the sensitive needs of the particular gender. It assists us in examining our personal attitudes and beliefs that the realities that we thought we knew. The dimensions of discrimination and stigmatization against girls are rampant and due to fear of abuse, harassment, and exploitation, most of the women/girls remain silent and suppressed without raising their voices. This kind of mindset is inherent in the family itself, even in their society, and continues at the workplace.

Women in India often earn less than men for doing the same work, and they are also underrepresented in higher-paying jobs. According to the World Inequality Report 2022, Men in India earn 82% of the labor income while the share of women's earnings stands at a mere 18%. Violence against women is a major problem in India. According to the National Crime Records Bureau report, there were over 3, 71, 503 reported cases of violence against women in India in 2020. This includes cases of sexual assault, domestic violence, and other forms of abuse. The actual number of cases is likely much higher, as many incidents of violence against women go unreported. One major reason for this is the cultural stigma attached to women who have been victims of violence and stay away from expressing out or seeking help. Here researchers found that there is a big gap and continued gender inequalities across the globe have existed for decades to till today.

The objective of the study is to identify the socio-demographic profile of the respondents. To explore the issues and concerns of gender disparity in the workplace. Suggest suitable Social Work Intervention Strategies. Research Investigators gathered the primary data through the structured interview schedule and the observation method during the research interview.

The outcome of the study: The study outcome depicts that through gender sensitization training sessions reduce gender inequalities and biases in the workplace. In addition to this, it also assists working women to change their mindset and have high self-esteem and pride, decision-making, and speaking out when it is necessary.

Keywords: Gender Disparity, Women, Workplace, Automobile Industry.

SOCIOECONOMIC CHALLENGES FOR GARMENT INDUSTRY WORKERS IN BANGLADESH: AN EMPIRICAL STUDY

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ABSTRACT

The RMG industries are the primary pillars of Bangladesh's economy. It earns a high portion of foreign earnings and contributes to our economy. For almost 4 million workers, the swift growth of Bangladesh's ready-made garment (RMG) industry has created enormous job prospects (Leitheiser et al., 2020; Syed, 2020). Bangladesh has become the second-largest garment exporter in the world and has been a major player in the global apparel industry. The country's remarkable rise from economic adversity to prominence in the apparel and textile industries is proof of its adaptability and perseverance (Mim et al., 2024). The purpose of this study is to ascertain the socioeconomic challenges faced by Bangladeshi ready-made garment workers. In this study, both primary and secondary data are employed. For primary data, the number of samples used was 111 RMG workers, using the non-probability sampling method. Data collection was obtained through questionnaires and interviews with five garments located in Gazipur and Dhaka districts. Important statistical techniques and tools such as descriptive statistics, reliability analysis, factor analysis, and regression analysis are used to draw a realistic conclusion based on authentic findings. The study found that garment workers deal with a range of psychological problems as well as socioeconomic challenges. The lack of appropriate medical treatment and unpaid wages or monthly pay cause the workers' standard of living to be kept below average. The primary reasons behind the diverse range of socio-economic and psychological problems they encounter are unhygienic housing conditions, inadequate social security benefits, joblessness, low earnings, exorbitant daily expenses, restricted access to leisure activities, and inadequate health education. The study will educate policymakers, interested parties, and industrialists on the need to focus efforts on reducing the socioeconomic difficulties faced by Bangladesh's ready-made garment workers and fostering sustainable economic growth. The research's conclusions would close a gap in the body of knowledge in this field.

Keywords: Bangladesh, Economic Growth, Socio-Economic Status, Ready-Made Garment Workers, Employment Opportunity.

TREND ANALYSIS OF OUT-OF-POCKET EXPENDITURE IN HEALTHCARE IN NEPAL

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ABSTRACT

Healthcare financing in Nepal predominantly relies on out-of-pocket (OOP) expenditure, imposing a significant financial burden on households. This paper analyses the trends and determinants of OOP expenditure in healthcare over the two decades. Systematic literature review was done to prepare this study. Research papers of open sources were abstract to find the study gap and Data from the Nepal Living Standards Survey (NLSS) and the World Health Organization (WHO) Global Health Expenditure Database, this study examines the patterns and magnitudes and impacts of OOP spending on health services in Nepal. The study reveals that OOP expenditure constitutes a substantial portion of total health expenditure in Nepal. Between 2000 and 2020, the share of OOP payments in total health expenditure consistently exceeded 50%, peaking at 61.9% in 2010 and slightly declining to 58.7% in 2020. The data indicates a significant increase in OOP spending over the years, driven by rising costs of medical services, pharmaceuticals, and diagnostic tests. Households in urban areas and those in higher income quintiles exhibit higher absolute OOP spending compared to rural and lower-income households. However, the financial burden, measured as the share of OOP expenditure in total household consumption, is disproportionately higher among the poor, indicating regressive impacts of OOP health payments. Approximately, 12% of households incurred catastrophic health expenditure (defined as OOP spending exceeding 10% of total household consumption), and 3% were pushed below the poverty line due to health expenses. Policy interventions aimed at reducing OOP expenditure have shown limited success. While the introduction of health insurance schemes, such as the Social Health Security Program (SHSP), and expansion of free health services have provided some relief, coverage remains low, and implementation challenges persist. Thus, strengthening the health insurance system, increasing government health spending, and ensuring equitable access to quality health services are crucial steps. Additionally, improving financial risk protection mechanisms and expanding the coverage of essential health services without OOP payments are essential to protect households from financial hardship. Thus, reducing OOP expenditure is imperative to enhance financial protection, promote equitable access to healthcare, and achieve universal health coverage. This study contributes to the evidence base needed to inform policy decisions and drive efforts towards a more sustainable and equitable health system in Nepal.

Keywords: Out-of-Pocket Expenditure, Healthcare Financing, Trend Analysis, Nepal, Financial Burden, Health Insurance.

BEYOND BORDERS: UNPACKING THE DREAMS OF NEPALI STUDENTS PLANNING TO STUDY IN AUSTRALIA

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ABSTRACT

The central theme of this study is to explore the dreams and aspirations of Nepali students planning to study in Australia, with a specific focus on the contextual dynamics of Pokhara. This research is highly relevant to the conference theme of "Re-Visioning Practice in Education, Health Care, and Business Amidst Global Challenges" as it delves into the educational aspirations that are shaped by global trends and local socio-economic conditions.

For this study, Pokhara was selected using purposive sampling, acknowledging the significant presence of approximately 35 abroad study consultancies in the area. Out of these, 7 consultancies were purposively selected. The student sample size was determined through convenience sampling, culminating in a total of 202 respondents. Primary data were collected using structured questionnaires through direct interviews with students from 10 consultancies. To achieve the study's objectives, both descriptive and inferential statistical analyses were employed.

The findings reveal that the majority of students are teenagers, unmarried, and from low-income families. Most respondents have secondary-level education, predominantly in the management stream, and half had received a B grade in their current education status. The majority completed their education in private institutions.

Gender-based differences emerged, with male respondents predominantly having completed secondary education, while female respondents were more likely to have completed bachelor's degrees, master's degrees, or other qualifications such as nursing. The primary source of information about studying abroad was family members. Most respondents relied on their own judgment or advice for making decisions about studying in Australia.

Key motivational factors for studying in Australia included academic quality, personal growth, career opportunities, and financial considerations. The study highlighted that career and life opportunities, improvement in English language skills, and a good academic experience are significant expectations influencing the decision to study in Australia. Societal influence factors were determined by sex and age, while family income influenced career opportunities. Moreover, personal growth and financial consideration factors showed significant relationships with educational status. The stream and GPA of current education were significantly related to career growth and academic quality.

Finally, the study identified that visa and immigration processes are major challenges for students deciding to study in Australia. These insights contribute to the broader discourse on educational practices amidst global challenges, aligning with the conference's focus on re-visioning practices in education.

Keywords: Educational Aspirations, Globalized Education, Nepali Students, Studying Abroad.

DEVELOPMENT OF REASONING ABILITY AND BARRIERS AMONG STUDENTS

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ABSTRACT

In today's competitive scenario, students are facing many challenges. These challenges or problems are solved through abilities and skills acquired by students in classroom. Reasoning is the fundamental aspects of learning in any school subject. Reasoning ability is a prerequisite to improve our quality of life, success and give strength to face challenges. Reasoning ability helps students to think logically, act purposefully and effectively to deal with the environment. Krulik and Rudnick (1993) stated that students who solve problems easily usually use reasoning ability and intend to do their job very well. In Indian context, there is need to explore reasoning ability among students. Education system plays a crucial role in developing that ability. Reasoning ability motivate students to survive in competitive world. This paper discusses about the concept of reasoning ability, different kind of strategies for developing reasoning ability and how to impart these skills among students.

Keywords: Reasoning Ability, Strategies, Curriculum, Education System.

THE EVOLUTION OF TEACHER EDUCATION IN INDIA: A COMPREHENSIVE ANALYSIS

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ABSTRACT

Education is the foundation of life. Education alone paves the way and nurtures the purpose of life. The value of education has always been maintained and noticed over the ages. Our nation's capable and effective educators are responsible for using education to transform society. Therefore, a vital component of every nation's educational objectives is providing high-quality teacher education. The ultimate goal of teacher education is to equip aspiring educators with the skills and competencies necessary to fulfill the demands of the teaching profession and set them up for success in the future. Without understanding the historical background of teacher education, it is impossible to fully comprehend the current state of teacher education in the nation. This paper aims at the development of teacher education over time and considers numerous initiatives and suggestions put forth by legislators and the government to raise the standard of teacher preparation.

Keywords: Education, Teacher Education, Ancient-time, National Education Policy.

EMERGENCE OF DEI LITERACY AS GRADUATE COMPETENCY AND THE RESPONSES OF HIGHER EDUCATION: A CRITICAL REVIEW

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ABSTRACT

PURPOSE:

To explore the rise and recognition of Diversity, Equity, and Inclusion (DEI) as core competencies in Higher Education (HE).

BACKGROUND:

The significance of DEI has been increasing across organizations and institutions globally, underscoring the need for DEI literacy among graduates joining the workforce. With the emphasis on DEI in the Sustainable Development Goals (SDGs) of UNESCO, frameworks of the European Higher Education Area (EHEA), and the guidelines of the Association of American Colleges and Universities (AAC&U), DEI literacy is being recognized as a fundamental graduate competency. Higher Education Institutions (HEIs) are increasingly held responsible for creating diverse, inclusive, and equitable learning spaces and experiences and developing DEI-literate graduates. HEIs are reimagining their curricula and instructional practices to build a pool of graduate DEI-related attributes, like empathy, critical thinking, and cultural competency, required to create a diversified global workforce for the contemporary and emerging job markets. Institutions are accountable for professional development through curricular design, instructional planning, measurement, and reporting. Beyond legal and strategic considerations, there is a growing recognition of the ethical and moral imperatives of promoting DEI in education. As universities recognize the importance of embracing large and diverse learner communities, they also take the responsibility to create inclusive and collaborative learning opportunities for their students to mature into DEI-literate graduates. While opportunities to promote diversity in leadership roles, foster collaborations with diverse communities, and integrate DEI into research and curriculum development, several challenges still remain in overcoming change resistance, resolving unconscious biases, managing resource limitations, and maintaining institutional DEI commitment.

OBJECTIVE:

To critically examine the institutional responses to the growth in DEI and the emergence of DEI literacy as a graduate competency through a literature review and the study of HE systems, including curriculum creation, instructional strategies, assessment methodologies, and inclusive policies.

METHODOLOGY:

This paper uses bibliometric studies and a systematic literature review to explore DEI growth, trends, implications, and responses in HE.

PRACTICAL IMPLICATION:

The study can guide institutional DEI response strategies like curricular and instructional interventions, community involvement projects, and faculty training.

ORIGINALITY/VALUE:

The article examines the evolution of DEI as a graduate competency tracking the institutional response to this growth in HE, and contributing to the continuing efforts of HEIs in fostering DEI literacy in their graduates.

Keywords: Diversity, Equity, Inclusion (DEI), DEI Literacy, Higher Education, Graduate Attribute, Competency.

POVERTY EXPERIENCED BY STUDENTS ON AN ITE PROGRAMME IN SCOTLAND

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ABSTRACT

AIMS:

There is very limited research on the impact of poverty on students in further and higher education in the UK. This research sought to begin to redress this gap in research and focussed on the poverty experienced by students on an undergraduate initial teacher education (ITE) degree programme in a Scottish university.

METHODS:

An extensive literature review revealed the key themes of poverty in higher education: cost of higher education; housing insecurity; the demands of part time work and food insecurity. For the research, a mixed methods approach was taken. The design for this study comprised two sequential strands. The first strand involved an electronic survey that collected both quantitative and qualitative data. The survey was distributed to all students enrolled on an ITE programme at undergraduate level in a Scottish university from years one for four and the optional fifth year at Masters' level (total n= 532). The survey was distributed in November 2023. There were responses from 218 students (41%). Ten student volunteers were interviewed in the follow-up qualitative strand.

MAIN FINDINGS:

The main findings are indicative of the uniqueness and demands of an ITE programme. The main forms of poverty experienced by this sample of students did not completely correspond with the key themes identified from the literature but instead reflected the needs of a professional programme. The forms of poverty experienced by the ITE students included: clothing (21%), transport costs (20%), fuel (18%), food (16%), household fuel (15%) and housing costs (12%). This raises questions about how best to support these students as they negotiate the costs of living and costs of engaging with the teaching profession.

Keywords: Poverty: Higher Education, ITE, Scotland.

THE IMPACT OF A READING GROUP ON PROFESSIONAL LEARNING AND TEACHER EDUCATOR IDENTITY

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ABSTRACT

In this paper, we share research findings gathered from users of a teacher educators' reading group in a Scottish university. In 2021, a teacher educators' reading group for academic staff and associate tutors in the School of Education (University of Glasgow) was formed and is currently ongoing. At monthly meetings, a peer-reviewed research paper serves as a stimulus for discussion to deepen understanding on initial teacher education in Scotland (and beyond) and the role of the teacher educator.

AIMS:

The research explored the impact of the reading group on the professional learning and teacher educator identity of the participants.

METHODS:

The reading group participants completed an online questionnaire (n=16), and some participated in semi-structured interviews (n=6) to explore themes related to their professional learning and their identity as educators. The open-ended questionnaire responses and interview transcripts were analysed with thematic analysis methods.

FINDINGS:

The participants highly valued the opportunity to discuss relevant research issues with colleagues. They indicated that the reading group provided a unique shared space for scholarly engagement with research and research findings within their fields to underpin and inform practice.

Keywords: Reading Group, Teacher Educator Identity, Research-Informed Professional Learning.

CRISTO REY SCHOOLS IN AMERICA

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ABSTRACT

AIM:

The aim of this paper is to critically examine the vision and operation of the Jesuit founded Cristo Rey schools in America. These schools are designed to provide greater educational opportunities for marginalised and ethnic minority working-class young people in areas of deprivation.

METHODS:

The paper draws on documentary analysis that examined a wide range of relevant literature. The documents analysed consisted of many different types: official reports; primary historical accounts of Jesuit education in America and Cristo Rey schools and research literature on Jesuit education.

FINDINGS:

Cristo Rey schools are very successful in supporting marginalised young people into higher education. Around half of the young people move on to study at a partner university. As part of the funding stream for attending the school, the young people are expected to work one day a week on a corporate placement (which provides 60% of the fees). Part of the work placement is the provision of a designated one-to-one mentor and there are many examples of rich, relational dynamics being forged between the young person and the mentor. While the Cristo Rey schools successfully promote greater opportunities for these marginalised young people, there are searching social justice questions about the Cristo Rey model of schooling. This research team has categorised them as follows: the (inevitable) engagement with capitalism; the expectation that school pupils will work for their education; tensions in the two-tier system in Jesuit schools in America that includes private schooling and public schooling and a class and cultural dissonance between the young people and the rest of the school community. These complex findings present some serious challenges for the claims that these schools follow a Christian preferential option for the poor.

Keywords: Cristo Rey, Catholic schools, Jesuits, Social inclusion.

UKRAINE DURING CRISIS: PRACTITIONER PERSPECTIVES ON SUSTAINING AND REINFORCING TEACHING AND LEARNING

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ABSTRACT

AIMS:

An empirical doctoral study investigating Ukrainian elementary schoolteacher perceptions of their professional flourishing within the current education environment in Ukraine. Involving 12participants, it explored the relationship between professional and personal flourishing, attending to the contexts of state and society within conditions of ongoing neoliberal education reform since Ukraine's independence. Teachers opined about the relationship between professional flourishing and continuous professional development, and a preferred educational future for the evolving democracy of Ukraine under the impact of both the worldwide coronavirus pandemic and the Russian invasion in 2022.

METHODS:

A qualitative interpretivist/constructivist study employing narrative inquiry, template analysis, and virtual data collection through semi-structured group discussions, visual data instruments ('river of experience', photo elicitation), and semi-structured individual interviews.

MAIN FINDINGS:

Capacity-building elements for professional flourishing:

- Perseverance – a courageous disposition, sustained heutagogical approaches, and an outward stance, forming a synergistic personal/professional defence against uncertainty and danger.
- Innovation – principled infidelity when departing from traditional curricula, methods, philosophies, and policies; braving change agency; and early adoption of Education 4.0 technologies through entangled pedagogies.
- Identity cultivation – as caring nation-builders, envisioning a path forward for learners that does not sacrifice cultural identity in the name of Europeanization and globalization; developing diverse forms of professional community where professional identity can be safely interrogated and finessed for the benefit of self and society; and modelling democratic principles.

Keywords: Post-Soviet, Ukraine, Neoliberal Education Reform, Professional Learning, Education in Crisis Contexts.

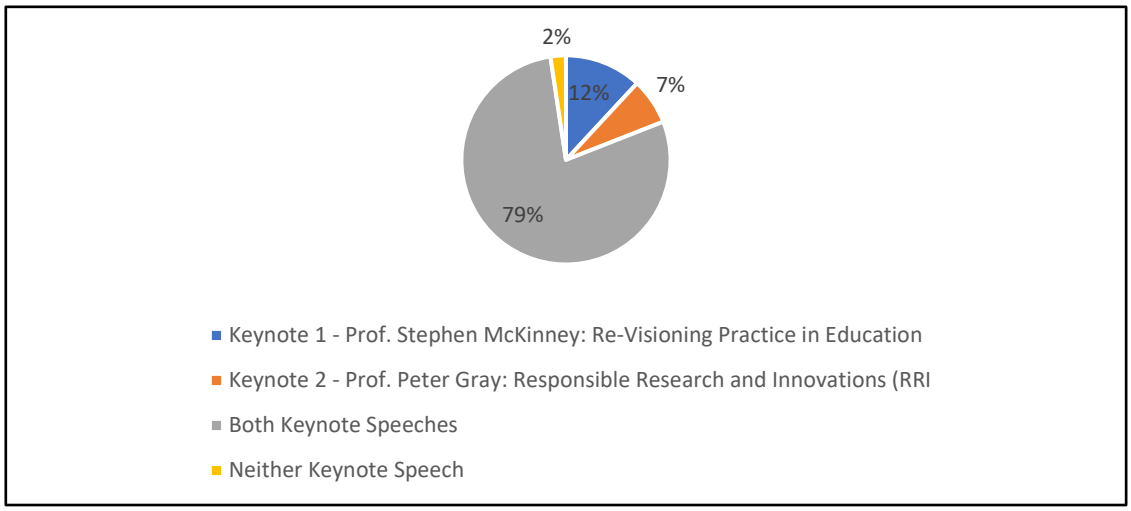
PART 5 - CONFERENCE EVALUATION REPORT

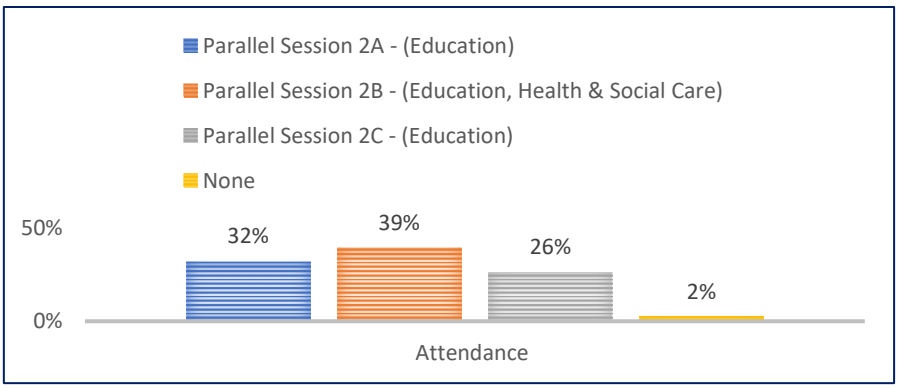
The 11th Annual LSME International Research Conference was held on 12th November 2024, bringing together academics, researchers, industry professionals, and students from around the world. The conference focused on 'Re-visioning Practice in Education, Healthcare, and Business Amidst Global Challenges', featuring insightful keynote speeches and research presentations.

The event provided a dynamic platform for knowledge exchange, networking, and collaborative discussions on emerging trends and challenges in the field. To assess the effectiveness of the conference and gather valuable insights for future improvements, a participant feedback survey was conducted. This report presents a summary of the feedback received, highlighting key takeaways and recommendations. There were considerable number of participants completed the feedback survey and below are the findings from the survey responses.

SESSION ATTENDANCE

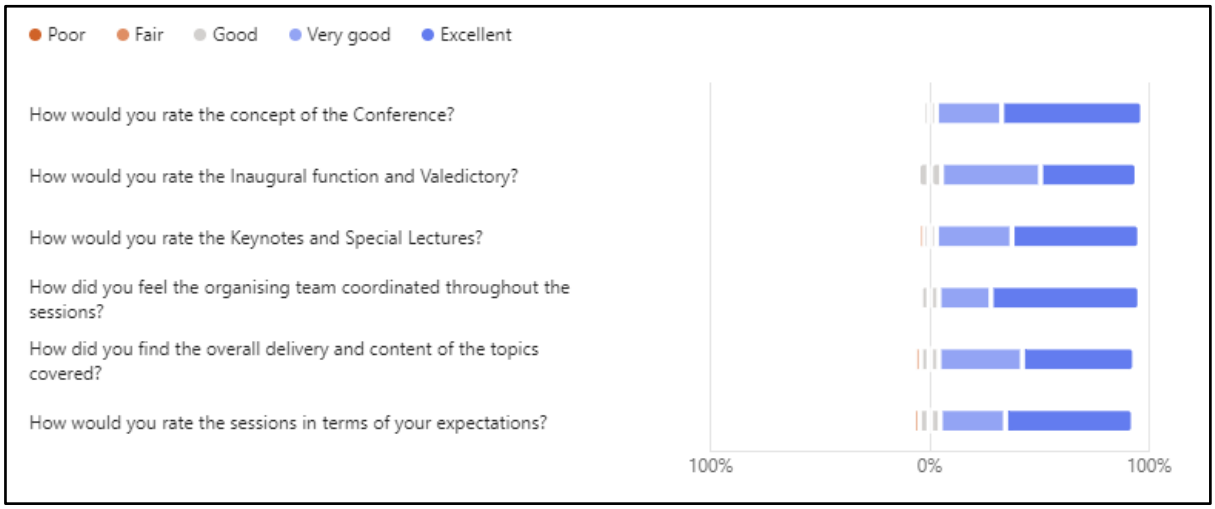
1. **INAUGURAL SESSION**
   It was found that 86% of the registered participants attended the session and 14% were not taking part.
2. **KEYNOTE SPEECH:**
   For the two keynote speeches delivered at conference, 79% of registered participants managed to attend both sessions, with 12% attending only the first keynote speech, 7% attending only the second, and 2% of registered attendees who attended neither.
3. **RESEARCH PAPERS PRESENTATION SESSIONS:**
   There were two parallel sessions in which research papers were delivered to conference, with participants able to opt to join sessions according to their choice (i.e. an opt-in approach).





OVERALL FEEDBACK FOR THE CONFERENCE

Overall feedback for key elements of Conference 2024 was very positive, including conference concept, valedictory session, and organising team coordination which were rated from very good to excellent. 94% of the participants confirmed an interest in attending the next conference, with the remaining 6% indicating that they might attend.



SUGGESTIONS FOR FURTHER IMPROVEMENTS

Participants were asked for their ideas about how to improve the quality and content of the conference experience, with a range of suggestions being put forward (in summary) as follows:

1. ENHANCING ENGAGEMENT AND INTERACTION

- Extend the time allocated for Q&A after paper presentations to encourage in-depth discussions.
- Facilitate connections through WhatsApp groups, LinkedIn forums, or dedicated conference platforms for networking opportunities.
- Consider a hybrid mode or an in-person conference for improved networking and engagement.

2. EVENT STRUCTURE AND TIMING

- Spread sessions over two days to improve participant active engagement and provide more time for presentations and Q&A.
- Schedule sessions considering participants from different time zones with flexible international timings.
- **Early notifications by** ensuring invites and links are sent well in advance to improve attendance.

3. GUIDELINES AND SUPPORT

- Share resources or outlines on how to create effective presentations, similar to best practices used in conferences to support new researches.
- Share session recordings and presentation slides for post-conference reference.
- Include sessions where students can present proposals, helping new researchers gain insights and feedback.
- Organise frequent research workshops to maintain momentum and foster ongoing collaboration.

SUGGESTED TOPICS FOR FUTURE CONFERENCES

We asked presenters and participants to suggest their preferred topics for future conferences, with the following suggestions being put forward:

1. ARTIFICIAL INTELLIGENCE (AI)

- Prospects and Challenges of AI in Education Sector
- Ethical Use of AI in Mental Health Practices
- AI in Healthcare and Management
- Women and AI: Bridging the Gender Gap in Tech
- Digital Transformation and AI in Education and Business

2. EDUCATION & TECHNOLOGY

- Emerging Educational Technologies: Safety Measures for Digital Tools
- Digital Innovation in Education
- The Role of ICT in Combating Cybercrime in Schools

3. SUSTAINABILITY & ENVIRONMENTAL RESEARCH

- Sustainability Transitions and Reinforcing SDGs 2030 Agenda
- Climate Change and Sustainability in Education
- Antibiotic Resistance and Climate Change Correlation
- Green Economy and Sustainable Development

4. CONTEMPORARY CHALLENGES IN SOCIETY

- Children's Behavioural Challenges: Causes and Solutions
- Discrimination in Education and Tribal Students' Achievement
- Conflicts/Wars and Their Impact on Education Systems
- Drug Abuse: Prevention and Education Strategies
- Socio-Cultural Factors Affecting Learning Abilities
- Sustainability in Education and its Role in Peacekeeping Amid Global Crises

5. BUSINESS, FINANCE & MANAGEMENT

- Behavioural Insights into Financial Management
- Re-visioning Financial Literacy with a Focus on Digital Platforms
- Leadership and Human Capital Management in a Changing World

6. HEALTH

- Self-Management of Chronic Conditions in Developing Nations
- Medical and Psychiatric Social Work in Crisis Contexts
- Policy into Practice: Multidisciplinary Platforms for Better Healthcare

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