LONDON SCHOOL®
OF MANAGEMENT EDUCATION

Report on the Proceedings of

6th LSME International Research Conference on

'Responsible Research and Innovations in Management and Human Sciences'

Date & Venue

31st July - 2nd of August 2019
Leonardo Royal Hotel London City
(Formerly the Grange City Hotel)
8-14 Cooper's Row, London EC3N 2BQ, UK

Editorial Board

Dr Ravi Kumar, Convener
Professor Stephen McKinney, Conference Chairman
Dr Sarita Parhi
Dr Dolly Jackson-Sillah
Hassan Shifau
Professor Suresh Kumar Sharma
Dr Peter Gray

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INTRODUCTION

The papers contained in these proceedings are those presented at 6th LSME International Conference on 'Responsible Research and Innovations in Management and Human Sciences' held from 31st July – 2nd of August 2019 in London, UK, organised by the London School of Management Education (LSME), UK.

A total of 33 research papers, four keynote addresses and guest lectures from participants from eight countries that attended the conference have been compiled and presented in this booklet.

Lord Sheikh
House of Lords, UK

Cllr Zulfiqar Hussain
Mayor of Redbridge

Prof Stephen McKinney
University of Glasgow

ABOUT THE CONFERENCE

This Conference follows on from the successful International Conferences on 'Responsible Research and Innovations organized by LSME, on an annual basis which draws several academic researchers and professionals from different parts of the world to learn from examples of global excellence in research and share best practice.

Approximately 60 guests, delegates and participants from South Africa, UK, Norway, India, Saudi Arabia, Nepal, Maldives, and the USA, attended the Conference. About seventy (70) researchers responded to the call for Abstracts and after review, thirty-three (33) Abstracts were shortlisted for presentation at the conference.

The other highlights from the Conference were speeches and Special Remarks from the Chief Guest, The Lord Sheikh, from the House of Lords, H.E Dr Durga Bahadur Subedi, Ambassador of Nepal, Cllr Zulfiqar Hussain, the Mayor of the London Borough of Redbridge, Dr Kish Bhatti-Sinclair of the University of Chichester, Dr Ajay Bhamare, Ramanand Arya DAV College, Mumbai, India and Dr Peter Gray, European Research Adviser, NTNU, Norway. Keynote and special lecturers were delivered by Professor Stephen McKinney of the School of Education, University of Glasgow, Dr Peter Gray, Professor Biju Kumar Thapaliya, PhD Program Director, Purbanchal University School of Management, Nepal, Professor Suresh Kumar Sharma of the Panjab University, Chandigarh, India, Professor Devinder Kumar Dhawan of Panjab University India and Dr Nand K Relan of Stony Brook University Medical Center, Stony Brook, New York USA.

By organising these Conferences, LSME provides a platform for presentation, discussion and engagement with scholarly research and the dissemination of this research to local and international society. In education, this process is especially important, because the effects of research may directly affect the life chances of children and young people, and the possibilities of transformation through adult learning. Currently, educational research, whilst diverse and motivated by sound intentions, is fragmented and has little impact on policy and practice.

We interpret 'Management and Human Sciences' broadly to mean not only the specific core areas, but also areas of other disciplines relevant to Management: Marketing, Finance, Human Resources and Operations and Human Sciences such as Economics, Psychology, Sociology, Health and Information Technology.

The overall theme of the Conference has been designed to appeal particularly to academics and practitioners of management science at all levels of their career development. By 'practitioners' we mean persons in commerce and industry who work with management science and are therefore the potential 'end-users' of research and innovation that can be applied in operations within specific industries. Significantly, our conferences are also aimed at capacity building and development of younger and emerging researchers and to assist them in promoting Corporate Social Responsibility or working with the non-governmental sector in sustainable development projects.

We believe that Responsible Research and Innovation in Management and Human Sciences will:

- Promote social justice, inclusion and equity.
- Increase the influence of research on policy and practice.
- Increase the commitment of participants through active involvement in research.

OBJECTIVES OF THE CONFERENCE

The main objectives of this conference were:

- To encourage researchers, especially research degree students and early career researchers, to develop new ways of thinking about dissemination, impact and social responsibility.
- To provide examples of Responsible Research as an inspiration to others.
- To recognise participants as 'responsible and transformational researchers ‘.

CRITERIA FOR ACCEPTANCE

The Conference provided an opportunity for researchers to showcase the practical application of results to serve the public good. Papers were reviewed using the following criteria:

- If the researchers actively engaged with their potential stakeholders, such as teachers, students, patients or workers.
- If the study actively served the needs of these stakeholders.
- If the study showed evidence of reflection on its own purpose and methods.
- Whether the new knowledge generated provide benefits for society.
- Whether the authors consulted researchers from other disciplines, who may bring new insights to the problem.
- Whether the study took a critical approach to the literature and to previous studies in the area.
- Whether the research took account of gender perspectives, including consideration of the cultural or economic situation in which the research is embedded.
- If the results of the research are open and accessible to stakeholders and the wider public.

Although it was difficult for researchers to meet all these criteria, we believe that asking the above questions will be of long-term benefit to researchers and their stakeholders. Taking this approach made the outputs and processes of research more valuable to society, and we were hopeful it will also help attract increased recognition and funding for researchers.

All accepted papers were presented in plenary sessions and stimulated inter-disciplinary debate. All the conference documents including this proceedings booklet are openly available on the LSME website.

MISSION STATEMENT: RESPONSIBLE RESEARCH AND INNOVATIONS AT LSME

Following previous LSME Conferences, it appears that research could pay more attention to elements of Responsible Research and Innovation, such as public engagement, open access, gender, ethics and governance. Taking wider perspectives and creating a dialogue between researchers and society is very important in democratizing the research process. All too often, very little is known outside of research circles as to what exactly is involved in research, and there is restricted access to research findings.

The concept of Responsible Research and Innovation represents a transparent and interactive process by which citizens and researchers co-create research agendas and discuss potential risks and benefits during the whole process of research and development. Scientist and non-scientists reflect together on the applications of research and the implications of innovations for society. This process should be inclusive, interactive, anticipatory and transparent, and should be based on societal needs, expectations and ethical values, so as to better align research and innovation outcomes.

In planning the selection of research, the following questions have been considered: “Why do it? For what purpose and goals? Are these desirable? What are the motivations? Who could benefit and how? Who might not benefit? Is this ethical? Do the researchers have the required competency and knowledge regarding the field of study?

The characteristics of good research include:

- A clearly defined purpose.
- A clearly outlined research process.
- A thoroughly planned research design.
- High ethical standards.
- Limitations explained.
- Adequate analyses for decision-makers’ needs.
- Clearly presented findings.
- Justified conclusions.
- Good reflection on the researchers’ experiences.

SCOPE OF RESEARCH PAPERS PRESENTED

Papers accepted for this conference were on a wide range of topics connected to Responsible Research and Innovations in Management and Human Sciences, including, but not limited to:

- Management.
- Population growth and ageing.
- Ethnic and cultural diversity.
- Disease and nutrition.
- Biological and social disciplines, human diversity and sustainability.
- Other multidimensional human problems.
- Responsible research policy.

ABOUT LONDON SCHOOL OF MANAGEMENT EDUCATION (LSME)

LSME is an innovative training organisation with a global vision: "to play a leading role in the delivery of global education services in partnership through radical Lifelong Learning training, equipping managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards".

Our mission is to provide affordable and high-quality training for aspiring and practising managers, health and social care professionals and educationalists, which is innovative and global in perspective and abides by the United Nation's Principles of Responsible Management Education (PRME). To achieve this mission, the institution seeks to nurture and sustain a creative and supportive academic environment based upon an ethos of respect and transparency, high-quality learning experience, developing and sharing expertise to strengthen our capacity, and valuing equality and diversity.

The institution's philosophy is enshrined in its slogan: "transforming people with skills'' as we aim to facilitate in our students, the innovative skills required for their careers in business, education or health and social care. LSME currently delivers Further Education and Higher Education courses at undergraduate and postgraduate level. All qualifications are awarded by UK national awarding bodies such as Pearson or are validated by the University of Chichester. The College is regulated by the Office for Students (OfS), while its academic quality is reviewed by the Quality Assurance Agency for Higher Education (QAA).

As a Signatory to the UN PRME since October 2017, LSME is focusing on becoming a research-led institution that strives to advance knowledge about education, policy, and other relevant fields in academia. It aims to achieve this by being a facilitator for encouraging scholarly inquiries that examine education and the learning processes and human attributes, interactions, organisations and institutions that shape education and its outcomes. We continue to work towards the achievement of our overall mission which incorporates aspects of the Sustainable Development Goals of the United Nations. As a Signatory to the UN PRME, the College has agreed to abide by certain practical activities to affirm its commitment to the six principles which include research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value. This principle underpins our desire to facilitate the development of Responsible research and innovations.

CONFERENCE COMMITTEE MEMBERS

Prof Stephen McKinney
University of Glasgow
UK

Conference Chairman

Dr Ravi Kumar
London School of Management Education
UK

Conference Convener

Prof Suresh Kumar Sharma
Panjab University
Chandigarh, India

Dr Peter Gray
Norwegian University of Science and Technology
Norway

Dr Sarita Parhi
London School of Management Education
UK

Hassan Shifau
London School of Management Education
UK

Prof Heather A. D. Mbaye
University of West Georgia
USA

Martin McAreavey
University of Bolton
UK

Dr Jan H. Apotheker
University of Groningen
Netherlands

Prof Mokgale Makgopa
University of Venda
South Africa

Dr Amandeep Singh
Panjab University
Chandigarh, India

Prof Margaret Solomon
La Sierra University
USA

LIST OF PARTICIPANTS

CHIEF GUESTS		
The Lord and Lady Sheikh	House of Lords, London SW1A 0PW	UK
GUESTS OF HONOUR		
Cllr Zulfiqar Hussain	Mayor, London Borough of Redbridge	UK
H.E. Dr Durga Bahadur Subedi	Ambassador Extraordinary and Plenipotentiary Embassy of Nepal	UK
H.E. Mr Sugeeshwara Gunaratne,	Deputy High Commissioner of Sri Lanka	UK
Ms Janet Charles	Acting High Commissioner for the Dominican Republic	UK
Prof Stephen McKinney	Leader of Creativity Culture and Faith (Research and Teaching Group) School of Education, University of Glasgow	UK
Dr Peter Gray	European Projects Advisor Norwegian University of Science and Technology	Norway
Dr Kish Bhatti Sinclair	Department of Health and Social Sciences University of Chichester	UK
Dr Ajay M. Bhamare	Principal, Ramanand Arya, D.A.V. College, Mumbai	India
KEYNOTE SPEAKERS		
Dr Peter Gray	Norwegian University of Science and Technology	Norway
Prof Stephen McKinney	University of Glasgow	UK
GUEST LECTURERS		
Dr Nand Relan	Stony Brook University Medical Center, New York	USA
Prof Biju Kumar Thapaliya	Purbanchal University	Nepal
Prof Suresh Kumar Sharma	Panjab University, Chandigarh	India
Prof Devinder Kumar Dhawan	Panjab University, Chandigarh	India
CHAIRPERSONS OF SESSIONS		
Prof Stephen McKinney	University of Glasgow	UK
Prof Suresh Kumar Sharma	Panjab University, Chandigarh	India
Prof Mokgale Makgopa	School of Human and Social Sciences, University of Venda	South Africa
Dr Nand Relan	Stony Brook University Medical Center, New York	USA
Dr Peter Gray	Norwegian University of Science & Technology	Norway
Dr Heather A. D. Mbaye	University of West Georgia	USA
Dr Amandeep Singh Marwaha	Panjab University, Chandigarh	India
Prof Suresh Kumar Chadha	Panjab University, Chandigarh	India
Martin McAreavey	Lecturer in Business and Management, Institute of Management, University of Bolton	UK
Prof Devinder Kumar Dhawan	Panjab University, Chandigarh	India
Prof Biju Kumar Thapaliya	Purbanchal University	Nepal
Dr Rakesh Chandra Tyagi	Ex Assistant Professor Giri Institute of Development Studies, Lucknow	India
RAPPORTEURS		
Dr Dolly Jackson Sillah	London School of Management Education	UK
Dr Minakshi Kishore	London School of Management Education	UK
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Dr Sushama Patil	Ramanand Arya D.A.V. College, Mumbai	India
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S Kanthimathi	M. S. University, Tirunelveli, Tamil Nadu	India
Dr Tarannum Siddiqui	Career Convent Girls P.G. College, Lucknow, Uttar Pradesh	India
Dr Zeeniya Kamil	University of West England	Maldives
Dr Fathimath Thaufeega	Freelance	Maldives

DELEGATES AND PAPERS PRESENTED

NAME	ABSTRACT	COUNTRY
Dr Amandeep Singh Marwaha	Exploring the Effects of Social Media Use on the Mental Health of Young Adults: An Empirical Research in Bathinda District of Punjab	India
Dr Anjali R Mascarenhas	Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India	India
Dr Rakesh Chandra Tyagi	Micro, Small and Medium Enterprise Development in India: With Special Reference to Women and SCs/ STs Entrepreneurs (Co-Author: Dr Tarannum Siddiqui)	India
Dr Dazy Zarabi	Transgender Citizenship gaps being bridged: Indication of Paradigm ideological shift at Cognition level for the third gender compeer among the students of Panjab University Chandigarh	India
Dr Shelly Aggarwal		India
Dr Deepak P Raverkar	Dimensions of Work Culture among industrial workers with special reference to Roha Industrial Area	India
Professor Heather A D Mbaye	The Development of Critical Activities of Regions of Europe in Brussels	USA
Professor Mokgale Makgopa	The Challenges of Tradition versus Modernity: From a Social Work Perspective	South Africa
Dr Kanniappan Jayaraman	Tour based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an ongoing Field Study	India
Professor Hue Ming Tak	Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools	Hong Kong
Rishika Bhojwani	Study of Corporate image and service quality perception of Public and Private Sector Banks among Generation X and Generation Y	India
Dr Tarannum Siddiqui	Problem of Drop-out Children in Elementary Education: A Study of two Districts in India (Co-Author: Dr Rakesh Chandra Tyagi)	India
S Kanthimathi	How does the School Climate Affect the Academic Achievement of Students in India? – A Case Study	India
Professor Harjeet Kaur Bhatia	Teaching With (out) Technology: A study of Use of Assistive Technology by Teachers	India
Sunil B Lalchandani	A Pragmatic Study on Use of Digital Wallets by Auto Rickshaw Drivers in Mumbai, India	India
Rajbir Singh	Role of Educational Initiatives for Promoting Global Peace	India
Sarabjit Kaur	Comparative Analysis of Universal Primary Education in the Developing Countries of South Asia	India

Dr Santwana G Mishra	Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety	India
Dipika M Gupta	A study of impact of monetary and non-monetary motivational factors on employees' performance with respect to Mumbai city, India	India
Himanshu R Lapashia		India
Dr Kishori Jagdish Bhagat	Application of Green Work-Life Balance by Degree Colleges to Teaching Faculties in Mumbai and Suburbs of Mumbai (Co-Author: Dr Ajay M. Bhamare)	India
Dr Ajay M Bhamare	A Study of Job Satisfaction of Teachers in Self Financing Courses in Mumbai	India
Dr Zeeniya Kamil	Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives	Maldives
Dr Sushama Patil	Symbolic and nutritional significance of dairy products with special reference to milk in our daily lives	India
Dr Madhab Ghosh	Trends of Researches on Teacher Education in India	India
Dr Anupreet Kaur Mavi	Assessing the Service Quality of Higher Education using modified SERVQUAL Scale	India
Dr Fathimath Thaufeega	A Study on the readiness of E-Learning in the Maldives	Maldives
Nishtha Puri	Research Attitude and Style of Learning and Thinking (Co-Author: Dr Anjali Puri)	India
Dr Anjali Puri	Effect of E-Teaching on Divergent Production Abilities (Co-Author Dr Rajeev Puri)	India
Emad Matar Alotaibi	Exploring School Leaders' and Teachers' Experience of Working in Rural Schools in Saudi Arabia	Saudi Arabia

MESSAGE TO CONFERENCE FROM THE LORD SHEIKH

The Lord Sheikh

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16th July 2019

6th International Research Conference on 'Responsible Research and Innovations in Management and Human Sciences'

Message from Lord Sheikh

I am delighted to be associated with the 6th International Research Conference on 'Responsible Research and Innovations in Management and Human Sciences' to be held in London from 31 July - 2 August 2019 organised by London School of Management Education.

This is of interest to me as I am a strong believer in research and education. I have a business and academic background and I place a great deal of importance to these values and in fact my coat of arms reflects this.

Furthermore, I am pleased to note that conference brings together researchers with a conscience from around the world. I particularly like the concept of Responsible Research and Innovation, which LSME strives to promote through their international research conferences and collaborations. At times when public scepticism has risen over the commercialisation of research for the purpose of deepening consumerism and gaining market advantage, it becomes a worthy cause to bring back responsible research to cement public faith in academic research.

I am looking forward to meeting researchers and delegates of this conference from around the world and learn about the interesting studies that are being conducted in their countries. It is my sincere hope and belief that this conference would lead to ideas and projects or policies with tangible benefits to the society and future generations.

Let me also take the opportunity to congratulate the Convenor, Dr Ravi Kumar, the Organising Committee and the staff of LSME for taking up the challenge and making the 6th Research Conference a vivid reality.

Mmaucel Sheikh

The Lord Sheikh

CONFERENCE PROGRAMME

The 6th LSME International Conference on 'Responsible Research and Innovations in Management and Human Sciences', organised by the London School of Management Education (LSME), UK was held from 31st July – 2nd August 2019 at the Leonardo Royal Hotel London City (Formerly the Grange City Hotel) 8-14 Cooper's Row, London EC3N 28Q, UK.

DAY ONE: OVERVIEW

The first day of the conference began with the registration of participants followed by an announcement by the MC on procedural and house-keeping protocols with respect to the events over the three days and an Opening Ceremony chaired by Professor Stephen McKinney. In the Chairman's Opening Remarks, Professor Stephen McKinney extended a warm welcome to all delegates, encouraging them to share their findings to facilitate a collective discussion on how to tackle particular challenges in their research.

The Welcome Address was delivered by Dr Ravi Kumar, the Executive Director of LSME and the Conference Convener. In his address, he highlighted the historical background of LSME conferences and the importance of responsible research given that innovations and research development are key drivers of economic growth worldwide. He also reiterated the theme for the conference, with emphasis on contemporary research activities taking on a global dimension and the importance of discussions on positive approaches towards inculcating best research practices, and the role of research in management and human sciences. This he said would promote social justice, inclusion and equity and influence policy and practice. A warm welcome was extended to all delegates, particularly the representatives from the University of Chichester, our Partner University, RA DAV College in Mumbai India, Lord Sheikh of the House of Lords, the Mayor of the London Borough of Redbridge and the Members of the LSME Board of Directors. He extended special gratitude to the Conference Organising Committee, chaired by Professor Stephen McKinney for their hard work and effort in planning and coordinating this event.

The Welcome Remarks was followed by an introduction to the LSME's research agenda by Professor Peter Gray, who rightly indicated that the institution is more interested in people and their practice in relation to education rather than reaching a summit of academic publications that may not be meaningful to the end-users of the research.

Dr Kish Bhatti-Sinclair of the University of Chichester (UoC) expressed her delight for the involvement of UoC with LSME's operations and also commended the Conference organizing Committee for the amazing job of putting together, detailed programme, which she is positive will stimulate interesting and meaningful discussion among participants. She expressed her desire to share her own research in social science/policy or on teacher education in the near future.

H.E. Dr Durga Bahadur Subedi, Ambassador of Nepal in London considered global society as a generator of problems with fewer solutions. This he said challenges social scientists to undertake inclusive research as part of their role and responsibility in redefining the way we find solutions to real problems in the society. He added that a new generation of researchers completely, immersed in the idea of social inquiry that is ethical, responsible, accountable and most importantly result-oriented or outcome-based can be developed by encouraging children to have a questioning mind right at the onset. He pleaded to all researchers present to start taking a leading role in inculcating the knowledge, values and ethics of research early in the minds of young people as the primary means of initiating a change in the society.He commended LSME for taking this noble cause to spread the idea of responsible research and innovations to different parts of the world and pledged that he will ensure future conferences witness more research papers from Nepal.

Dr Ajay M. Bhamare, the Principal of Ramanand Arya D.A.V. College, Bhandup in Mumbai India, shared his experience on working in partnership with LSME since signing an MoU between the two institutions earlier in the year. He expressed his enthusiasm about taking home a rich experience from the conference to share with the approximately 5000 research students in Mumbai.

Mr Hassan Shifau, the Chief Research and Innovations Officer of LSME, presented a brief overview of LSME's ambitious research agenda, stating that the institution aims to become a research-led higher education provider from its inception in 2007 and proposes to accomplish this aim by strengthening the capacity of its staff and students and organize international conferences that would provide opportunities for young and budding researchers to share their ideas and interests.

The Mayor of Redbridge, Cllr Zulfiqar Hussain also added an introductory remark on the role of educational institutions in London boroughs. He commended LSME for its efforts and for using its unique ability to contribute to the betterment of society through research, innovations and offering relevant qualifications that meet the needs of the general public. He added that very few private institutions can or will successfully and simultaneously carry out all its obligations to their external regulators, provide high-quality academic qualifications and introduce academic research as an integral part of the provision. Undoubtedly the institution is poised for continuous growth and success in its future endeavours both locally and internationally.

Professor McKinney introduced the Chief Guest, Lord Sheikh, of the UK Parliamentary House of Lords. He formally launched the Research Publications Booklet of the 5 International Conference of LSME, held in India at the Panjab University in Chandigarh. Lord Shiekh, reiterated the need for educational research which directly engages societies and policymakers at its inception since it results in a more effective uptake and utilisation of new interventions from research and ultimately improves the quality of educational systems. Thus education could be transformed into a more dynamic and evolving process of assisting learners to develop knowledge, skills and creativity which then fuels human and social capital for greater individual and societal economic wellbeing and productivity. He praised the organisers for the opportunity provided to emerging researchers to showcase their work.

Lord Sheikh's speech was followed by a Vote of Thanks by Dr Sarita Parhi, the Principal of LSME. After the Opening Ceremony, the delegates assembled by the 'Roman Wall' for a group photograph followed by a tea break for 30 minutes. The delegates then convened at the Conference Hall for the Plenary Sessions, with Keynote addresses and Special Guest Lectures.

The first Plenary Session of day one was an insightful Keynote Address by Professor Stephen McKinney from the University of Glasgow, entitled 'What is Responsible Research and Innovation (RRI)?' This address took a practical look at the Concept of RRI, the Effect of Poverty on School Education and some of the Access and Participating Strategies delivered by the Nurture Group in the University of Glasgow. The session was chaired by Professor Mokgale Makgopa of School of Human and Social Sciences, University of Venda, South Africa.

This was followed by the first set of paper presentations chaired by Dr Peter Gray consisted of presentations from Rajbir Singh Malhi on the Role of Educational Initiatives for Promoting Global Peace, Dr Heather A. D. Mbaye - The Development of Critical Activities of Regions of Europe in Brussels and Professor Hue Ming Tak - Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools. The Conference then adjourned for a lunch break and delegates then returned to the Main Conference Hall for the resumption of the Plenary Sessions with started with a Special lecture chaired by Dr Nand Relan. The Lecture on Management and Human Sciences was delivered by Professor Biju Kumar Thapaliya.

The Chairperson of the 2nd Plenary Session was Dr Amandeep Singh Marwaha and the Rapporteur was Dr Minakshi Kishore of LSME. Presenters included Dr Fathimath Thaufeega presenting a Study on the Readiness for

e-Learning in the Maldives and Dr Anjali Puri & Dr Rajeev Puri on the Effect of E-teaching on Divergent Production Abilities.

After the Chairperson's Closing Remarks and a short tea break, the delegates convened for another paper presentation session. Professor Suresh Kumar Chadha chaired the session and Sarabjit Kaur Nagra was the Rapporteur. Papers were presented by Dr Tarannum Siddiqui and Dr Rakesh Chandra Tyagi on Problem of Drop-out Children in Elementary Education: A Study of Two Districts in India and S. Kanthimathi, How does the School Climate Affect the Academic Achievement of Students in India? – A Case Study.

The final Paper presentation session was chaired by Dr Heather Mbaye. Papers were presented by Dr Santwana G. Mishra on Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety, Dr Madhab Ghosh on Trends of Research on Teacher Education in India and Nishtha Puri and Dr Anjali Puri on Research Attitude and Style of Learning and Thinking.

The Conference then broke up into several groups for another forty-five minutes of networking.

An overview of the first day's conference programme is shown below:

DAY 1: 31st JULY 2019 (WEDNESDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:45	**Registration**	
09:45-09:55	**All Delegates are Seated**	Announcements by MC
09:55-10:00	**Arrival of Chief Guest & VIPs**	Housekeeping Announcements by MC
10:00-11:15	**Opening Ceremony** **Chair: Professor Stephen McKinney**	Introductions to the Conference by the Conference Chair: **Professor Stephen McKinney**
		Welcome Address: **Dr Ravi Kumar, Conference Convener**
		LSME Research Agenda: **Dr Peter Gray**
		Special Remarks: **University of Chichester**
		Special Remarks: **Guest of Honour**
		Special Remarks: **Guest of Honour**
		Special Remarks: **RA DAV College, Mumbai, India**
		Research and Innovation: **CRIO, LSME**
		Address by Guest of Honour, **Mayor, London Borough of Redbridge**
		Launch of LSME Research Book by **Chief Guest**
		Address by **Chief Guest**
		Vote of Thanks: **Dr Sarita Parhi, Principal, LSME**
11:15-11:30	**Group Photographs**	Proceed to 'Roman Wall' for Group Photographs
11:30-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:15	**Keynote Address** **Chair: Professor Mokgale Makgopa**	Keynote Address by: **Professor Stephen McKinney** Title: *What is Responsible Research and Innovation?*
12:15-12:25	**Rapporteur: Sarabjit Kaur Nagra**	Chairperson's Remarks
12:25-13:10	**Paper Presentation Session 1** **Chair: Dr Peter Gray** **Rapporteur: Dr Kishori Bhagat** **Presenters:** 1. Rajbir Singh - *Role of Educational Initiatives for Promoting Global Peace* 2. Professor Heather A. D. Mbaye - *The Development of Critical Activities of Regions of Europe in Brussels* 3. Professor Hue Ming Tak - *Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools*	
13:10-13:20	**Q & A Session** and Chairperson's Closing Remarks	

13:20-14:10	**LUNCH BREAK**	
14:10-14:40	**Special Lecture 1** **Chair: Dr Nand Relan** **Rapporteur: Dr Minakshi Kishore**	Special Lecture by: Professor Biju Kumar Thapaliya Title: *Management and Human Sciences*
14:40-14:50	**Q & A Session** and Chairperson's Closing Remarks	
14:50-15:35	**Paper Presentation Session 2A** **Chair: Dr Amandeep Singh Marwaha** **Rapporteur: Dr Tarannum Siddiqui** **Presenters:** 1. Dr Fathimath Thaufeega - *A Study on the Readiness for e-Learning in the Maldives* 2. Dr Anjali Puri and Dr Rajeev Puri - *Effect of E-teaching on Divergent Production Abilities*	
15:35-15:45	**Q & A Session** and Chairperson's Closing Remarks	
15:45-15:55	**TEA BREAK - REFRESHMENTS LOUNGE**	
15:55-16:40	**Paper Presentation Session 2B** **Chair: Professor Suresh Kumar Chadha** **Rapporteur: Sarabjit Kaur Nagra** **Presenters:** 1. Dr Tarannum Siddiqui and Dr. Rakesh Chandra Tyagi - *Problem of Drop-out Children in Elementary Education: A Study of Two Districts in India* 2. S. Kanthimathi - *How does the School Climate Affect the Academic Achievement of Students in India? – A Case Study*	
16:40-17:00	**Q & A Session** and Chairperson's Closing Remarks	
17:00- 17:30	**Paper Presentation Session 3** **Chair: Professor Heather Mbaye** **Rapporteur: S Kanthimathi** **Presenters:** 1. Dr Santwana G. Mishra - *Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety* 2. Dr Madhab Ghosh - *Trends of Research on Teacher Education in India* 3. Nishtha Puri and Dr Anjali Puri - *Research Attitude and Style of Learning and Thinking*	
17:30-17:40	**Q & A Session** and Chairperson's Closing Remarks	

DAY ONE - SPEECHES

WELCOME ADDRESS BY DR RAVI KUMAR
EXECUTIVE DIRECTOR OF LSME & CONFERENCE CONVENER

Distinguished speakers, Colleagues, Ladies and gentlemen, a very good morning to everyone and thank you for joining us for the 6th LSME International Conference on Responsible Research, Innovations in Management and Human Sciences.

To our eminent speakers and delegates, I bid you a very warm welcome to London. We are indeed honoured to have you here with us. We have about 60 participants from eight countries gathered here today, making our conference a truly international one.

Our first international conference was organised by LSME in collaboration with the International Forum of Research in Education (IFORE) in January 2015 in this venue. It was an opportunity for us to discuss key points of educational research and to begin to strategise how we should inculcate responsible conduct in research. Following the success of that inaugural conference, it was agreed by the Conference Planning Committee that we should meet again at a second conference but this time, adopt the theme of Responsible Research and Innovations, given that innovations and research development are key drivers of economic growth worldwide. LSME was proud to be the lead organiser and host for this event since then LSME has held annual international conferences either in London or in India bringing together renowned experts in their respective fields to address the vital issues surrounding Responsible Research and Innovations. Cutting across all disciplines, responsible research has become increasingly important today, and LSME has facilitated useful discussions on public engagement, open access, gender, ethics and research governance.

The theme of this year's conference is 'Responsible Research, Innovations in Management and Human Sciences'. With many research activities now taking on a global dimension, it is imperative to discuss positive approaches towards inculcating best research practices, including examining the role of research in management and human sciences in promoting promote social justice, inclusion and equity; and influence on policy and practice.

We have with us today representatives from the University of Chichester, our Partner University, RA DAV College in Mumbai India, Lord and Lady Sheikh from the House of Lords, the Mayor of the London Borough of Redbridge , the Members of the LSME Board of Directors and I hope that this three-day conference, a platform for leading academics and researchers to share their ideas and views on common research issues – will challenge all delegates, to think more about responsibility in research which may, in turn, inspire new and practicable standards in the field.

I sincerely hope that this conference, will not be just another "talk shop". By the end of the event, I hope all researchers will formulate a set of recommendations, to be utilised in improving their research agenda based on the discussions during the conference in promoting our key objectives:

- To encourage researchers to develop new ways of thinking about dissemination, impact and social responsibility;
- To provide examples of Responsible Research as an inspiration to others;
- To recognise participants as 'responsible and transformational researchers.

All conference delegates are encouraged to get involved in the discussion on responsible research and innovations, through open dialogue and by publishing credible research papers.
Creating a platform for discussion will be especially important for educators and educational institutions growing rapidly as major research universities. It will provide some guidelines against which we can assess how

we conduct research and educate our students. Indeed, it is important to impact good values and practices early on in our young researchers, starting at the undergraduate level. Not only should we guide them on what is inappropriate behaviour, but more positively, we must educate them about how research can engage the public.

But beyond educators and university leaders, it is equally important that the leaders of funding agencies, as well as research institutions, are committed to the best practice in responsible research. Indeed, I am very pleased and heartened to see many delegates holding leadership positions attending this conference. This bodes well for the future of responsible research.

At this juncture, I would like to take the opportunity to thank the Organising Committee, chaired by Professor Stephen McKinney for their hard work and effort in planning and coordinating this event and Dr Peter Gray and Professor Magopa who are widely acknowledged as experts in this area, for their endearing support.

I would also like to thank the Chief Guests Lord and Lady Sheikh, Guests of Honour Mayor of London Borough of Redbridge, Ambassadors and senior Diplomats present, as well as our representatives from the UoC and DAV College, for taking time off their busy schedules to attend the opening ceremony. In closing, I encourage delegates to participate actively in the interesting discussions over the next three days. I wish everyone a successful and fruitful conference.

Thank you.

Dr Ravi Kumar

ADDRESS BY CHIEF GUEST
THE LORD SHEIKH, HOUSE OF LORDS, UK

Excellences, Guests of Honour, Mayor of Redbridge, Chairperson of the Conference, Professor Stephen McKinney, Conference Convener, Dr Ravi Kumar, Principal of LSME, Dr Sarita Parhi, the Conference Organising Committee, distinguished delegates, ladies and gentlemen.

It is a matter of joy and privilege for me to be standing in front of you all here today. I have spent great deal of my life in business and setup some and being part of several successful companies. I have turned to politics but remained a businessman and now devoting great deal of my time in helping people and writing. Through all the turns in my life, I have always given a special place in my heart for supporting and encouraging education. This is not for just saying; you can see the word 'Iqra' in my 'Coat of Arm' of the House of Lords. That means 'read' in Arabic signifying knowledge and education. I have great respect for teachers and immense love for those with open hearts to learn. So standing in front of prominent scholars, academics and researchers from around the world is an honour and yet an opportunity to learn something new.

I have spoken at the House of Lords on the Higher Education and Research Bill and debated on several education-related matters in the House. I used to be a visiting lecturer at various colleges, just to satisfy my desire to be constantly engaged with the academic world. Out of my personal interest, I have published a book called 'Emperor of the Five Rivers: The Life and Times of Maharajah Ranjit Singh' through years of my research, done not only sitting here in London but by travelling to Punjab, India and resourcing the material wherever I can. I am working on my next publication.

Some may think that there is not much relation between academic research and politics, but it is not necessarily true. Politicians and policy makers need research, probably more than anybody else. The government and politicians need accurate research to base their policies and make informed decisions and not doing so may have dire consequences to the development of the country and its future generations.

The point I want to make here today is that, you as social scientists and researchers keep questioning and challenging the systems: the systems of politics, governance, market, economy, education, society, environment etc. with your research. And let that be backed up with scientific enquiry and facts and figures. Sometimes you may be able to save your country or society billions in costs and save many lives.

Humans, being the most intelligent amongst the animals and with continuously evolving intelligence, do you wonder why we still need to learn and study about our behaviour and societies and how we govern ourselves.

In an era of continuous technological developments, it is vital for the humanity and for its survival to learn more about our own behaviour and do health checks on our societies. Our social scientists must be adequately resourced, and every support extended to continuously conduct researches on human, its societies as we know of us. I know that I am treading into the area of philosophers, but we need to keep expanding our horizons and learning about humans as to ensure that we continue to maintain our morals and values of what makes us human.

Ladies and gentlemen, I mean to offer no teachings in your areas of research but wish to say something about some of how serious we, as politicians are on formulating research informed policies. The papers that I submit

to the House of Lords or other forums, I ensure that proper research and information gathering precedes the drafting of the papers. But I cannot promise this for every politician, thus I believe there is room for us to work with politicians in sensitising the importance of social research in understanding the problems in our society, finding solutions and improving lives of people.

I find myself most often attracted to institutions that are learning and research-based and this is my connection with London School of Management Education.

It is a small College but with a great vision and high ambition of research. Dr Kumar and his team managed to put together an international conference of this magnitude and brought you all to London, it is indeed a praiseworthy feat that I wish to recognise and congratulate them for. I stand to be guided by researchers and am seeking to leave this room today, better informed and with greater knowledge than I walked into this room with. And I expect that to be same for all of us present here. This is the reason we need to bring together great minds from across the globe, who could rise above all man-made boundaries and let them do free thinking and sharing ideas and thoughts.

I see that LSME has taken this initiative of Responsible Research and Innovation and wish them great success in this noble endeavour. I for one, am looking forward with much eagerness to see the output of this important conference.

Let me conclude by wishing you all a very fruitful conference and time to enjoy this historical and inviting city, where there is something for everyone!

Thank you

The Lord Sheikh

ADDRESS BY GUEST OF HONOUR – CLLR ZULFIQAR HUSSAIN MAYOR OF THE LONDON BOROUGH OF REDBRIDGE

Chief Guests, Lord and Lady Sheikh, fellow dignitaries, Ladies and Gentlemen, I am deeply honoured to address this special gathering of renowned academics and researchers gathered for the 6th LSME International Conference on 'Responsible Research and Innovations in Management and Human Sciences. I would like to thank Dr Ravi Kumar, the Director of the London School of Management Education for inviting me to address this gathering.

As the Mayor of Redbridge, the more I learn from my work, the more strongly I feel about the role of educational institutions in the Borough and their unique ability to contribute to the betterment of society through research, innovations and offering relevant qualifications that meet the needs of the general public. So, I truly welcome this opportunity to share with you some of my thoughts on the theme of this conference, Responsible Research and Innovations in Management and Human Sciences.

I will, however, start by commending LSME for creating this unique platform for international researchers to share and discuss their research achievements and challenges and to network and collaborate with each other on this important research agenda. Very few private institutions can or will successfully and simultaneously carry out all its obligations to their external regulators, provide high-quality academic qualifications and introduce academic research as an integral part of the provision. Undoubtedly the institution is poised for continuous growth and success in its future endeavours both locally and internationally.

As a public servant, the theme of this international conference is of paramount importance since it seeks to establish procedures to better integrate societal needs in the process of research development and it is centred on the equal roles and responsibility of all stakeholders including societal actors and innovators. The keyword and phrases for me here are 'impact', 'Securing the future' and 'Acceptance of Change'. I will discuss this one after the other.

IMPACT

Societal impact is key to all research activities. Any research that will not have a short or long-term impact on society is probably not worth doing. In the UK it is obvious that an enormous amount of government funding for research now centres on demonstrating impact. The impact can be demonstrated easily depending on the subject being researched. It is easy to show that a research project has an impact if, for example, you are pioneering a technique in automobiles for roadworthiness… but it is not quite as easy to show the immediate impact of the work of a philosopher or a linguist. Would this suggest the need to reduce research funding for subjects that do not have an immediate impact?

In the face of government policies that expect us to demonstrate the economic value of research, one has to defend their core principles of autonomy, freedom of enquiry and research excellence. Indeed –I strongly believe researchers can only realise the economic and societal impact of their work if they are committed to autonomy, freedom of enquiry and excellence. Management and Human sciences as broad topics, for example, can fit both long and short term impact on society and can also demonstrate autonomy, freedom of enquiry and excellence. The theme is therefore relevant in today's society and I am very much excited to discover what the researchers have in store for us today.

SECURING THE FUTURE

Responsible research follows the European policy framework that seeks to anticipate future implications and current societal expectations of research and innovation. It is a sound political attempt to militate against the risks of 'failure' in the future by preparing society for the acceptance of future research developments. As such, responsibility and innovation in research is a form of governance in which sustainable investment is secured in the future through ongoing enrolment, engagement, and acceptance of society.

ACCEPTANCE OF CHANGE

Responsibility in research and innovation should continually evolve as countries, organisations and multi-disciplinary teams' attempts to be responsive to changing educational, technological and societal issues of the day.

As we progress through the next 3 days of intense debate and discussions, we should consider these three broad concepts and make use of this outstanding opportunity to learn from each other, develop new networks and future research collaborations that would be relevant to society and incorporates ethical principles, gender equality and excellent research governance.

Ladies and Gentlemen,

I speak to you today as a guest who knows of and is impressed by the efforts of academic researchers and is not under any illusion about the tremendous tasks that lie ahead for you –and indeed for all of us in designing relevant future research that will continue to meet societal needs.

To successfully address these tasks, institutions will need to develop its most valuable asset: the talent of its human resources.

We also need to meet the global challenges that confront us all by not only relying on scientists and engineers but also experts in the humanities and social sciences, as they can translate these challenges in a human perspective.

In the many years, ahead, higher education institution's academic population will continue to be the direction in which countries will respond to challenges and satisfy societies' quest for equality, development and growth through research. And although academic researchers such as yourselves may not always hold all the answers, you must be bound by your duty to society to articulate the right questions.

Thank you for your attention.

Cllr Zulfiqar Hussain

SPEECH OF GUEST OF HONOUR – H.E. DR DURGA BAHADUR SUBEDI AMBASSADOR OF NEPAL, LONDON

Chief Guest Lord Sheikh, Hon Lady Sheikh, Mayor of Redbridge, Excellencies, Former Mayors, senior Academics, Ladies and Gentlemen,

This is another interesting day at an event organised by London School of Management Education. The more familiar I become with this College, the more enriched I become in terms of the knowledge that I gain. No doubt this is an institute dedicated to education and focused on spreading that light the knowledge as far as it can go. I have attended a few events of LSME including its Convocation last year, every time I get to learn something new. So, I believe they are doing a good job.

Distinguished delegates and ladies and gentlemen,

I had the opportunity to take a quick glance at some of the abstracts submitted by the researchers to this conference and felt moved by the fascinating choice of topics and the range of areas covered in this conference. Topics of e-learning, medical sciences, societal issues such as mental health of students, effectiveness of learning environment, special needs, test of innovative ideas in commerce etc have completely captivated my attention.

Moreover, these topics have made me wonder how important it is to encourage research in our education system. Not just for the purpose of fulfilling the academic requirements of completing a course of study but truly for the purpose of unearthing growing issues in our society and finding solutions to those. Our societies have increasingly become generators of problems and less and less of solutions. It has an under belly, which our societies are good at concealing and these wounds keep festering and eventually erupts with serious consequences and often with hefty cost to the governments. If you look around, you would feel that societal problems are becoming similar irrespective of which part of the world you live in. School dropouts are on the rise in the East and West as well; substance abuse among young people is at its highest in the history, finding its way into every society; growth of violence and gang related activities are becoming prevalent on every street irrespective of North or South. Consequences of negligence of caring for environment is affecting every shore or mountain. I feel these critical areas of societal issues challenges social scientists present here and all those at home with a lot of work.

Should we wait and leave the matter to our enforcement authorities to come out on the street and address the symptoms or rather understand the issues in its social context through inclusive research, studies and analysis. Do we find solutions to address the real cause or attend to the symptoms? I believe this is where Responsible Research plays a crucial role in redefining the way we find solutions to real problems in the society rather than finding hypothetical solutions to hypothetical issues.

This brings me to the topic that I wanted to discuss with you today; that is teaching children from early ages to be inquisitive and develop a questioning mind. This is a way to develop a force of young researchers. A new generation of researchers completely, immersed in the idea of social inquiry that is ethical, responsible, accountable and most importantly result oriented or outcome based. A lot of experiments have been conducted into developing questioning attitude and inquisitive minds in young people and many schools already have put those in practice and action.

My plea is that researchers such as yourselves, start taking a leading role in inculcating the knowledge, values and ethics of research early in the minds of young people rather than waiting for the system to put it in place. Education should be the primary means of initiating a change in the society. We can change the society and help

the society through catching them young, shaping the future of their generation and arming them with necessary ethical and responsible tools to do research and find solutions themselves. While a lot of delegates here are in education, it is not a long shot to find ways to reach to young people and plant the idea of conducting ethical research. Those in other sectors may need to join hands with those in education to find ways to do so. Let this conference be a starting point to spread responsible research.

I am very glad that LSME has taken this noble cause to spread the idea of responsible research and innovations to different parts of the world. Being a small College, they have very high ambitions and they are making it a reality by reaching to different corners of the world. I think, we should all support this idea and join forces. As for my part, I will ensure that you will get to witness more research papers from Nepal for the next conference.

Allow me to congratulate and thank Dr Ravi Kumar and his very able team for organising this important conference and creating this platform for interaction amongst research communities across the world. I am sure this would gradually build momentum and lead to a great initiative in the future, benefiting the society at large. I wish this endeavour very best and all the delegates who have travelled from afar a very successful conference and an enjoyable stay.

Thank you.

H.E. Dr Durga Bahadur Subedi

VOTE OF THANKS BY DR SARITA PARHI
PRINCIPAL OF LONDON SCHOOL OF MANAGEMENT EDUCATION

Honourable Chief Guest Lord Sheikh, Honourable Lady Sheikh, Mayor, Guests of Honour, members of LSME Board, Conference Committee, distinguished delegates, ladies and gentlemen,

Though Vote of thanks appears to be the least of the items on the Programme, it is the item which weighs heaviest on the shoulders of the person who is entrusted with the job. It's a walk on a sword's edge!

LSME International Research Conference is one of our biggest event in the year. A lot of preparations, tremendous amount of logistics, huge volumes of communications, goes behind it and sometimes in unearthly hours spent owing to the time difference between the regions.

Ladies and Gentlemen,

Allow me to turn to my rightful duty to thank all those wonderful people who helped and supported putting this Conference together.

It is always a great honour and a privilege to have Lord Sheikh and Lady Sheikh amongst us. Lord and Lady Sheikh have always been a tremendous source of energy for LSME and we are indebted for their kindness. We are extremely grateful for gracing our important event.

Though this is the first meeting with our new Mayor of Redbridge Cllr Zulfiqar Hussain, we are very close to your office and are committed to be part of the development of the Borough. We extend our sincere gratitude for taking time out of your busy schedule to be with us today.

Ambassador of Nepal, H.E Dr Durga Subedi is a great friend of LSME, he would be greatly missed if we didn't see him at this event. Thank for your continued patronage of LSME. Look forward to seeing more of you.

Acting High Commissioner of Dominca, H.E Janet Charles, your gracious presence here today, has made a great difference in making this event very special. We are growing international and are very ambitious to reach the Caribbean shores. Thank you for being with us today.

Today we have a very special guest amongst us, who is Dr Mahmood Shougee. He has filled two very important ministerial portfolios in the Maldives. Education - which is very close to our heart and Tourism - needless to say how keen we are! Thank you Sir for kindly filling an important seat for us.

Mr Christy Ruben from the Sri Lankan High Commission is representing our friend Deputy High Commissioner Mr Sugeeshwara Gunaratne. We are grateful for honouring us today with your kind presence.

We are extremely fortunate to have a wonderful academic partner. Representing our partner institute, University of Chichester is Dr Kish Bhatti-Sinclair. Thank you for your kind support and being with us all the way through.

I notice that we have AdvanceHE very closely observing us today! Thank you Victoria Holbrooke for being with us today despite your very hectic schedule. We work with AdvanceHE to ensure we hold on to the top of professionalism in higher education.

Cllr Sunil Chopra, is a well-wisher of LSME and we have greatly benefited from his wisdom. Thank you Sir for your support.

Before I get too tired, let me quickly thank members of the Conference Organising Committee and the Peer Review Group, who enabled us conceiving and making the conference a reality. Special thanks goes to the Convener Dr Ravi Kumar and the Conference Chairperson Professor Steven McKinney for their leadership. Let me make a mention of Dr Peter Gray and Professor Sharma from the Peer Review Group, who had put in extra effort to get the reviews done on it. Allow me to recognise the cooperation of LSME Board, especially their generosity when the Conference budget overshot.

It is my duty to thank the two Keynote Speakers and all the Presenters of the Special Lectures for making this conference intellectually stimulating.

Distinguished delegates and participants allow me to extend my sincere thanks for taking long journeys to be part of this experience and sharing your interesting work with all of us.

And I thank all those who I have missed but helped and supported us in making this conference a great success.

Thank you all.

Dr Sarita Parhi

DAY ONE – KEYNOTE ADDRESS BY PROFESSOR STEPHEN MCKINNEY

CHAIR: PROFESSOR MOKGALE MAKGOPA **RAPPORTEUR: SARABJIT KAUR NAGRA**

TITLE: WHAT IS RESPONSIBLE RESEARCH AND INNOVATION (RRI)?
PRESENTER: PROFESSOR STEPHEN MCKINNEY, UNIVERSITY OF GLASGOW, UNITED KINGDOM

The presentation was divided into 3 sections, viz: 1. Responsible Research and Innovation (RRI), 2. The effects of poverty on school education, 3. Concrete examples emphasing on the work of the Nurture Group.

Responsible Research and Innovation (RRI) is an umbrella term which covers ethics, governance, open access, public engagement and science education etc in research. It reduces the distance between science and other forms of research, and society. It should not be confused with ethical approval. The whole process should be considered as a dialogue - two-way, and iterative process. The researchers, policymakers, education, business, civil society organisations, users of the research, are the different stakeholders of this approach.

The various societal challenges were covered, next, in the presentation. The challenges such as health (physical and psychological), demographic changes and well-being, clean and efficient energy, etc, were discussed briefly. The presentation covers the process of RRI and suggested that it should be diverse, inclusive responsive and adaptive. The issues covered include global warming, food security sustainability, energy supply, antibiotics resistance, and inclusive education of migrant children, disabled children and gender equality in education etc.

The presentation further dealt with the effects of child poverty on school education. It was highlighted by the speaker that one in every four children are living in poverty, in the world's richest countries. Child poverty is considered as gender issue as women are usually designated with the role of childbearing. Instability in family, absence of home learning, children less ready for school, etc, were considered as effects of poverty in school education.

The presentation ended on a positive note, by highlighting the role of Nurture Group for the education of most vulnerable children. The three themes of nurture Group were listed by the speaker and they are: schools as a safe space for vulnerable children, the quality of the relationship between different stakeholders of Nurture Group, and positive outcomes such as preparing children for classes boosting their confidence.

The presentation was enriching and provided an overview of the Responsible Research and Innovation, through the use of concrete examples. This stimulated discussion around how the impact of these initiatives are evaluated and there were suggestions to use evidence based approaches in evaluation.

DAY ONE – SUMMARIES OF FIRST PAPER PRESENTATION SESSION

CHAIR: DR PETER GRAY RAPPORTEUR: DR KISHORI BHAGAT

The first paper presentation session of the morning featured presentations from Rajbir Singh Malhi on "Role of Education initiatives for Promoting Global Peace", Professor Heather A D Mbaye on "The development of critical activities of regions of Europe in Brussels", and Professor Hue Ming Tak on "Special educational needs co-ordinators' (SENCOs) definition of their roles and experience in the promotion of the integrated education in Hong Kong schools".

TITLE: ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE
PRESENTER: RAJBIR SINGH, DIPS COLLEGE OF EDUCATION, PUNJAB, INDIA

Using a descriptive method of educational research, especially content analysis and trend analysis, the study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of people and nations. The presenter, Rajbir Singh, introduced the topic with reference to positive change and negative change, pillars of positive peace and global peace. The educational initiatives like human skills and attitude, education to all, no discrimination, and human rights were emphasised. He also deliberated on education and development which could be achieved by developing the country and that depends on its educational system, having skilled capital, integrating children of different classes and castes, education to all and gender parity. He also drew the attention on universalisation of education through compulsory education to all, providing school meals, transport and uniforms. Further emphasis was placed on life skills training for conflict resolution and various international organisations that are working for peace; concluding that education acts as an important tool to maintain global peace.

TITLE: THE DEVELOPMENT OF CRITICAL ACTIVITIES OF REGIONS OF EUROPE IN BRUSSELS
PRESENTER: PROFESSOR HEATHER A D MBAYE, UNIVERSITY OF WEST GEORGIA, GEORGIA, USA.

The rationale for this paper was to ascertain if the younger EU countries behaved differently from their western counterparts. The presenter introduced the topic with two hypotheses; H1 - sub-national representation have become more generalist since 1999 - 2000, and H2 - Eastern and western office will behave differently, with Eastern offices more focused on informational and networking activities. She then deliberated on the activities and goals of Brussels regional and local offices. A comparative survey of the year 1999 - 2000 and 2008 was done and was observed that there was hardly any difference in the mean of the different aspects covered in the questionnaire. The result of the factor analysis proved the first hypothesis, that the officers have become more generalist. The factors identified were generalist, symbolic pursuits, liaising, information gathering and anti-COR (Community of Region), where the highest percentage was generalist. The second hypothesis was proved by making a comparative study of Eastern and Western offices. It was concluded that they were not interested in networking but on information gathering.

TITLE: SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS' (SENCOS) DEFINITION OF THEIR ROLES AND EXPERIENCE IN THE PROMOTION OF THE INTEGRATED EDUCATION IN HONG KONG SCHOOLS
PRESENTER: PROFESSOR HUE MING TAK, THE EDUCATION UNIVERSITY OF HONG KONG, HONG KONG

The paper reports the initial findings of an on-going interview study, with the involvement of 20 SENCOs and 20 teachers who co-work closely with SENCOs from 20 schools. It aims to explore the roles and responsibilities of SENCOs, and to examine the discrepancy between policy and practice and the functioning of carrying system for SEN support. The presenter introduced the concept of SEN and SENCO, emphasising educational policy on

inclusion, developing potential and inclusive school culture. He highlighted the history of SENCO over a period of time, along with the role and elements of SENCO. He was of the opinion that the framework for transformation are pedagogy, partnership and leadership. He talked on the key elements of transformation mainly including school culture and leadership interview study, emphasising the challenges for pedagogy (too many subjects, hence the SENCO finds it difficult to be conversant with all the subjects' requirements), partnership (challenges in building partnerships with lecturers, parents and principals in schools) and leadership (difficulty in getting people to share the values of SENCOs). He further suggested the model of transformation that included the process of negotiation, support from the Principal, the Vice-Principal, balance between academic and career, allocation of resources, build team approach and team commitment. He concluded that there is no one formula, rather it should be inclusive, evidence-based and student-centred. Following the question and answer session the Chair summed up the session.

SPECIAL LECTURE - 1

CHAIR: DR NAND RELAN **RAPPORTEUR: DR MINAKSHI KISHORE**

TOPIC: MANAGEMENT AND HUMAN SCIENCE
PRESENTER: PROFESSOR BIJU KUMAR THAPALIYA

Keeping the broader theme in mind, the researcher introspected on whether the research conducted by the researchers addresses the problems faced by the small organisations and find solutions to them or is it only for the few elite organisations in the wider community? He questioned himself if his research was contributory to the society to which the researcher questioned his friends - ten different people (friends) running different businesses in his country, Nepal.

The researchers found that his research results were not contributory to the community as he says the results could not be usable by the target population. According to the researcher, people are smart so the organisation are strong. The researcher mentioned that better decision for humans leads to a better social life for all, and improved Society.

To conclude, the researcher says that research facts, as the results for the same, are unusable, so it is always better to simplify the research and the findings in the language which is understood by the people on which the research is conducted, and hence the results can be used for their betterment.

DAY ONE – SUMMARIES OF THE SECOND PAPER PRESENTATION SESSION

PAPER PRESENTATION SESSION 2A

CHAIR: DR AMANDEEP SINGH MARWAHA **RAPPORTEUR: DR TARANNUM SIDDIQUI**

TITLE: A STUDY ON THE READINESS FOR E-LEARNING IN THE MALDIVES
PRESENTER: DR FATHIMATH THAUFEEGA

The researcher considered the fact that a country with dispersed islands, such as Maldives, e-Learning would be an ideal form of delivery of higher education for the students living in the remote islands. The first specific objective of the study was to assess the level of e-Learning readiness among Maldivian higher education students in two institutions. In this assessment, the following e-Learning readiness domains were assessed: (1) access to technology (2) technological skills, (3) study habits and skills and (4) lifestyle factors. The second objective was to assess higher education lecturers' readiness to engage in facilitating e-Learning using the domains of (1) Access, (2) technological skills, (3) teaching styles and (4) time management. The third objective of this study is to explore the level of readiness of the institutes with respect to: (1) infrastructure, (2) human resources and (3) access and connectivity.

The presenter used a mixed method research using a Likert scale questionnaire to collect quantitative data and semi-structured interviews to collect qualitative data. Two private higher education colleges in Male' were selected for the study. One hundred and eleven students from different levels of study and 45 lecturers answered the respective questionnaires. Nine students selected from both colleges and 2 senior personnel from each college participated in the interview. The questionnaires were analysed and a guide for the interviews were formed. The interviews were recorded digitally and thematically analysed after transcription.

The quantitative data was analysed, and the findings were presented in tabular and graph format while the qualitative data findings were presented thematically. Both sets of data revealed that the students and the institutes are ready when access and connectivity as well as technological skills are considered. However, students were not ready for self-directed learning or taking initiative in their own learning, which are essential factors for e-Learning. The lecturers were not ready to venture into e-Learning as most of them are part-time lecturers and they did not have time to engage in online learning activities and it was concluded that the Institutes lacked learning platforms due to lack of financial and human resources.

TITLE: EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES
PRESENTERS: DR ANJALI PURI AND MR. RAJEEV PURI (VIDEO PRESENTATION)

The purpose of their research is to study the effect of e-teaching on divergent production abilities of adolescents. A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. 60 adolescents a divergent production ability score were selected and divided into two groups of 30 adolescents each forming control and experimental arm of the research. Self-made e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group during fifteen days. After 15 days, a post-test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The results showed significant difference between the mean scores of control group and experimental group and emphasized on the role of e-teaching on learners. The study results highlighted the importance of incorporating e-teaching in teaching, as it helps in creating divergent production abilities, which in turn, is in need of more research to gain better pedagogical insights.

PAPER PRESENTATION SESSION 2B

CHAIR: PROFESSOR SURESH KUMAR CHADHA **RAPPORTEUR: SARABJIT KAUR NAGRA**

TITLE: PROBLEM OF DROPOUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN INDIA
PRESENTERS: DR TARANNUM SIDDIQUI AND DR. RAKESH CHANDRA TYAGI

The presenters introduced the topic using the gross enrolment ratio in India, as a whole. The development of education was discussed briefly, and the main objectives were to find the factors contributing to dropout of students, and also to control these factors.

The presenter discussed the sample with the help of diagrams and highlighted that both primary and secondary data sources were used to generate data for the study. The data revealed that various reasons were responsible for the dropout of the children, such as taking care of siblings, illness of students, death of parents etc. The harsh reality of government schools in India was depicted using pictures, showing a lack of infrastructure, and poor and dilapidated infrastructure in the school.

The presenter highlighted the particular issue of girls dropping out of school, and concluded by suggesting that the government should provide more facilities to the students, proper infrastructure at the school, polite behaviour of teachers towards students and provide separate toilet facilities for boys and girls.

TITLE: HOW THE SCHOOL CLIMATE AFFECTS THE ACADEMIC ACHIEVEMENT OF STUDENTS IN INDIA? A CASE STUDY
PRESENTER: S KANTHIMATHI, M S UNIVERSITY, TAMIL NADU, INDIA

The presenter introduced the topic by highlighting the importance of school in the lives of children. The rationale provided by the presenter for selecting this topic is that learning takes place, effectively, only when proper and congenial environment is provided to the students. The recommendations focused on the improvement of the school environment, and to improve the treatment of the students. The school management, teachers, students, parents, school system, were listed as important factors affecting school climate while emphasizing the role of the teacher in students' academic achievements. The various classroom strategies were discussed, to improve the achievements of students, recommending certain changes to improve the school climate.

PAPER PRESENTATION SESSION 3

CHAIR: PROFESSOR HEATHER MBAYE **RAPPORTEUR: S KANTHIMATHI**

TITLE: STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHER APTITUDE, ATTITUDE TOWARDS TEACHING AND ANXIETY
PRESENTER: DR SANTWANA G MISHRA, DBAM UNIVERSITY, AURANGABAD, INDIA

The study looked at the relationship between academic achievement and teacher aptitude and attitude towards teaching and anxiety. Partial and multiple correlations, and regression analyses were employed to investigate these relationships.

It was observed that the academic achievement of students was not significantly affected by teaching aptitude and attitude of teachers, regardless of the gender of the student, male or female. However, the study revealed that the academic achievement of the students was significantly, inversely, correlated with anxiety of the students, regardless of the gender of the student. That means that the higher the anxiety of students, the lower their academic achievements and vice versa, which equally applied to male and female students.

The presenter, therefore, recommended that concerted efforts should be made to alleviate student anxiety to improve their performance and achievement. The participants felt that it was an insightful presentation.

TITLE: TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA
PRESENTER: DR MADHAB GHOSH, RAMMOHAN COLLEGE, KOLKATA, INDIA

Dr Ghosh presented his paper on teacher education in India, looking at the trends of research in this area from 1967 to 2018. It was revealed that 1967-1972 recorded only 82 studies in six areas, increasing to 11,122 studies on teacher education as at September 2018.
The presenter pointed out that, currently, over 200,000 theses have been uploaded on Shodhganga project, a reservoir of Indian theses website. He further mentioned that in recent years, there have been major changes in the views and methods employed in teacher education research, focusing more on the impact of teachers' beliefs and practices on students' achievements.

It was commented that he has done the research, thoroughly, and sincerely, and hopefully, it will be useful for the society.

TITLE: RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING
PRESENTERS: NISHTHA PURI, THAPAR UNIVERSITY, PUNJAB, INDIA AND DR ANJALI PURI, GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH, INDIA

The presentation explored the relationship between research attitude and style of learning and thinking of students of technical education, using 100 students of Premier Engineering Colleges, Punjab, India as the sample population.

The study found a positive significant correlation between research attitude and style of learning and thinking of the students. He further suggested that the students that have a high level of research attitude are more likely to have a better style of learning and thinking.

The presenter recommended that the educational administrators, educators and students should work towards developing a research attitude to improve the style of learning and thinking of the students. That will facilitate improved overall learning and research experiences and outcomes for the students.

DAY TWO: OVERVIEW

The first part of the second day of the conference too place at the same venue. The sessions started with a Keynote address by Dr Peter Gray on "Climate Change and Education: Time for a Revolution" chaired by Professor Stephen McKinney.

This was followed by the paper presentation session 4, chaired by Professor Stephen McKinney. The Rapporteur was Dr Santwana Mishra and presenters for this session were Sarabjit Kaur Nagra whose presentation was on Comparative analysis of universal primary education in the developing countries of South Asia, D.M. Gupta and H.R. Lapashia whose presentation was on a Study of impact of monetary and non-monetary motivational factors on employees' performance with respect to Mumbai city, India and Rishika Bhojwani who presented a paper on Corporate image and service quality perception of public and private sector banks among generation X and generation Y.

Following an enlightening question and answer session, Professor Stephen McKinney gave the concluding remarks and expressed his profound gratitude to the researchers for sharing their interesting and thought provoking research.

The delegates then proceeded for a short tea break followed by Paper Presentation Session 6 Chaired by Dr Peter Gray. The Rapporteur was Dr Minakshi Kishore. The presentations were Dr Sushama Patil on Symbolic and nutritional significance of dairy products with special reference to milk in our daily lives and Professor Harjeet Kaur Bhatia on Teaching with (out) technology: A study of use of assistive technology by teachers. This was followed by the question and answer session with concluding remarks from the Chair and a formal networking session hosted by the LSME student ambassadors.

The delegates had a lunch break and proceeded for Special Lecture 2, delivered by Professor Suresh Kumar Sharma and chaired by Dr Ajay Bhamare. Rapporteur was Dr Kishori Bhagat and the lecture was entitled Predictive modelling and its applications.

The conference adjourned for a tea break after the question and answer session and the concluding remarks from Dr Ajay Bhamare.

The second and final Plenary Session of day two (Paper Presentation Session 7) was chaired by Professor Devinder Kumar Dhawan and reported by Dr. Kanniappan Jayaraman. The session contained presentations from Dr D. P. Raverkar on Dimensions of work culture among industrial workers with special reference to Roha industrial area, Dr S. B. Lalchandani on the Use of digital wallets by auto rickshaw drivers in Mumbai, India and Dr Kishori Jagdish Bhagat & Dr Ajay Bhamare on the Application of green work-life balance by degree colleges to teaching faculties in Mumbai and suburbs of Mumbai.

After a short tea break, the day two of the Conference came to an end. For the rest of the evening, delegates were invited for the tour of London which was sponsored by LSME.

An overview of the second day's conference programme is shown in a schematic form below:

DAY 2: 1ST AUGUST 2019 (THURSDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:15	**Arrival of All Delegates**	Greetings and Announcements by MC
09:15-09:40	**Keynote Address** **Chair: Professor Stephen McKinney**	Keynote Address by: **Dr Peter Gray** Title: *Climate Change and Education: Time for a Revolution*
09:40-09:45	**Rapporteur: Dr Tarannum Siddiqui**	Chairperson's Remarks

09:45-1030	**Paper Presentation Session 4** **Chair: Professor Stephen McKinney** **Rapporteur: Dr Santwana Mishra** **Presenters:** 1. Sarabjit Kaur Nagra - *Comparative Analysis of Universal Primary Education in the Developing Countries of South Asia* 2. D.M. Gupta and H.R. Lapashia - *A Study of Impact of Monetary and Non-Monetary Motivational Factors on Employees' Performance with Respect to Mumbai city, India* 3. Dr Rishika Bhojwani - *Study of Corporate Image and Service Quality Perception of Public and Private Sector Banks among Generation X and Generation Y*	
10:30-10:40	**Q & A Session** and Chairperson's Closing Remarks	
10:40-11:25	**Parallel Session I**	**Parallel Session II**
	Paper Presentation Session 5 **Chair: Martin McAreavey** **Rapporteur: Dr Fathimath Thaufeega** **Presenters:** 1. Dr Rakesh Chandra Tyagi and Dr. Tarannum Siddiqui - *Micro, Small and Medium Enterprise Development in India: With Special Reference to Women and SCs/ STs Entrepreneurs* 2. Dr Shelly Aggarwal and Dr Dazy Zarabi - *Transgender Citizenship Gaps being Bridged: Indication of Paradigm Ideological Shift at Cognition Level for the Third Gender Compeer among the Students of Panjab University Chandigarh* 3. Sandeep Kaur and Dr Amandeep Singh Marwaha - *Exploring the Effects of Social Media Use on the Mental Health of Young Adults: An Empirical Research in Bathinda District of Punjab*	London School of Management Education and Ramananda Arya DAV College, Mumbai Collaborative Dialogue on Furthering Responsible Research and Innovations (RRI)
11:25-11:35	**Q & A Session** and Chairperson's Closing Remarks	
11:35-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:20	**Paper Presentation Session 6** **Chair: Dr Peter Gray** **Rapporteur: Dr Minakshi Kishore** 1. Dr Sushama Patil - *Symbolic and Nutritional Significance of Dairy Products with Special Reference to Milk in our Daily Lives* 2. Professor Harjeet Kaur Bhatia - *Teaching With (out) Technology: A study of Use of Assistive Technology by Teachers*	
12:20-12:30	**Q & A Session** and Chairperson's Closing Remarks	
12:30-13:00	Formal Networking: Facilitated by LSME Ambassadors	
13:00-14:00	**LUNCH BREAK**	
14:00-14:30	**Special Lecture 2** **Chair: Dr Ajay Bhamare**	Special Lecture: Professor Suresh Kumar Sharma Title: *Predictive Modelling and Its Applications*
14:30-14:40	**Rapporteur: Dr Kishori Bhagat**	**Q & A Session** followed by Chairperson's Remarks
14:40-15:35	**Paper Presentation Session 7** **Chair: Professor Devinder Kumar Dhawan** **Rapporteur: Dr. Kanniappan Jayaraman** **Presenters:** 1. Dr D P Raverkar - *Dimensions of Work Culture among Industrial Workers with Special Reference to Roha Industrial Area* 2. Dr S. B. Lalchandani - *A Pragmatic Study on Use of Digital Wallets by Auto Rickshaw Drivers in Mumbai, India* 3. Dr Kishori Jagdish Bhagat and Dr Ajay Bhamare - *Application of Green Work-Life Balance by Degree Colleges to Teaching Faculties in Mumbai and Suburbs of Mumbai*	
15:35-15:45	Q & A Session and Chairperson's Closing Remarks	
15:45-16:00	**TEA BREAK - REFRESHMENTS LOUNGE**	

16:00-20:30 Sightseeing: Coach Tour

DAY TWO: KEYNOTE ADDRESS BY DR PETER GRAY

Dr Peter Gray, presented a Keynote address on "Climate Change and Education: Time for a Revolution". The session was chaired by Professor Stephen McKinney. Dr Gray started by emphasizing the need to acknowledge that climate change is real and for research to respond quickly to new order. The presenter stressed the need to strengthen research with teaching and learning since research is in most cases unstable and volatile. His lecture stressed that although climate change is a crisis for everyone, it is also an opportunity for sustainable development and should be the focus of current responsible research and innovations. This conclusion was generated as follows. A revolution in education/ research is necessary because research has been divorced from education.

All kinds of actors are politically engaged in research, usually by default but there should be particular relationship between science and society in order for science to be responsible.

Climate change represents a new world order which requires the exercise of power on a grand scale and transnational action on equality. Climate change is indifferent to borders and worst effects are on those least able to respond and will require ingenious ways of learning how to survive.

DAY TWO – SUMMARIES OF THE PAPER PRESENTATIONS SESSIONS

PAPER PRESENTATION SESSION 4

CHAIR: PROFESSOR STEPHEN MCKINNEY **RAPPORTEUR: DR SANTWANA MISHRA**

TITLE: COMPARATIVE ANALYSIS OF UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA

PRESENTER: DR SARABJIT KAUR NAGRA, PUNJAB UNIVERSITY, PUNJAB, INDIA

An introduction to the topic was given by the presenter. The first slide had arguments emphasising the importance of education, and the United Nations Declaration on Education was shared. Growth and development of Elementary education in India was discussed, citing article 45 which states that the state will provide free and compulsory education. The presenter argued that the outcome of this article is not yet achieved, while the recommendations of the Kothari Commission were discussed. The presenter argued that the recommendations are yet to be regularised. The National Policy on Education (1986) and Programme of Action (1992) were discussed during the presentation. The signing of the World declaration in 1990 and several schemes initiated by the government of India were discussed. Right to education (2009) was discussed in detail, as was the latest development in primary education.

The presenter further discussed the educational policy of Sri Lanka. She charted the development of education in Sri Lanka, presenting details of year-wise milestones of commissions and policies implemented in Sri Lanka including 1978, 1987, 1992, etc. National Education Commission (1992) emphasised the importance of primary education in the growth of the country. The national policy on education and regulations on compulsory education in 1997, were major policy developments. Many education reforms recommendations were discussed in detail.

The progress of India and Sri Lanka towards Basic Universal Education was compared and statistics were discussed. The figures were compared directly and gender disparity was emphasised, for India, as compared to Sri Lanka. The gross enrolment ratio and dropout rates were also discussed. The years for comparison were 2000-2015. The researcher pointed out that out-of-school children are more in India as compared to Sri Lanka.

The human development index (HDI) is lower for India as compared to Sri Lanka. The presenter concluded that despite India being a fast-growing economy, it lags behind in female literacy rate and poverty-related educational issues.

TITLE: A STUDY OF THE IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON EMPLOYEES PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA

PRESENTERS: D M GUPTA, RAMANAD ARYA DAV COLLEGE, MUMBAI, INDIA AND H R LAPASHIA, RAMANAD ARYA DAV COLLEGE, MUMBAI, INDIA

“Money is not everything in life, love is, but unfortunately I love money.” The presenter began the presentation with this quote. The presenter first defined the term motivation, and two theories of motivation - Maslow’s Hierarchy of Needs and McGregor’s Theory X and Theory Y were discussed. The importance of motivation for the organisation as well as to employees was discussed.

The monetary and non-monetary factors of motivation were discussed, giving appropriate examples. The objective of the study was to study the effect of monetary and non-monetary factors on employees’ motivation. The limitations of this study were discussed. The second presenter took over the presentation from there, giving the sample size for the study which was 200 employees from Mumbai City.

The major motivation factor was identified to be money, while the major non-monetary factors were flexible working hours and better working environment. The data were presented graphically, showing that the maximum number of people wanted to work from home. They argued that the contributing factor for higher productivity was good working environment while concluding that both monetary and non-monetary factors are necessary for a job motivation.

TITLE: STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y
PRESENTER: DR RISHIKA BHOJWANI, SIMSREE, MUMBAI, INDIA

An outline was given for the presentation introduction, and the introduction to the study was discussed in detail. The presenter classified the various generations in the popular categories - Gen-X born between 1965 and 1980, Gen-Y born between 1980 and 1996, and Gen-Z born after 1996. The purpose of the research study was given, which was to identify the factors affecting customer satisfaction. A pictorial representation of the literature review was given. The variables for the study were two given as independent, dependent and moderate. The hypothesis and sub-hypotheses were discussed. The study was exploratory, sampling 40 customers for this study. The questionnaire used for the collection of data was tested for reliability. From the results, which were discussed, it was concluded that service quality was good for private sector banks as compared to public sector banks. It was also concluded that Gen-Y was less satisfied with service quality as compared to Gen-X. The presenter also computed that customer perception of private banks, which is significantly higher than public banks.

Also, the Gen-Y is less satisfied with customer perception as compared to Gen-X. The contribution of the paper and its implications were discussed, with the presenter emphasising that the service quality of the banks should be improved.

The questions and comments session was conducted after the presentation of papers, with the questions and comments mainly relating to the first paper, and were answered by the presenter.

PAPER PRESENTATION SESSION 5

CHAIR: MARTIN MCAREAVEY, UNIVERSITY OF BOLTON **RAPPORTEUR: DR FATHIMATH THAUFEEGA**

TITLE: MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS
PRESENTERS: DR RAKESH CHANDRA TYAGI AND DR TARANNUM SIDDIQUI, CAREER CONVENT GIRLS P.G. COLLEGE, UTTAR PRADESH, LUCKNOW, INDIA

The presenters stressed that economic development of India is only possible when all the section of society especially women come forward to involve themselves in production activities through Micro, Small and Medium Enterprises (MSMEs). Women entrepreneurs can benefit from the initiatives of the MSMEs sector which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic empowerment of women, particularly through MSMEs sector by helping them to become successful entrepreneurs. The presentation stressed that such entrepreneurs are increasing in the country due to the introduction of electronic facilities like mobile phones, internet services short-circuit cameras, video conferencing etc. The roles of women and other socially deprived section of society i.e. SC/ST are increasing, with a very slow but sure pace in MSMEs as entrepreneurs, requiring more support from government and financial institutions. Both primary and secondary data has been used to prepare this paper. The researchers has examined the pattern of ownership of private enterprises among social groups such as gender and caste, state wise employment in registered and un-registered sectors of MSMEs in India. The presenter concludes that all sort of facilities i.e. land, capital, technological support, training and marketing etc. should be provided to promote female and SCs/ STs entrepreneurship by the government.

TITLE: TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY, CHANDIGARH
PRESENTERS: DR SHELLY AGGARWAL, PANJAB UNIVERSITY, CHANDIGARH, INDIA AND DR DAZY ZARABI, PANJAB UNIVERSITY, CHANDIGARH, INDIA (VIDEO PRESENTATION)

The primary objective of the study was to assess the level of acceptance at the cognition level, for the third gender co-fellows, among the students of Punjab University, Chandigarh.

The study was conducted among 260 students as well as the research scholars from various departments of Punjab University, Chandigarh. Their perception, behavior and thinking about the transgender students were mapped via a self-constructed questionnaire. Surprisingly, a broad-minded scenario was witnessed, as the majority of the respondents came out with the positive and constructive responses. A few students from the transgender community were also interviewed and it was analyzed that in spite of their unhappiness with the section 377 of IPC which criminalize them and curtails their citizenship status, they had lesser behavioral complaints with respect to their co-fellows and the educationists. The presenters used different case studies of trans-gender students who have experienced positive attitudes that has boosted their confidence in progressing with their education and are hopeful for a brighter future.

This journey from resistance to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stakeholders and the enlightened literature being incorporated in the curriculum. The presenter concluded that it is still unclear as to whether societal views will improve.

TITLE: EXPLORING THE EFFECTS OF SOCIAL MEDIA USE ON THE MENTAL HEALTH OF YOUNG ADULTS: AN EMPIRICAL RESEARCH IN BATHINDA DISTRICT OF PUNJAB

PRESENTERS: SANDEEP KAUR, PUNJABI UNIVERSITY, PATIALA AND DR AMANDEEP SINGH MARWAHA, PANJAB UNIVERSITY, CHANDIGARH, INDIA

The presenter's research seeks to map and explore the impact of social media on psychological states (stress-anxiety) of individuals. The purpose of the study was to determine perception of stress levels of students in relation with type and rate of social media use, to analysis the relationship between types and rate of social media use and perception of anxiety level of students and to examine the relationship between type and rate of social media use and perception of insufficient self-efficiency. In addition, the researcher explored how the levels of stress and anxiety vary by social media type. Data was collected from a survey of 200 students completing their post graduate studies in a college using a questionnaire. The scale developed by Cohen et al. (1983) was used in order to determine the level of stress perceived by the students. Continuous Anxiety Inventory developed by Speilberger et al. (1970) was used in order to determine the levels of anxiety perceived by the students. Validity of the scales used was tested through the confirmatory factor analysis and a reliability analysis was conducted. Cronbach Alpha statistics was used in order to determine the internal consistency of the scales. Path analysis which is an extension of regression model was used to determine the impacts of duration and frequency of using social media and average time spent in using social media on stress, anxiety levels and insufficient self-efficacy. In conclusion the researcher found that the higher social media usage increases the concerns of stress and anxiety amongst students.

PAPER PRESENTATION SESSION 6

CHAIR: DR PETER GRAY RAPPORTEUR: DR MINAKSHI KISHORE

TITLE: SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN OUR DAILY LIVES

PRESENTER: DR SUSHAMA S PATIL, RAMANAND ARYA DAV COLLEGE, MUMBAI, INDIA

The research is conducted by the researcher keeping India and Indian culture in context, as to how milk remains an important nutritional health beverage, which is also the objective of the research.

The researcher used both primary and secondary methods to conduct the research, employing two sets of questions, one for the children and the other for the parents. This is to understand the concepts and objectives on the basis of the intake of milk. The assessment concluded that the Indian mother has a strong belief that milk remains to be an important dietary component to support their children in their growth.

Recommendations were made, that all the children should take milk and mother should facilitate this for the children's growth. It was also suggested that health, nutrition, environmental protection, goodness, social justice, goodness, rationality are the reasons behind the increase in the number of Vegans.

TITLE: TEACHING WITH OR WITH(OUT) TECHNOLOGY - A STUDY ON THE USE OF ASSISTIVE TECHNOLOGY BY TEACHERS.

PRESENTER: PROFESSOR HARJEET KAUR BHATIA, JAMIA MILLIA ISLAMIA, NEW DELHI, INDIA

The researcher referred to the Indian census of 2011 where the data reflects as 61% of disabled children aged between 5 and 9 and those who were attending school. According to one of the constitutional acts of India, there has to be an inclusive educational system which would be inclusive of all, including the children with special needs. Assistive technology was introduced to support children belonging to this category.

The rationale for this study was hinged on the argument that, as human beings are seen as important resource, there should be deliberate efforts to create situations that are inclusive and able to accommodate everyone. This was explored using a sample of 45 teachers, of varying ages who had all the technological devices and they know how to operate it. This sample was questioned about assistive technology and the devices to be used for the children with special needs to impart the knowledge. The teachers responded that they were aware of the assistive technology devices but were not sure about how to use them, as they also mentioned some of the barriers to this, which include, lack of time and resources, funding for the training and resources, and interventional material.

The study revealed that there was a readiness amongst teachers to use the assistive technology to impart knowledge to the children with special needs, however, they expressed their desire for an inclusive face-to-face training to get acquainted with the assistive technology and devices, to align them and use them in their teaching, to make a significant difference in the teaching and learning of students with special needs.

SPECIAL LECTURE 2

CHAIR: DR AJAY BHAMARE **RAPPORTEUR: DR KISHORI BHAGAT**

TITLE: PREDICTIVE MODELLING AND ITS APPLICATIONS
PRESENTERS: PROFESSOR SURESH KUMAR SHARMA, PANJAB UNIVERSITY, INDIA, DR SARITA PARHI & DR RAVI KUMAR, LSME, UK.

Professor Sharma started the after-lunch session with a special lecture on predictive modelling and its applications. He introduced the topic with examples of structured and unstructured data. He focused on predictive models like exit polls, ball tracking and disease diagnoses. Further, he elaborated on predictive modelling process, with a diagrammatic presentation. The types of common and also important predictive models were discussed with examples in various areas, for applications in the areas of banking, insurance etc.

He elaborated on the exit poll prediction model, the Naive Bayes model explained the main ingredients for the statistical model for an exit poll, and the difference between opinion poll and exit poll. This model was explained with examples of London poll and Indian poll results.

The second model was the ball tracking predictions, for example, the Cricket World Cup which is being done by the Hawk-eye system, the parameter for a leg before wicket (LBW) decision.

The third model was disease prediction model - the logistic model, which was explained logistic function/logistic regression with example and formulae comparing three patients taking three factors like age, sex and electrocardiogram (ECG) and explained how disease and life fatality was predicted.

The last model was the generalized additive model (GAM) and its applications, with examples from pollutants and meteorological parameters, explaining the effects of air pollution with a diagnostic plot. He summed up the presentation by giving predictive analytics software, some of which can be acquired for free, for example, R, statistica, MATLAB, SAS, Mathematica, epi- info etc.

The session concluded with questions and answer session and very well answered by the resource person, and summed by the Chair, Dr Ajay Bhamare

PAPER PRESENTATION SESSION 7

CHAIR: PROFESSOR DEVINDER KUMAR DHAWAN **RAPPORTEUR: DR KANNIAPPAN JAYARAMAN**

TITLE: DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO ROHA INDUSTRIAL AREA

PRESENTER: DR DEEPAK P RAVERKAR, COMMERCE AND SCIENCE COLLEGE, MAHARASHTRA, INDIA

The research of Dr Raverkar is especially resourceful and helpful to entrepreneurs. The presentation gives an insight into how the work culture had the potential to lead to job satisfaction and to help the working community to work with satisfaction. On the basis of literature, survey and pre-testing of questionnaires, 22 were made statements in the questionnaire. The workers of the twenty industries in Roha industrial estate were asked to rate these statements on a six point Likert scale ranging from 1 to 6. According to that scale 6 being very much satisfied, 5 Much satisfied, 4 Somewhat satisfied, 3 Somewhat dissatisfied, 2 Much dissatisfied and 1 Very much dissatisfied. The questionnaire was given to 404 workers in different twenty industrial units from Roha industrial area and their responses were collected.

The presenter concluded that work culture can have potential effects on employee motivation and behavior, and can affect outcomes such as productivity, performance, commitment, self-confidence and ethical behavior. They suggested that a new work culture will have to focus on the creation of loyalty and discipline at all hierarchical levels, promotion of cooperative teamwork and motivation to improve the activation levels of all employees and to make the employees more responsive to the challenges and responsibilities.

TITLE: A PRAGMATIC STUDY ON THE USE OF DIGITAL WALLETS BY AUTO-RICKSHAW DRIVERS IN MUMBAI, INDIA

PRESENTER: DR S.B. LALCHANDANI, SMT. CHANDIBAI HIMATLAL MANSUKHANI COLLEGE, INDIA

The presenter had an innovative study, which sought to investigate the knowledge of the illiterate auto rickshaw community (a common form of urban transportation, generally meant for hire use) of e-wallet and its usage, using a sample size of 500 individuals. The study was conducted in two phases. The first was a survey to find out why e-wallets were not popular amongst the Auto-rickshaw drivers. The next step analyzed the unacceptability of digital wallets among the auto rickshaw drivers in Mumbai and set out a training programme to make them aware and generate the confidence among them to use digital wallets. Once the training programme is concluded, the second phase of research began where the change in behavior of the respondents were recorded regarding the use of digital wallets. The outcome of this study resulted in 98% of the auto-rickshaw operators opening bank accounts and started using the technology, by the end of the study.

TITLE: APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI.
PRESENTER: DR KISHORI JAGDISH BHAGAT, PRAGATI COLLEGE OF ARTS AND COMMERCE, DOMBIVLI, INDIA AND DR AJAY BHAMARE, RAMANAND ARYA D.A.V. COLLEGE BHANDUP, INDIA

Dr Kishori's presentation discussed how an individual in a working community can balance the green work life and personal life. She explained the expectations as from the point of view of teachers and lecturers in Mumbai and its suburbs and carried out the study on randomly selected 200 individuals administering structured questionnaire via google form and hard copies. Qualitative analysis was done by finding the average percentage opinion of the questions asked in the questionnaire and a quantitative analysis was done using the SPSS package for ANOVA F-test. The findings from the research suggested that the majority of respondents were not aware of the concept of green work-life balance and many of the management did not provide any facilities to make the balance easy. Although the concept was not a priority for many colleges, a few colleges did provide some of the facilities to their teaching faculties.

The researchers included useful suggestions for improvement to the Management and teachers of institutions.

DAY THREE: OVERVIEW

The third day of the conference took place in main conference Hall of the Leonardo Royal City Hotel in London. The first session opened with two interesting Guest Lectures from Professor Devinder Kumar Dhawan entiltled "Cancer: Still a Threat in 21st Century" and Dr Nand K Relan on "Medical Imaging and its Applications in Clinical Management of Disease Processes".

These lectures highlighted how cancer continues to threaten the lives of individuals to date and suggested relevant lifestyle changes including the advances in medical imaging techniques for prompt and effective diagnosis of cancer. Sumarries of these lectures are provided below.

This was followed by the first plenary session (Paper Presentation Session 8) chaired by Professor Biju Kumar Thapaliya. The Rapporteur was S Kanthimathi and presenters for the session included Dr Zeeniya Kamil presenting a paper on Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives, Dr Ajay M Bhamare presenting A Study of Job Satisfaction of Self Finance Courses Teachers in Mumbai and Dr Anupreet Kaur Mavi presenting a paper on Assessing the Service Quality of Higher Education Using Modified SERVQUAL Scale. After a question and answer session with concluding remarks form Professor Biju Thapaliya, the delegates had a short tea break and proceeded for another special lecture.

The Special Lecture by Professor Suresh Kumar Chadha on Building a Strategic Plan for Excellence in Higher Education was chaired by Dr. Martin McAreavey. The next plenary session followed shortly with presentations from Dr. Anjali R Macarenhas on Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India, Dr. Kanniappan Jayaraman on Tour Based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an Ongoing Field Study, Professor Mokgale Makgopa - The Challenges of Tradition versus Modernity: From a Social Work Perspective and Emad Alotaibi - Exploring School Leaders' and Teachers' Experiences of Working in Rural Schools in Saudi Arabia. The session was chaired by Dr Rakesh Chandra Tyagi and the Rapporteur was Dr Zeeniya Kamil

After a brief question and answer session and the chairperson's closing remarks the Conference adjourned for lunch.

The closing ceremony started soon afterwards with all special guests and VIPs seated by 2:00 pm. After a few announcements by the MC, Professor Stephen McKinney, as the Confernece Chair provided a short summary of the proceedings highlighting some of the take-home messages from the presentations discussed in the last three days. He thanked all delegates for their participation and for sharing their research experience with us. This was closely followed by a brief Remark from Dr Ravi Kumar, the Conference Convener and the Executive Director of LSME. In his Remarks he expressed his sincere appreciation for the hard work and dedication of the Conference Organizing Committee as well as researchers and delegates. He emphasized some challenges faced in the organization of the conference including late submission of abstracts, request for extension of the deadline for the submission of full papers and for video conferencing, delays in obtaining UK entry clearance and many more. He announced the publication of the conference papers and the venue for the next international conference. He appreciated all the verbal and written feedback received and extended a special thanks to all chairpersons who kept to the allowed time for paper presentations. The highlight of the closing ceremony was the valedictory speech by the Guest of Honour and Former Minister of Education and Minister of Tourism, Dr Mahmood Shougee. In his address, Dr Mahmood Shougee commended the team for pulling it off once again despite their numerous engagements. He emphasized the importance of the event and urged all delegate to work towards sustaining the sharing of research expertise periodically. He commented on global warming as a serious problem particularly for places like the Maldives and hoped that over time, through RRI we would be able to mitigate the situation. He also expressed his appreciation for Dr Ravi Kumar and Dr Sarita Parhi for their remarkable achievement which he believes has come about as a result of an incredible vision, hard work and

commitment. He also considered research as a powerful tool which can yield both positive and negative outcomes with some notable examples. The tenets of responsible research, including inclusivity, open access and its responsiveness to the community needs were addressed. He urged all researchers to ensure that their work is useful and fits the context of their local environment and the relevance of the transformational message is always discussed more in-depth.

Professor Suresh Sharma provided a brief overview of the historical context of the LSME conferences and encouraged participants to continue to support LSME's international conferences.

Certificates were presented to eligible delegates by Lord Sheikh and assisted by all special guests. In his Closing Remarks, Lord Sheikh, reiterated on the importance of education. He also encouraged participants to believe in themselves and be extremely passionate about what they do. He commended the entire delegation for their contribution to a well-rounded research conference.

The Conference concluded with a Vote of Thanks delivered by Dr. Dolly Jackson Sillah, followed by a Group photograph session.

An overview of the programme for day three is shown in the table below:

DAY 3: 2ND AUGUST, 2019 (FRIDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:15	**Delegates Arrival**	Greetings and Announcements by MC
09.15-09.45	**Special Lecture 4**	Special Lecture by Professor Devinder Kumar Dhawan Title : *Cancer: Still a Threat in 21st Century*
09:45-09:55		**Q & A Session** followed by Chairperson's Remarks
09:55-10:25	**Special Lecture 5** **Chair: Professor Suresh Kumar Chadha**	Special Lecture by Dr Nand K Relan Title : *Medical Imaging and its Applications in Clinical Management of Disease Processes*
10:25-10:35	**Rapporteur: Dr Dolly Jackson-Silah & Dr Sushama Patil**	**Q & A Session** followed by Chairperson's Remarks
10:35-11:05	**Paper Presentation Session 9** **Chair: Professor Biju Kumar Thapaliya** **Rapporteur: S Kanthimathi** **Presenter:** 1. Dr Zeeniya Kamil - *Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives* 2. Dr Ajay M Bhamare - A Study of Job Satisfaction of Self Finance Courses Teachers in Mumbai 3. Dr Anupreet Kaur Mavi - *Assessing the Service Quality of Higher Education Using Modified SERVQUAL Scale*	
11:05.11:15	**Q & A Session** and Chairperson's Closing Remarks	
11:15-11:30	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:30-12:00	**Special Lecture 6** **Chair: Martin McAreavey**	Special Lecture: Professor Suresh Kumar Chadha Title: *Building a Strategic Plan for Excellence in Higher Education*
12:00-12:10	**Rapporteur: Dr Santwana Mishra**	**Q & A Session** followed by Chairperson's Remarks
12:10-12.50	**Paper Presentation Session 10** **Chair: Dr Rakesh Chandra Tyagi** **Rapporteur: Dr Zeeniya Kamil** **Presenters:** 1. Dr. Anjali R Macarenhas - *Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India* 2. Dr. Kanniappan Jayaraman - *Tour Based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an Ongoing Field Study* 3. Professor Mokgale Makgopa - *The Challenges of Tradition versus Modernity: From a Social Work*	

	Perspective 4. Emad Alotaibi - *Exploring School Leaders' and Teachers' Experiences of Working in Rural Schools in Saudi Arabia*	
12.50-13:00	Q & A Session followed by Chairperson's Remarks	
13:00-14:00	**LUNCH BREAK**	
14:00-15:30	**Valedictory Session** **Chair: Professor Stephen McKinney**	Summary of the Conference: *TBA*
		Valedictory Speech by **Chief Guest**
		Presentation of Certificates by **Chief Guest** Assisted by: *TBA*
		Vote of Thanks: **Dr Dolly Jackson-Sillah** and Conference Close
15:30-16:00	**TEA & PHOTOGRAPHY SESSION**	

SPECIAL LECTURE 3

TITLE: CANCER: STILL A THREAT IN 21ST CENTURY
BY PROFESSOR DEVINDER KUMAR DHAWAN

Professor Dhawan commenced with an explanation of the nature of cellular structures and the process of cell division which is physiologically controlled by our DNA. Mutations of normal genes lead to an uncontrolled multiplication of cells which eventually develops into tumours. The presented highlighted the fact that some of the tumour cells are cancerous and others are not. Cancerous cells may be hereditary or may have occurred from exposure to carcinogens such as radiation, pesticides heavy metals, pollutants, some viruses and even sunlight. These carcinogenic substances lead to the alteration in DNA and mutations. When this happens, cells are overloaded with free radicals and the uncontrolled lack of correction can lead to continuous division and lack of cell death or apoptosis. Cancerous cells can invade other cells and cause excessive damage and can take over the whole body.

The presenter highlighted Breast Cancer as being caused by altered genes which are transferred to the offspring and are usually expressed at the age of 45 when the estrogen cycle is suboptimal. He also gave examples of other cancers in the human body such as cervical, thyroid and colon cancer highlighting some of the immunological changes occurring in the body as a result of cancer.

The presenter also highlighted some lifestyle factors such as having a sedentary lifestyle, dietary risk factors such as eating red meat, exposure to benzopyrene in smoke, stress. He proposed that diet containing turmeric, garlic broccoli, kale grapefruit etc. are high in antioxidants and are helpful for the prevention of cancer. The presenter gave a brief overview of how cancers are diagnosed and the forms of therapy available including proton therapy, cell-based immunotherapy. He added that gene therapy is not an option once cancer has developed. The presentation stimulated a lot of interest and questions were asked from the layperson's point of view. These included the effect of sleeping pills on the development of cancer. The explanation was that if the medications are capable of binding DNA then a constant exposure to such medications may be problematic but this will not apply to many regular medications. Another question is how chemotherapy can help control metastatic cancers. The answer is that it depends on the quantity of the chemotherapy and that the amount given is usually tailored to the individual's ability to withstand chemotherapy. The presentation also highlighted the return of cancer cells after a period of remission.

SPECIAL LECTURE 4

CHAIR: PROF. SURESH KUMAR CHADHA RAPPORTEUR: DR DOLLY JACKSON-SILAH & DR SUSHAMA PATIL

TITLE: MEDICAL IMAGING AND ITS APPLICATIONS
PRESENTER: DR NAND K. RELAN, STONY BROOK UNIVERSITY MEDICAL CENTRE, NEW YORK, USA

Professor Relan enumerated applications of medical imaging to include such imaging modalities including X-ray - eg. bones and soft tissues, fluoroscopy - surgery, mammography - breast checkup, computerized tomography (CT) scans - e.g liver, ultrasound - physiological function, nuclear imaging - functional changes.

He expressed concern about the radiation exposure of some of the imaging techniques and procedures and mentioned that some of the techniques use non-ionising radiation - like the ultrasound. Ionising radiation is particulate in nature, and this is overcome by the none particulate access for CT scans.

Imaging modalities, for example, nuclear medicine provides physiological and functional information, and it is a part of molecular imaging. X-rays, which can be used for cancer diagnosis, are achieved by colliding electrons into a target, for example, chest X-ray is about 50-52 electrons, CT scan can give out more than 100 times exposure to radiation that X-rays, however, MRI gives better information without the risk of radiation but can cost over $700, much more than the others.

He mentioned that nuclear medicine has evolved giving rise to the use of gamma camera for medical imaging. This gamma camera, also known as single-photon emission tomography (SPECT), positron emission tomography (PET) technology uses a particle called a positron, which is of the same mass as the electron but of opposite charge. It is more informative and detailed to do separate PET, SPECT, CT scans and the do a fusion of their various combinations, PET-CT, SPECT-CT, PET-MRI, SPECT-MRI etc. He noted that PET imaging provides quantitative information about physiological processes, and is of the highest accuracy and precision. The major advantages of PET-MRI imaging combinations are that they are complementary to each other, the combination overcomes each other's limitations, has a synergistic effect, and is an excellent tool in molecular imaging. The combination also reduces time and exposure, as a PET-MRI scan takes just about 45 minutes when done in combination, and that has added value to brain study or whole-body imaging.

In conclusion, it was noted that nuclear imaging is a process that occurs at the cellular level, and that changes are rapidly occurring as progress is made in imaging technology. There is a current development where the use of CT-MRI combination scan will soon be widely available. That will provide the alternatives to avoiding the use of ionizing radiation in medical imaging, where necessary, and reduce the levels of exposure to ionizing radiation as a result.

PAPER PRESENTATION SESSION 8

CHAIR: PROFESSOR BIJU KUMAR THAPALIYA **RAPPORTEUR: S. KANTHIMATHI**

TITLE: MULTIDRUG-RESISTANT ACINETOBACTER SPECIES ISOLATED FROM PATIENTS' SAMPLES AT A TERTIARY CARE HOSPITAL IN THE MALDIVES
PRESENTER: DR ZEENIYA KAMIL, UNIVERSITY OF WEST ENGLAND

The presentation by Dr Kamil was based on a retrospective analysis of culture and sensitivity test results on clinical samples of an Acenobacter spp, a type of bacteria. The study tested the resistance of the microorganism to some antibiotics. Microorganisms are simple organisms which can cause serious infections when the conditions are favourable. The paper was a retrospective analysis of culture and sensitivity test results collected on all clinical isolates of Acinetobacter spp. received by the microbiology laboratory in the Maldives from January 2016 to December 2016. Clinical samples were processed as per standard microbiological techniques. The antimicrobial susceptibilities of the isolates were determined by the Kirby-Bauer disc diffusion method. All Acinetobacter isolates resistant to three or more classes of antibiotics were classified MDR. 276 non-repetitive isolates of Acinetobacter spp from both inpatient and outpatient clinics were collected from males and females and the presenter found that more than 70% of the isolates were resistant to the majority of the 14 antibiotics tested and among the 276 isolates, 246 (89 %) isolates were MDR. Isolates showed lower resistance to ampicillin-sulbactam (37.1%) and colistin (1.1%). Conclusions: The high rate of antibiotic resistance and high MDR shown by Acinetobacter isolates in this study demonstrates the need for enhanced infection control measures, antibiotic stewardship and surveillance of Acinetobacter species to reduce the widespread resistance to antibiotics in this facility.

TITLE: JOB SATISFACTION - A SOURCE OF ETERNAL JOY? THE MILLION-DOLLAR QUESTION
PRESENTER: DR AJAY BHAMARE, RAMANAND ARYA D.A.V. COLLEGE, MUMBAI, INDIA

The presenter identified various factors that influence work devolvement, which is mainly extrinsic and intrinsic. Extrinsic factors include communication, appreciation, targets to achieve, and security. The intrinsic factors include, in different traits, likes and dislikes, analytical capabilities, psychological and physical abilities. Teacher-student job satisfaction may be affected by the level of education or study that the teacher is providing. Teachers working at college find satisfaction teaching different courses. The students are not satisfied with the self-financing, high fees, college management, many courses not linked with industry and better job opportunities or career prospects of the students. From this study, it was observed that job satisfaction is influenced by infrastructure, hygiene, mode of payment and regularity. Job satisfaction of teachers in government work is higher as salary is higher, conversely, self-financing, reluctance to give a pay rise, delays in payment, may affect job satisfaction. So when conditions are up to the mark, ultimately this translates to giving job satisfaction. The teacher-student relationship is affected by rapport, academic problems, students' willingness and ablility to open up, respect from students and maintaining healthy professional relationships.

TITLE: ASSESSING THE SERVICE QUALITY OF HIGHER EDUCATION USING THE MODIFIED SERVQUAL SCALE
PRESENTER: DR ANUPREET KAUR MAVI, PANJAB UNIVERSITY, CHANDIGARH, INDIA

This study was undertaken to assess the service quality of the hospital, health services and educational services, of the Higher Education sector, using Punjab University as a case study. Service qualities identified viz - tangibles, reliability, responsiveness, assurance, empathy. The study, which was aimed at capturing the perceptions and expectations of the students in the University, reveals that perception of service quality in higher education was mostly predicated on the reliability, responsiveness, assurance, and empathy which are significant drivers of service quality in higher education.

In conclusion, these drivers should be emphasised, and service quality management should be improved in order to gain a competitive advantage. This is even more so as to improve service quality which also places the institution on higher customer satisfaction and also strengthen their leadership position.

SPECIAL LECTURE 5

CHAIR: MARTIN MCAREAVEY **RAPPORTEUR: DR SANTWANA MISHRA**

TITLE: BUILDING A STRATEGIC PLAN FOR EXCELLENCE IN HIGHER EDUCATION
PRESENTER: PROFESSOR SURESH KUMAR CHADHA, PANJAB UNIVERSITY, CHANDIGARH, INDIA

The speaker initiated the session sharing two stories. The first was about a fox, a lion and a wolf. Moral of the story is that behind the successful manager is a team of hard-working people. He emphasised that superiors should respect their subordinates. He cited the example of the Mumbai Dabbawalas to point out the importance of consistency in quality of delivery.

Vision and mission are very important for the institution. He gave suggestions for the vision and mission of the London School of Management Education (LSME). He emphasised that teachers teach what they know and not what the student wants to know but that it will be useful to teach what is relevant.

Research plays a very important role in this aspect. If you are teaching only from books it becomes irrelevant. Academic values are very important and the students should understand why it is important and should know the relevance. Truth is also very important and the teacher needs to be transparent in his conduct.

Schools should have centres for research in relevant areas like economics, globalisation etc. He pointed out that academic research over complicates the reality and solutions provided. That is the reason why graphical information is now usually asked by the industry and other organisations in the Western world. Research on demographics is the need of the hour. Deep learning laboratories technology was shared in this session.

The teacher should be a learner, principles are important, and the curriculum needs to be updated, with 20% of the syllabus based on local needs. Flexibility and global best practices should be in the curriculum. Policies need to be framed, strategies properly defined, and faculty development is important. Professor Chadha gave an example of Mr Humpty, in British Library, who asked a boy to attend his sessions and he went on to become the great poet, William Wordsworth.

A SWOT analysis should be done and taken into account while initiating any course. The outcomes and results should be reviewed and analysed. All the plans and resources should be taken into account. Policies should be made to focus on the quality of it of the teachers, the students coming to the colleges and classes where they get value, and as such no compromise on teacher selection. The biggest strength is to get the best teacher. There should be a deliberate policy to always strive to get the best Faculty. The top 10 faculty should be from 10% of top faculty, and cost-cutting should be undertaken, where necessary.

He further opined that we are lacking in ethics, examples of which were discussed. It is essential to prepare action plans, have clearly defined targets and work with colleagues to provide quality teaching, which actually makes a difference. For example, Donald Trump is focusing on education, quality, research and entrepreneurship. We can follow the same and create new entrepreneurs.

The session was concluded by summarising the major points and the future trends of research were discussed. During the interaction session, examples were cited by the speaker to give a more realistic touch with your session and suggestions given.

The Chairperson emphasised the importance of embedding values and culture in the whole system of education - teaching and learning, noting that mentoring is a vital aspect and teachers need to be counsellors and facilitators.

PAPER PRESENTATION SESSION 9

CHAIR: DR RAKESH CHANDRA TYAGI **RAPPORTEUR: DR ZEENIYA KAMIL**

TITLE: STUDY OF THE RITUAL DRAMA WITH SPECIAL REFERENCE TO DEATH RITUALS OF THE ADIVASI TRIBES OF PALGHAR DISTRICT OF MAHARASHTRA IN INDIA
PRESENTER: DR. ANJALI R MACARENHAS

The speaker highlighted the fact that research on Folklore, Folksongs and Folktales is abundant but there is minimal research done on Adivasi Ritual Drama especially in the region of Palghar District (dominated by the Scheduled Tribe) which is a part of Maharashtra State in India. She argued that Liberalization, Modernization and Globalization is ruining the religion, customs, traditions and beliefs of the tribal people in India. The research was carried out to bring about awareness among the present generation and conserve their customs and traditions. The presenter used a field survey, personal interview and structured methods to collect information that studies the influence of folklore on the culture and the society, different rituals including death rituals and the impact of modernization and globalization on these practices. The researcher has concluded that the district is dominated by ignorance, poverty, blind belief and lack of education and due to modernization and globalization, there is a lot of distraction among the tribal community and is diminishing their customs. It is necessary to identify their cognitive life and to preserve and conserve the folk culture and documentation of their folk literature**.**

TITLE: TOUR-BASED TEACHING FOR PROMOTING THE UNESCO AIMS OF EDUCATION: IMPROVING THE LEARNING OF PRIMARY SCHOOL STUDENTS - REPORT OF AN ONGOING FIELD STUDY
PRESENTER: DR KANNIAPPAN JAYARAMAN

The speaker presented a preliminary exploratory study on tour-based learning as a means of promoting UNESCO's aim of education and improved learning. They used a fully curriculum-centred picnics and excursions as a teaching and learning tool to achieve knowledge, practical application and learning to live together. This was a random sample of students who were allocated to either receive a Tour-based learning or be in a control group. 40 pupils of Class V of Angel Matriculation Higher Secondary School, Thiruninravur, a suburb of Chennai City, India, were divided into two groups of 20 each after their names were arranged as per overall marks in the last annual examinations. The odd numbers and even numbers were made into one group each: one of them was chosen at random as the experimental group to be taken for the field trip for TBL. The Lesson Our Green Cover, Fractions and Food was chosen. The village Nathambedu Village, Pakkam Village Panchayat, Thiruvallur district was selected as the tour-site for this lesson which apparently comes from a renowned textbook. The presenter then evaluated the teaching by administering a test to both groups after the lesson noticing a statistically significant difference on the free-response questions pertaining to the integration of curricular elements and positive, but not statistically significant difference in the mean of the aggregate sociometric scores for the two groups. In both cases, the experimental group scored higher than the control group suggesting that the TBL is more effective.

TITLE: THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE
PRESENTER: PROFESSOR MOKGALE MAKGOPA

Professor Makgopa explains Globalization as a concept that has brought more harm than good for folklore as an academic discipline. Daily, African culture and tradition is questioned and tested on whether it fits to be part of the changing world diminishing the importance of folklore, cultural beliefs and traditions. These are said to be outdated in modern society and tradition and modernity seem to be in conflict. He considered a male dominant African tradition where women are made to keep quiet in comparison to their roles in Western societies which involve serious decision making, leadership and other key roles in the society. The speaker is proposing a change in the society to align with modernity to bring out the potential in women.

The paper has explored the cultural beliefs and practices as per the social work values and principles. According to these values and principles transformation is a sine qua non. However, what is fascinating, and challenging is that some members of society who claim to be in tune with globalised thinking are still stuck on some of the cultural beliefs and practices, which affect social change. The presentation was based on this statement "mmapoo ga a nyalwe", that communicate orality and social change.

TITLE: EXPLORING SCHOOL LEADERS' AND TEACHERS' EXPERIENCES OF WORKING IN RURAL SCHOOLS IN SAUDI ARABIA
PRESENTER: EMAD ALOTAIBI

Emad Alotaibi explores the perceptions of teachers on school leadership and their personal experiences in working in rural areas in Saudi Arabia. Using a qualitative Research Design for 6 case studies, a semi-structured interview with school leaders (n=12) and Focus group discussions with teachers (n=30) is conducted to assess school leaders' and teachers' experiences of working in rural secondary schools in the Kingdom of Saudi Arabia (KSA), their challenges and opportunities of working in rural schools and how the leadership practices enable student learning in such contexts as well as the impact of national, local and organizational culture. The speaker indicated that the project is at the preparatory phase and is based on the fact that although there is a growing body of research into school leadership very little published research specifically explores rural schools. By using an in-depth case study approach and adopting an analytical framework based on the interlinking concepts of leadership practices, culture and CPD this study offers significant and original contribution to knowledge in this area.

ABSTRACTS OF PAPERS PRESENTED AT CONFERENCE

ABSTRACT – 1

EXPLORING THE EFFECTS OF SOCIAL MEDIA USE ON THE MENTAL HEALTH OF YOUNG ADULTS: AN EMPIRICAL RESEARCH IN BATHINDA DISTRICT OF PUNJAB

Sandeep Kaur, Research Scholar, School of Management Studies, Punjabi University, Patiala
Dr Amandeep Singh Marwaha, Assistant Professor, School of Management Studies, Punjabi University, Patiala

All kinds of technological transformations experienced in communication tools transform not only living practices but also all other individual and social areas including mentalities. With this advancement of technology, our society has also observed the expansion of ideas and thoughts, in this way media and society are closely related to each other. Media is a reflection of our society it depicts the whole picture of what and how people of social work and what it constitutes. Social media has increased the globalization by allowing the people to communicate from one part of the world to another part very easy. Social media has changed the youth's outlook, attitude and lifestyle. Today young people's lives are influenced by digital technology including the internet, mobile and digital TV. Today, youth is growing up with social media. Considering that social media and the internet have been integrated into the daily lives of the increasing population of youth. Majority of the youth is shifting speedily from print media to social media. Social media is a recent form of digital media; it has many facilities on the same channel like as communicating, texting, images sharing, audio and video sharing, fast publishing, linking with all over the world, direct connecting. All kinds of technological transformations have direct or indirect impacts on the society and accordingly, On the lives of human beings. This paper seeks to map and explore the impact of social media on psychological states (stress-anxiety) of individuals. The purpose of this study, first to determine the perception of stress levels of students in relation to the type and rate of social media use. The second objective of the study to analyse the relationship between types and rate of social media use and perception of anxiety level of students and third aim of this study to examine the relationship between type and rate of social media use and perception of insufficient self-efficiency. At the same time study determines that levels of stress and anxiety vary by social media type. The hypotheses of the study will examine the impacts of duration and frequency of using social media and the average time spent in using social media on the stress and anxiety perceptions and perception of stress, anxiety and insufficiency differs by the type of social media users. Data used in this study will be collected from the sample size of 200 students completing their post-graduation in college by survey method. Questionnaire method will be used in collecting the data for the study within the scope of the analyses. The first section of the questionnaire consists of questions for determining the demographic attributes of the students. The second section of the questionnaire consists of questions for mapping the perception of stress, anxiety and insufficient self-efficacy of students. The scale developed by Cohen et al. (1983) will be used in order to determine the level of stress perceived by the students. Continuous Anxiety Inventory developed by Speilberger et al. (1970) will be used in order to determine the levels of anxiety perceived by the students. The validity of the scales used in this study will be examined. Validity will be tested through the confirmatory factor analysis. Afterwards, a reliability analysis will be conducted. Cronbach Alpha statistics will be used in order to determine the internal consistency of the scales. Path analysis which is an extension of regression model will be employed in order to determine the impacts of duration and frequency of using social media and average time spent in using social media on stress, anxiety levels and insufficient self- efficacy. In conclusion of this present study, social media usage densities of the students will be measured and the relations between density levels and self-efficacy and stress concepts will be assessed. Therefore, the study will determine that social media usage frequency and duration of use; increase students stress and anxiety levels.

Keywords: Social media, Stress, Anxiety, self – efficiency, Addiction.

ABSTRACT – 2

A STUDY OF THE RITUAL DRAMA WITH SPECIAL REFERENCE TO DEATH RITUALS OF THE ADIVASI TRIBES OF PALGHAR DISTRICT OF MAHARASHTRA IN INDIA

Dr Anjali R Mascarenhas, Associate Professor, SRK/MBBI College, Vadkun, Dahanu, Maharashtra, India.

Ethnic refers to the characteristic of people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like. On the other hand, cultural diversity is the quality of diverse or different cultures. The phrase cultural diversity can also refer to having different cultures respect each other's differences.

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. As people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences the study becomes more important.

India is a unique country with great diversity in ethnicities, race, religion, language, culture, cuisine and in every other aspect of human society. As India has such a diverse cultural demographic, it makes sense that the country is also incredibly linguistically diverse.

India is an ethnically and religiously diverse country. Given this diversity, it is difficult to generalize wildly about the folklore of India as a unit. Although India is a Hindu majority country, with more than three-fourths of the population identifying themselves as Hindus, there is no single, unified, and all-pervading concept of identity present in it. It is because of the flexible nature of Hinduism which allows various heterogeneous traditions, numerous regional cultures and even different religions to grow and flourish. Folk religion in Hinduism may explain the rationale behind local religious practices and customs or the rituals.

Folklore has a strong influence on culture and society. It is through that we learn about the knowledge, beliefs and culture of people who have gone before us in all parts of the world. Even within contemporary folklore, we can experience the attitudes and values of people from different regions within one's own country or from nations near and far.

In the olden day's folklore was a means of explaining natural occurrences in nature such as lightning, the phases of the moon, the tides, seasons and other phenomena. Folklore enabled people from one generation to another to understand cause and effect and the long-term implications of their actions. Many people who are considered important to our culture and society have been inspired by folklore or have made contributions to our folklore.

In Hinduism, the folk religion may explain the rationale behind the local religious practices, and contain local myths that explain the existence of local religious customs of the rituals.
Ritual is the performance of ceremonial acts prescribed by tradition or by sacerdotal decree. It is a specific observable mode of behaviour exhibited by all known societies. It is thus possible to view ritual as a way of defining or describing humans.

The UN Encyclopedia Britannica states, "Ritual behaviour established or fixed by traditional rules has been observed the world over and throughout history. In the study of this behaviour, the terms sacred (the transcendent realm) and profane (the realm of the space and cause and effect) have remained useful in distinguishing ritual behaviour from other types of action."
The death rituals do not end with the elimination of the body. There is still the safety of the soul to look after. To ensure the passage during its voyage to the other world, and 12-day ritual called Shraddha is performed. It consists of daily offerings of rice balls, called Pinds, which provide a symbolic, transitional body for the dead.

During these days, the dead person makes the journey to the heavens or the word of the ancestors or the far shore. On the 12th day, the departed soul is said to have reached its destination and be joined with its ancestors.

The religious beliefs of the Adivasi can be said to stem from their mythic knowledge of death. Death is not the end of human existence but another beginning. They believe that death is the same as marriage and absorb almost similar rites. Circular patterns according to a adivasi tribe are also drawn at the time of funeral rites as well as during marriages.

RESEARCH PROBLEM

There are 85.77 lac Adivasi people living in Maharashtra State in India. This is 80% of the total Adivasi population of India. In the rituals, the stories are narrated. The story of the tribals is the story of the creation of the universe. This is a story that explains how their caste, customs, and rituals are produced.

We find a lot of research on Folklore, Folksongs and Folktales but there is minimal research done on Adivasi Ritual Drama especially in the region of Palghar District (dominated by the Schedule Tribe) which is a part of Maharashtra State in India.

Liberalization, Modernization and Globalization is ruining the religion, customs, traditions and beliefs of the tribal people in India. There is a need to save and conserve the folkloric people of their customs and traditions. Hence this research is carried to bring about awareness among the present generation and conserve their customs and traditions.

OBJECTIVE OF THE STUDY

1. To study the influence of folklore on culture and society.
2. To study the different rituals performed by the Adivasi tribes on different occasions.
3. To study the death rituals performed by the Aadivasi tribes of Palghar district of Maharashtra State in India.
4. To study the myth of death and creation
5. To study the impact of modernization and globalization on the tribal communities.

RESEARCH METHODOLOGY

1. 1.Field Survey.
2. 2.Personal Interviews.
3. 3.Structural Method.

SIGNIFICANCE OF THE STUDY

1. Folklore is associated with many social sciences as it contains many other subjects. Social science studies various aspects of social life. In the folklore, there is the invention of traditionally driven population. So folklore is an important material for social science.
2. Sociology is studied with the help of human society. It involves human behaviour, customs, customs, traditions, signs, and democracy among those communities. Sociologists need to study folk literature in relation to all these factors. The personality of a community is reflected in public life. Therefore, the study of folk and social sciences is intangible and interactive.
3. The absence of ignorance and biology in the tribals has created many questions in his life. Today, the biggest question in Palghar district is malnutrition. It also lacks ignorance, poverty, blind belief and lack of education.
4. Due to Modernization and Globalization, there is a lot of distraction among the tribal community. The tribal customs and traditions are slowly diminishing. It is necessary to identify their cognitive life and to preserve and conserve the folk culture and documentation of folk literature. Hence the study is significant.

ABSTRACT – 3

MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS

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The Honorable Prime-Minister of India, Mr. Narendra Modi has given a slogan 'Make India Made India', in one of his speeches on Republic Day 26th Jan. 2015. Since India is a developing country needs a faster rate of development in all sphere. The overall development of the country depends on the economic growth of the society irrespective of gender, caste, creed and religion. It is only possible when all the section of society especially women should come forward to involve themselves in production activities through Micro, Small and Medium Enterprises (MSMEs). Women entrepreneurs can benefit from the initiatives of the MSMEs sector which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic empowerment of women, particularly through MSMEs sector by helping them to become successful entrepreneurs. However, women entrepreneurs are increasing in the country due to the introduction of facilities electronic facilities in the country like mobile phones, internet services short-circuit cameras, video conferencing etc. The roles of women and other socially deprived section of society i.e. SC/ST are increasing with a very slow but sure pace in MSMEs as an entrepreneur, requiring more support from government and financial institutions. Both primary and secondary data has been used to prepare this paper. Paper examines the Pattern of ownership of private enterprises among social groups such as gender and caste, state-wise employment in registered and un-registered sectors of MSMEs in India. Paper suggests that all sort of facilities i.e. land, capital, technological support, training and marketing etc. should be provided to promote female and SCs/ STs entrepreneurship by the government under the single umbrella or roof system.

Keywords: Enterprise Development in India, Private enterprise development, Women Entrepreneurship, SCs/ STs Entrepreneurship.

ABSTRACT – 4

TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY CHANDIGARH

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"There would be haters, there would be doubters, there would be non-believers, and then there will be you proving them wrong," the saying has been proven apt by the transgender students of Panjab University Chandigarh, as per the pilot study conducted, among the students and the research scholars, with respect to their third gender compeer. The primary objective of the study was to assess the level of acceptance at the cognition level, for the third gender co-fellows, among the students of Punjab University Chandigarh.

Despite the legislative gaps and the struggle for 377 corrections, the coveted cognitive and affective citizenship status is steadily being attained by the transgender community, precisely at the educational pivots. This paradigm shift, i.e. from reluctance to acceptance, in the ideology and perception of the students concerning their transgender co-fellows, has been indicated by the present study. The study was conducted among 260 students as well as the research scholars from various departments of Punjab University Chandigarh. Their perception, behaviour and thinking about the transgender compeers were mapped via a self-constructed questionnaire, and to the authors' surprise, a broad-minded scenario was witnessed, as the majority of the respondents came out with the positive and constructive responses. A few students from the transgender community were also interviewed and it was analyzed that in spite of their rage for section 377 of IPC which criminalize them and hinders their complete citizenship status, they had lesser behavioural complaints with respect to their co-fellows and the educationists.

One of the interviewee, Dhananjay Chauhan, the most active transgender student, who earlier left the Punjab University in 1996, after being sexually abused, recollected the courage and rejoined in the year 2016, to pursue the master's degree. She admitted that the University campus had become an open, congenial, friendly and safe for them as the student's behaviour was warmer and acceptive with them as compared to the previous years. During the talk, she said, "I am the right gender but in the wrong body." These words made the researchers ponder over the optimistic mindset of the interviewee. Chauhan's successful efforts for exclusive transgender restrooms in Punjab University and hundred per cent tuition fee waiver for the third gender paved the way for the admission to three new students in the university, which signifies a huge revolution.

Another transgender, Divya Panwar, pursuing masters in Hindi department, responded that they feel secure and comfortable inside the University and they aspire that the degree would provide them with a chance for employment and help them in raising their status."

This journey from resistance earlier to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stakeholders and the enlightened literature being incorporated in the curriculum, which contribute as an eye-opener as per the need of the hour.

When asked, 'Do you vision the changed society for you?', there was a pin drop silence for a while and they recalled an incident when a few days back a woman in the lavish car came to them and asked for the blessings as she could not have a child. After such incidents the foremost question that arises is that, can we expect, things would change at society level too? If we can reach the stars, we can surely deal with social taboos!

ABSTRACT – 5

DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO ROHA INDUSTRIAL AREA

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INTRODUCTION

Work culture has recently emerged as one of the key areas of research in organizational behaviour. The type of work culture that exists within the industry influences the employee. Organizational work culture has a potential influence on production, satisfaction, absenteeism, motivation, turnover and overall prosperity of the business. The impact of work culture on productivity, profits and organizational effectiveness has, in recent years, drawing the attention of top management.

The organization has to depend upon its work culture to attain its objectives. In other words, we can say that the effectiveness and extent of attainment depend upon the work culture of the organization. Hence, productivity, efficiency and prosperity are the outcomes of the work culture.

STATEMENT OF THE PROBLEM

Roha is one of the Talukas in the Raigad district. In 1973, the State Government has established Maharashtra Industrial Development Corporation in Dhatav-Roha. Many small and medium scale industries have started industrial units and running successfully over the last forty years. The total number of workers in this industrial area is near about 3000. Work culture plays a very important role in productivity, industrial peace, work behaviour, accidents, and employee satisfaction. Therefore, I have undertaken to study work culture among workers in selected industries in Roha industrial. area. Hence, the present study examines the work culture of industrial workers in Roha industrial area.

OBJECTIVES OF THE STUDY

This study is undertaken especially with the following objectives.

a) To study the various dimensions of work culture.

b) To study the work culture among employees in selected industries in Roha.

c) To suggest the measures for improving employee satisfaction.

METHODOLOGY ADOPTED

In order to identify the items of work culture in industries, an exhaustive literature survey was done. On the basis of literature survey and pre-testing of the questionnaire, a total of 22 items were chosen for the study. These items were made statements in the questionnaire. The workers of the twenty industries in Roha industrial estate were asked to rate these statements on a six-point Likert scale ranging from 1 to 6. According to that scale 6 being very much satisfied, 5 Much satisfied, 4 Somewhat satisfied, 3 Somewhat dissatisfied, 2 Much dissatisfied and 1 Very much dissatisfied.

The questionnaire was personally given to 404 workers in different twenty industrial units from Roha industrial area and their responses are collected. A table enlists all the 22 items that were made statements in the questionnaire and were used for factor analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.904
Bartlett's Test of Sphericity	Approx. Chi-Square	2632.641
	Df	231
	Sig.	.000

STATISTICAL TOOLS FOR ANALYSIS

The factor analysis was done to extract and club the items as the inter-related items of work culture are in large number. The method used for the factor analysis is Principal component Analysis and Varimax with Kaiser Normalization Rotation method.

CONCLUDING REMARKS

Work culture can have potential effects on employee motivation and behaviour, so it has long been affect on outcomes such as productivity, performance, commitment, self-confidence and ethical behaviour.
The mouldings of a new work culture will have to focus on the following important steps.

- Creation of loyalty and discipline at all hierarchical levels.
- Promotion of cooperative teamwork
- Motivation to improve the activation levels of all employees
- Make the employees more responsive to the challenges and responsibilities.

In the end, it can be concluded that the development of positive work culture is the most vital issue that must be tackled if the Indian organized sector wants to reverse the current trend of erosion of productivity, lack of innovations and the rising cost of end products.

Keywords: Work Culture, Soft and Synergic work culture, Productivity

ABSTRACT – 6

MMAPOO GA A NYALWE. THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE

Professor Mokgale Makgopa, Professor and Dean, School of Human and Social Sciences, University of Venda, South Africa

This presentation would like to focus on one of the subthemes of the conference which is humanities and social sciences. Humanities and social sciences are essential in shaping the lifestyle and behaviour of the human being as they always touch on issues such as ethics and social behaviour. Interdisciplinarity is another area that the presentation would like to touch, something very crucial in the current debates within the sector. Folklore which is a discipline that is currently treated as an appendage within the disciplines such as language, indigenous knowledge systems and anthropology is now targeted. The presentation would like to demonstrate the synergy between folklore and social work in which the principles of social work will then be applied and analysed in terms of the figurative language; mmapoo ga a nyalwe.

The advancement of Africa as a continent through globalization has brought more harm than good for folklore as an academic discipline. Daily, African culture and tradition are questioned and tested on whether it fits to be part of the changing world. Eventually, this makes folklore an endangered species as most if not all the cultural beliefs and traditions are seen to be out-dated. The instruments that are used to measure these cultural beliefs and traditions are transformation and globalisation. It, therefore, becomes a tug of war between tradition and modernity which affect other parties that are involved.

This article seeks to explore the cultural beliefs and practices as per the social work values and principles. According to these values and principles transformation is sine qua non. However, what is fascinating, and challenging is that some members of society who claim to be in tune with globalised thinking still stuck on some of the cultural beliefs and practices, which affect social change. In this article, the focus will be on the statement “mmapoo ga a nyalwe, which the researcher embarks on the two meanings that communicate orality and social change. The phenomenological research approach is to be used in this article since description and interpretation are fundamental.

ABSTRACT – 7

TOUR BASED TEACHING FOR PROMOTING THE UNESCO AIMS OF EDUCATION: IMPROVING THE LEARNING OF PRIMARY SCHOOL STUDENTS: REPORT OF AN ONGOING FIELD STUDY

Dr Kanniappan Jayaraman, Founder-President, Chennai Institute of Educational Technology and Research, India

Two distinct sets of ideas about education have emerged towards the end of the last century: four pillars of learning and life- long education. The pillars of learning, as defined by UNESCO are: learning to learn, learning to do, learning to live together and learning to be. Tour –Based Learning integrates the four pillars of learning and makes for launching children on a trajectory of life- long education- beyond the school. It is an organisational innovation that seeks to transcend the constraints of the school as we know it today.

The school as a fixed, organised venue for teaching-learning insulates learning and living. That is why Mahatma Gandhi adopted his ashram model in which learning and living are designed to be concurrent processes.

Ivan Illyich's 'Deschooling Society' is a radical critique of the school-based model of learning in terms of what he aptly describes as its' hidden curriculum': by 'hidden curriculum' Illyich means misconceptions, about education – like one can get it only within the four walls of a school classroom, with the help of teachers, in a ready-made predetermined sequence. He made a radical proposal for abolishing in total the school-based model of learning. He wanted teaching-learning to be dispersed into the community – learning networks. With the advances in educational technology Illyich's proposal of de-schooling society has become more feasible. With this as the background, the author, the founder of a futuristic school near Chennai city, India, and President of Chennai Institute of Educational Technology and Research conceived an innovative, tour – based learning program and is experimenting with it.

Tour based learning is the most fundamental and natural means of active learning available to everyone. It is a practical way of learning in the local area, outside the classroom. A teacher is planning for learning and teaching outside the classroom. The student looks forward to the exploration of their subjects in this tour based mode. Tour based teaching integrates science, mathematics and social studies. Language works as an inherent medium. It gives direct participation, hands-on experience and is more likely to advance students' cognitive base through first – hand knowledge far better than bare information orally told in the classroom.

While planning for the tour based learning children's learning interest, needs and capability should also be taken into consideration. A diversified learning environment that provides sufficient learning opportunities that cater to individual differences will facilitate catalyse students to develop their thinking and doing skills. Healthy curiosity, exploratory acumen, multi-sensory development and sustained in learning can be fostered by tour-based learning. The tour based teaching provides students with the knowledge, skills and experiences.

Of course, the teacher must specifically plan for such learning under the open sky. Such planning must have a trifocal perspective: on the learners, the resources available in the environment and the broad curriculum prescribed for the level of education. The oncoming cohorts of children are more independent and hence is less amenable to teacher-centric modes of curriculum transaction. When teaching is supportive in a stimulating environment, they are eager to understand more about the world. They have a natural desire to discover new knowledge, in their own rhythm in the ambience of the open sky. In tour-based teaching-learning, all the three focal points-the learners, the curriculum and the learning ambience-are equally important.

Managing Tour -Based Teaching Learning demands new leadership that ensures perpetual synergy among the learner, the curriculum and the resources of the open sky ambience. Time Management is an essential ingredient of this leadership. Optimal learning for all the learners in the available open sky ambience. At

present, the basic unit of Time Management is a week. The duration of the field experiment was one academic year.

Chindhai Jayaraman`s Weekly Schedule of Activities of Learning and Teaching is followed in Sri Aravindar Matriculation School, Chennai, Tamil Nadu, India. Training is given to the teachers. Class V is the sample for the field experiment. The three moments of learning are: Exploring, Experimenting and Experiencing. These are designed to cater to the students` natural curiosity, knowledge-seeking leading to first-hand experiential learning. The teacher is not to thrust ready-made knowledge on the students. She must instead encourage them to explore, experiment and experience planned and focuses of experience on them. She can hone their knowledge-seeking strategies. She must gently encourage a sense of wholeness and competence in performance.

For one full year, the investigator observed Class V students. The normative criteria he had in his mind were the four outcomes prescribed by the Report of the International Commission on Education to UNESCO: learning to learn; learning to do, learning to live together and learning to be vis-a-vis their natural environment: in other words, their basic attitude to themselves in their natural environment. Last but not the least –their scores in the tests in the formats prescribed in the syllabus of the Board to which the school is affiliated too improved.

Based on my observation of wanderlust, school refusal and enthusiasm for outdoor learning through real-world exploration and experience in children I am evolving a tour-based learning program with a focus on the subject content of the curriculum on the one hand and their integration into the students' stream of living experience on the other. The main focus, again, is on science, mathematics and social science (SMS). The evaluation is in terms of the content elements and the degree of their integration with their lived experience. Yes, learning must be effortless and joyful. The tour based approach to learning being reported here is planned as a continuous field study beginning from Class V. Tour-Based Learning is not just letting children at large on the environment. It requires planning for learning from the larger world and for the safety of the children as they explore the world. An informal evaluation of the outcome of tour approach to learning for a year indicates enhancement on the cognitive, affective and skills dimensions. They gained knowledge in science, mathematics and social science, their curiosity is increased and they acquired social skills in dealing with their peers and representatives of the larger world.

Keywords: UNESCO, 4 Pillars of Education, Tour-Based Learning-Teaching, Organisational Innovation, Field Experiment, Compartmentalisation, Wanderlust, School Refusal.

ABSTRACT – 8

SPECIAL EDUCATIONAL NEEDS COORDINATORS' (SENCOS) DEFINITION OF THEIR ROLE AND EXPERIENCE IN THE PROMOTION OF THE INTEGRATED EDUCATION IN HONG KONG SCHOOLS

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The Special Educational Needs Coordinator (SENCO) is a teacher responsible for the implementation of policies relating to the inclusion of students with special educational needs (SEN) at various levels of schooling in the mainstream setting. The UK has taken the leading role in SEN coordination since the early 1990s (DFE, 1994). Before 1994, there was no formal requirement for schools to appoint such a teacher. However, the 1994 Code (DFE, 1994) placed a statutory obligation on all schools to identify a specialist teacher to coordinate provision for pupils with SEN, and it described the roles and responsibilities of the SENCO.

In the UK, a dominant theme in SENCO research in the past decade has been the extent to which the role is concerned with aspects of leadership and management (e.g., Cole, 2005; Layton, 2005; Rosen-Webb, 2011; Tissot, 2013). The role of SENCOs have been debated in the literature (Norwich, 2010; Oldham & Radford, 2011), specifically concerning whether it should be a specialist role or a more generic management role. An individual's interpretation and enactment of the role of SENCO – as specialist or management, or somewhere in between – depends on the individual (Kearns, 2005) and school-level factors (Blandford, 2013). While the UK schools are exploring effective ways for assuring the effective functioning of SENCOs, Hong Kong followed the footstep of the UK by introducing a similar position in 2015. Through a pilot scheme in 2015, a total of 124 schools, including 65 secondary schools and 59 primary schools, were included. The final evaluation report of the pilot scheme concluded that although there was variation in the roles of SENCOs in different schools, it was clear that they were engaging in more strategic activity as the new role develops (Education Bureau, 2018). In addition, two studies (Poon-McBrayer & Wong, 2013; Poon-McBrayer, 2017) investigating the roles of principal leadership on HK schools' inclusive education reforms found that principals expressed the significance to forge partnerships with middle leaders such as SENCOs for the effective implementation of the integrated education. Most principals also attempted to empower SENCOs to assume a leadership role by formalizing the SENCO position as a leadership position along with varying degrees of decision making power.

Given that the roles of SENCOs in practice often do not match policy expectations and that there is lack of studies informing school mangers of the arrangement of SENCOs for SEN support, and the 'live' experience of SENCOs in the promotion of the integrated education has not yet been fully unfolded. The paper reports the initial findings of an on-going interview study, with the involvement of 20 SENCOs and 20 teachers who co-work closely with SENCOs from 20 schools. It aims to explore the roles and responsibilities of SENCOs and to examine the discrepancy between policy and practice and the functioning of a carrying system for SEN support. The implications for the effective functioning of SENCOs and the building of an effective support system for Integrated Education will be given.

ABSTRACT – 9

STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y

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Introduction
One of most the important asset of an organization is the corporate image. Corporate image is critical as it makes brand image and reputation. In a competitive market, it is necessary for banks to develop a customer-centric approach for survival and growth by focusing on customer service. The evaluation of banking service quality in both Public and Private sectors has become extremely important. (Banerjee,2012). The study of 'Banking services indicates Customer expectations and perceptions' s to analyze the service quality of public and private sector banks in terms of customers' expectations and perceptions. As there will be an increase in competition between existing and newly set up banks, therefore it would be interesting to study what image the new customers Generation X and Y have of public and private sector banks.

Purpose
The purpose of the study is to look at the corporate image of public and private sector banks among Generation X and Y. And how consumer perception affects banking transactions. Customer expectation from services from banks and how they have adopted new banking applications
Methodology: Type of research is primary and secondary. Data has been collected from 40 Respondent who is having Bank Accounts in Public and Private Sector Banks. Among them, 20 are from X Generation and 20 Y Generation

Results: The analysis was done to find out the reliability of the questionnaire and reduce the questionnaire factors. The Cronbach's alpha test came to 0.895 indicating the reliability of the questionnaire. The questionnaire was based on incorporated variables like Independent variables: Corporate image, Brand image, Banking transaction, Customer perception, Adoption of mobile banking applications. Dependent variables: ROI among customers, reassurance feelings towards financial products, Customer relationship management, Customer expectation. Moderate variables: Customer satisfaction, Service quality, Customer loyalty, Emotional and social benefit, Customer perceived value.
Contribution: This study is specifically about The perception of Generation X and Generation Y towards banking services.

Keywords: Corporate Image, Generation X, Generation Y, Public and Private Sector Banks

ABSTRACT – 10

THE PROBLEM OF DROP-OUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN INDIA

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The rate of development of any society and country depends on the educated population living in the country. Education starts from an elementary level which is the starting point of any kind of higher education. It is necessary that the base of education must be deep and strong so that higher education can be continued up to a further level of higher studies. For this, it is necessary that every child of the country should continue his/ her education smoothly and without any hindrance and should not drop-out from any stage of education. Education and family financial status is currently similar to "two aspects of a coin". While education encourages society to move forward; on the other hand, the good economic situation of the family gives a proper and fast pace to education. The absence of one becomes a barrier in the pace to the development of the country. Moreover, there are many reasons for dropping-out school at elementary level altogether. These reasons have been critically evaluated and then drawn concrete solutions to stop drop-out at the elementary level of education. Since Sarva Shiksha Abhiyan (SSA), one of the biggest programmes, which is running in every state of the country for students to achieve hundred per cent enrolment of children with the provision of all possible facilities for students like- free books, free uniforms and mid-day-meal (MDM) etc. However, a lot has been achieved in case of enrolment target but in case of drop-out children in elementary level has to be still addressed and for that all factors those influencing drop-out students must be traced out. Hence through this research, the economic difficulties in the field of elementary education have been analysed and described. Both primary and secondary data has been utilised to prepare this paper. This paper will suggest some vital measure to check the problem of drop-out students at the elementary level. This research paper would make an attempt in the same direction and would be useful for the educationalist, researchers, government, policy planner and society as a whole.

Keywords: Drop- out Rate, Reasons of Drop-outs, Family Economic Status, Elementary Education.

ABSTRACT – 11

HOW DOES THE SCHOOL CLIMATE AFFECT THE ACADEMIC ACHIEVEMENT OF STUDENTS IN INDIA?- A CASE STUDY

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RATIONALE

School climate refers to the combination of the environment provided by the school management and the environment created by the faculty members and students. Along with this, the school environment also includes safety settings and education level provided to the students. Furthermore, discipline, school curriculum and the leadership style followed by the management of the school also have a significant role in creating the overall climate of the school. The interaction level of teachers with the students also shapes the school environment and hence it might affect the performance of the students (Schroeder, 2015).

In this research study, the impact of various elements of school which contribute in the development of school climate, on the performance or achievement of students will be evaluated and hence it will be determined what factors lead to a positive development of students and which elements of school environment adversely affect the achievement level of students. In this regard, Bharath Montessori Matric Hr Sec School, Tamil Nadu has been selected as the case for this research. The climate of this school will be evaluated in order to determine school performance. Bharath Montessori Matric Hr Sec School is a private school in India.

AIMS/OBJECTIVES:

1. To identify the factors contributing to the development of school climate
2. To investigate the factors which can facilitate improvement in the academic performance of the students
3. To analyse the impact of school climate on the academic achievement of students studying in the school.
4. To give recommendations to the school on how to improve the school climate so that the academic performance of the students may improve

RESEARCH QUESTION

"What is the impact of school climate on the academic achievement of students in Bharath Montessori Matric Hr Sec School, Tamil Nadu, India?"

Sub Question:

1. What are the factors that contribute to the development of school climate?
2. What factors can have a positive impact on the academic performance of the students?

METHODOLOGY

Three research designs are available to the researcher which includes exploratory, descriptive and experimental. Descriptive design is used to investigate the current position of a particular event. Along with this, it should also be noted that this design does not answer the "why" part of a problem statement (University of South California, 2018). Moreover, this research design cannot be used when the researcher intends to use quantitative data along with qualitative data. This is why, in this study, exploratory research design will be used so that qualitative and quantitative data can be collected by the researcher (Mackey & Gass, 2015). The approach that has been selected is a deductive approach. This approach is selected as it will help the researcher in drawing a specific conclusion to the problem statement as this approach moves from top to bottom (Sekaran & Bougie, 2016). The research method options that are available to the researcher include a mixed-method approach. In this study, the researcher intends to use both qualitative and quantitative data (mixed method) and hence it would help the researcher to improve the credibility and reliability of the study.

The data collection tool that is used is survey questionnaire, interview, case study and observation. The researcher will use a survey questionnaire and interview to collect primary data. The questionnaire will help in collecting quantitative data and interview method will help in collecting secondary data (Neuman & Robson, 2014).

Secondary data will be collected using books and journals (Taylor, Bogdan & DeVault, 2015). Survey questionnaire method has been selected because it helps in collecting a large amount of data which increases the credibility and hence the relevance of the study. In order to collect data using a survey questionnaire method, random sampling technique will be used. It will help in collecting unbiased data. The sample size for survey respondents will be 150 students from the selected school. Interview method has been used because it helps in collecting detailed information, however, it does not help in collecting a large amount of data. Purposive sampling technique will be used for this method. The sample size for the interview will be 5 teachers from the school.

The data is analysed in the light of literature and meaningful and new findings are obtained by the researcher (Best & Kahn, 2016). The findings and discussion are aligned with the research aim, objectives and research questions. The data analysis technique that will be used to analyze the primary data collected via the survey questionnaire will be using SPSS (Statistical Package for the Social Sciences). This is a statistical tool which will help in obtaining accurate results for the problem statement. The data collected via interview will be analysed using the thematic analysis technique. The primary data obtained from the interview will be compared with the findings obtained from the literature review and answer to the research questions will be developed accordingly.

ABSTRACT – 12

TEACHING WITH (OUT) TECHNOLOGY: A STUDY OF USE OF ASSISTIVE TECHNOLOGY BY TEACHERS

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According to Census 2011(India), 61% of the disabled children aged 5-19 years are attending educational institutions. Various empirical studies conducted by organisations like National Council of Educational Research and Training (NCERT) and by independent researchers suggest that there is a significant achievement gap between children with special needs (CWSN) and their peers without disabilities With Right of children to Free and Compulsory Education Act 2009 and Rights of Persons with Disability Act 2016 in force, the policy landscape in India is changing, necessitating schools to be inclusive catering to needs of all, including CWSN. The National Policy for Persons with Disabilities (2006) recognizes that Persons with Disabilities are a valuable human resource for the country and seeks to create an environment that provides equal opportunities, protection of their rights and full participation in society. As a mandate of quality education for all is to be followed technology is seen as a big player. Assistive technology (AT) gives CWSN access to the tools and services that their peers have been able to take advantage of due to the constant innovations in technology. By compensating for a lack of skill that could otherwise inhibit participation in learning activities, AT can provide a vehicle for CWSN to access and function productively within the general curriculum and succeed. This research attempted to take a closer look at technology use and its adoption by teachers (45 in number from 5 schools in Delhi), by exploring their awareness and preparation/ readiness to use AT along with its actual use in the teaching-learning processes. Also, the needs for professional development (PD) in AT utilization and the suggestions for integration of AT in teaching-learning were sought. Qualitative research techniques were used for data collection and analysis. The teachers were required to fill in questionnaires with closed and open-ended questions. The responses were organized in themes and percentages. The hypothesis was that teachers' would be aware, ready and using AT for teaching-learning process especially in respect of CWSN (as appropriate laws require). The hypothesis was not supported by the results of the study. It was found that all the sampled teachers had encountered students with a or multiple disabilities in their classroom at some point in their career, but very few respondents reported that they were prepared in their teacher education program's course work to address the technology needs of their students, though inadequately. Even ongoing professional development programs they had attended were not adequately addressing the technological needs of their diverse learners especially CWSN. The study also found that with the assistance of technology the majority participants of the study were quite comfortable and used it to communicate with each other (teachers in school) and also with people outside their schools but they were not using it in classes especially in the context of CWSN. Many of them were not aware of embedded technology in the soft wares and computers, they were using already, that could assist students with sensory, physical, learning, and attention disabilities. The participants of the study suggested that they need to be trained, updated and developed with respect to the uses of AT as also modes of such training and development. Some of them suggested that distance mode or self-learning modules available online would serve the purpose, while the majority of respondents wanted hands-on experience and workshop mode capacity building. The outcomes of this study provide insight into teachers' perceptions and (no/ limited) use of technology and their needs for professional development in the area. This study has the potential to decrease the achievement gap by improving access to the general curriculum for CWSN through improved teacher use of AT.

ABSTRACT – 13

A PRAGMATIC STUDY ON USE OF DIGITAL WALLETS BY AUTO RICKSHAW DRIVERS IN MUMBAI, INDIA

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One of the phenomenal steps taken by the Government in India was demonetization which took place in November 2016. The two highest denomination currency notes viz. Rupees 500 and Rupees 1,000 were withdrawn from use as legal tender. The government claimed the objective of demonetization to restrict the black money that runs a parallel economy and to stop the use of cash for funding of several crimes like money laundering and terrorism. The government also boosted the aim of demonetization to put the economy on the digital phase, by placing more importance on emerging modes of payment. In the light of changes introduced in money circulation, the monetary authority of India, i.e. Reserve Bank, has released its reports in the recent times, where it is flaunted that public of India has shifted their transaction mode from cash to digital. Banking facilities like RTGS, NEFT, internet and mobile banking, along with the advent of e-wallets has brought a marvellous transformation in the exchange transactions made by the people of India.

E-Wallet also called as a digital wallet, is a safe way to transact where this wallet is linked with the bank account of a user and then can be used for buying the goods and services or making bill payments. There are many digital wallets that have recently gained popularity in the Indian market. PayTM, PhonePay, MobiKwik, mPesa, Airtel Money are some common names in the list. However, the scope of usage of all these digital wallets is confined to a narrow segment of the population only. A large number of people are still not familiar to the concept of digital wallets. Thus, they remain refrained from using such simple and lucid technology that can make their life easier.

The present study is undertaken on the popularity of digital wallets among the auto rickshaw drivers in Mumbai, the financial capital of India. Auto Rickshaw is a common form of urban transportation, generally meant for hire use. There are more than three lakh auto rickshaws in Mumbai alone. For short distances especially, people prefer to travel by Auto rickshaws as they are cheaply and easily available. Today auto rickshaws have become a lifeline of Indian urban population. Auto rickshaw drivers in India possess good driving skills but they have little awareness regarding technology that can be used by them in everyday life. Use of digital wallets by auto rickshaw drivers is not an exception to this.

The research aims at understanding the reasons behind the lack of popularity of digital wallets among the auto rickshaw drivers in Mumbai. The research is conducted in two phases. In its first phase, a survey is conducted wherein responses of auto rickshaw drivers are recorded and the reasons for digital wallets, not being popular are noted. The next step after the initial survey is to analyze the unacceptability of digital wallets among the auto rickshaw drivers in Mumbai and set out a training program to make them aware and generate the confidence among them to use digital wallets. Once the training program is concluded, the second phase of research begins where the change in behaviour of the respondents is recorded regarding use of digital wallets.

Studies conducted in the past on digital wallets have explained various reasons for acceptance and non-acceptance of mobile wallets by the users. Some of the studies focus on the satisfaction level of users using digital payments. While few of them have also emphasized on benefits that can be derived by the users. These research findings are fundamental to the present study.

The aim of the present research study is to find out the reasons for the unpopularity of digital wallets among the defined group of stakeholders i.e. autorickshaw drivers in Mumbai. The research also holds its responsibility by critically analyzing the reasons of unpopularity and conducting the training program for them. Ultimately the aim is to make them tech-savvy through which they can use the digital wallets and alike applications for the purpose of completing transactions. The research is also momentous for the general public who commutes by auto rickshaws as they will be able to pay conveniently to these auto rickshaw drivers as hiring charges.

ABSTRACT – 14

ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE

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Education is a powerful tool to shape the world as well as individuals. Education confers a spectrum of benefits on individuals, families, societies and countries. It is recognized across the world as a powerful and indispensable tool to enhance the process of human development and social progress. The need for education is specifically expanded in this globalized society as the success of economies like China depends upon well-educated and skilful labour force. The economic conditions of an individual as well as countries improve with the achievement of education. Parallel to it, education is critical for the functioning of a democratic society; education provides political voice and social empowerment to the people. The role of education is critical in developing requisite kind of knowledge, skills, values and attitudes for the social, economic and political development of any nation. Education is a must for creating a safer, peaceful, just and sustainable environment in the world.

Peace is one of the most important universal values needed at this hour. The word 'Peace' has a broader meaning. It is a stress-free state in which there is harmony with oneself and harmony with others. Peace represents a period in which there are harmony and freedom. In its narrow sense, it means the absence of war. From an economic point of view, it means eradication of poverty. In the political sense, peace is considered as the outcome of democracy and it results from good governance. Peace is law and order. Presence of happiness, health, content and good economy, social justice, support for personal growth, freedom for expression, creativity etc. are elements of peace. Global peace means an ideal state of freedom and happiness among and within all countries and people. The term 'Global Peace System' was coined by Robert Johansen in his work 'Toward a Dependable Place' in 1978. According to Johansen, in global peace system, the conflict is resolved through non-violent, political, social and judicial processes. This kind of system can be created with the help of governments and people in which there is no chance of war. The global peace today is facing a number of obstacles. The growing disparity in global peace index of various world regions gives a disturbing picture in maintaining global peace system. The recent Global Peace Index 2018 depicted that the global level of peace has been deteriorated by 0.27 per cent due to the unresolved tensions, conflicts and crisis. The global peace index 2016 report highlighted the historic ten-year deterioration in peace all over the world. The report described the complexities of peace and its uneven distribution by pointing out that over the last decade, the average country score has deteriorated by 2.44 per cent. The specific case of terrorism and conflicts in the Middle East and North Africa has been highlighted in creating global inequality in peace within various nations. The different measures at the international level have been taken by various international organizations and individual countries to promote global peace across the world. The most important and efficient method for promoting and maintaining a peaceful environment on this earth is education. In the process of education, peace is integrated at all levels through various policies and curriculum planning.

This study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of the people and nations. The role of life skill training for resolving conflicts and creating a peaceful environment is mentioned as an important initiative. The Descriptive Method of Educational Research, especially content analysis and trend analysis, is followed in this study. The critical reviews of the related studies in this direction have utilized to support the discussions. Based on the results and discussions of these initiatives, the paper suggests some important measures to be taken by the government, international organizations, communities, teachers, parents etc. for developing right kind of knowledge and skills among the children to promote peaceful

and harmonious living with each other. The study highlights the need for a paradigm shift in education for developing programs that focus on the maximum realization of individual potential and active participation of the individual in their societies. The changes urgently required in curriculum, pedagogy and evaluation methods for the development of global peace among the younger generation have been highlighted in the last sections of the paper.

ABSTRACT – 15

COMPARATIVE ANALYSIS ON UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA

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Education is considered as a great equaliser due to its intrinsic, instrumental and positional benefits for an individual. It is critical for enhancing the quality of life of an individual, enabling access to meaningful employment and raising the opportunities for educated individuals as compared to those who lack it. The social, economic and cultural progress and overall development of a nation also depend upon its education system. Universal and equitable basic education acts as a base for building the superstructure of higher levels of education and also for developing the essential skills for this knowledge-driven society. And so, education is recognised as a fundamental human right as well as a conduit for the realisation of other rights. When education is considered as a fundamental human right, the very purpose of education is the development of conscious and humanistic citizens to build a democratic, secular, egalitarian and just society. It is considered as an end in itself and not merely a means for achieving other ends.

The term globalization refers to an ideology which encourages markets over the state and its regulations and individual interest over the collective or public well-being. Therefore, education under the influence of neo-liberal policies is defined as an efficient means to produce human capital and to make it more in line the economic demands of the emerging global economy. This emphasis on the economic value of education has led to the major involvement of the World Bank in the education sector. The developed nations and international organizations, more importantly, World Bank is taking a lot of interest in the education of developing nations for the purpose of having more skilled workforce for the growing economy and other long-term economic benefits. This economic interest is translated into many international treaties for achieving universal primary education. The neo-liberal policies deplete the foundation of education and change the concept of education from a fundamental human right to a developmental objective. In line with these international treaties and goals, the national governments are also directed to plan their educational policies with special emphasis on the achievement of the goal of universal elementary or basic education.

The term globalization and comparative education are closely related to each other as compared to other academic fields. In most of the comparative education studies, nations are the most preferred units of study. So, in this study also, two important nations namely India and Sri Lanka from the South Asian region have been selected. Both countries are considered developing countries having emerging markets and developing economies. Universal primary education is free and compulsory in these countries. But even then, South Asia is facing a learning crisis at this time and over half of children leave school without learning basic skills to become productive members of the society. If the current trends continue then this region may experience serious challenges in the future like stunted economic growth, poverty, gender inequality and also diminished overall development of these nations. The national governments and international organizations are working towards the improvement of education in this region. The study is focused to ascertain the common as well unique issues regarding the provision of universal elementary education and also offer insights into what has worked out and what has not in the implementation of programmes for universalization of elementary education in these countries.

The main objectives of this paper include to study the country-specific growth and development of elementary education in selected developing countries in the era of globalization and to compare the data in order to ascertain the common as well as unique issues and problems pertaining to the universalization of primary education in these countries. For achieving these objectives, the method of document analysis and trend analysis has been used. The country-specific policy documents have been analysed to determine the pattern of

educational development in these countries and the data pertaining to elementary education has been tabulated from the year 2000 to 2017 to examine it systematically. The findings of the study indicate that both nations have achieved the universal enrolment in primary education, but the main issues, which needs immediate attention from all the stakeholder of education, include poor quality of education, drop-out numbers, high number of out of school children, educational inequalities, exclusion of children from the disadvantaged sections of the society etc. The specific measures required to tackle these problems have been discussed in the concluding remarks of the study.

Keywords: Developing countries, Globalisation, India, Sri Lanka, Universal Primary Education

ABSTRACT – 16

STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHING APTITUDE, ATTITUDE TOWARDS TEACHING AND ANXIETY

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The present study is related to the psychological aspect of education. 193 students were selected randomly for this study. There were 121 female and 72 male students in the selected sample. The data was collected using a self-made form for academic achievement and standardized tests were used for teaching aptitude, attitude towards teaching and anxiety. The data were analysed using partial correlation, multiple correlations and regression analysis. Partial correlation between Academic Achievement and Teaching Aptitude as well as between Academic Achievement and Attitude towards Teaching was found to be weak. This was true for both male and female students. It was found that partial correlation between academic achievement and anxiety of students was negative and significant for both male and female students. The joint contribution of Teaching Aptitude, Attitude towards Teaching & Anxiety in predicting Academic Achievement of students was found to be low but significant. The best individual predictor of Academic Achievement of students was found to be Anxiety. This was true for both male and female students. It was recommended that several measures should be implemented to alleviate the level of anxiety of students in order to maximize academic achievement.

Keywords: Teaching Aptitude, Attitude towards teaching, Anxiety, Academic Achievement, teacher education.

ABSTRACT – 17

A STUDY OF THE IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON EMPLOYEES' PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA

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"Money is not the most important thing in the world. Love is. Fortunately, I love Money" – Jackie Mason. As the above quote stated by An American Comedian, Mr Jackie Mason tells how money is not that important yet it is too important in life.

In today's competitive business environment, where there are job losses due to automation and introduction of robotics, also prevails a fact that despite machines being used everywhere, we need humans to work in the organisation and control machinery. Business cannot afford to lose talented and performing employees due to a decrease in job satisfaction, lack of motivation and non-alignment of employees' goals with organisational goals. If the company expects employee commitment towards them, companies will also have to work on similar commitments towards the employees. This can be achieved by creating a work environment that is healthy and promotes the development and growth of any employee in the company. Here comes the role of HR who can act as a bridge between the management and the employees. He is responsible for taking care that the objectives of both are met equally and timely. Though it is not easy for any HR to address this, as every employee will define personal objective in his or her own way. In such a scenario it is necessary for HR to design common objectives which will try to create a win-win situation for both. Job analysis or motivation of employees is studied to reduce turnover and also to understand the side effects of dissatisfaction level of employees resulting to low morale, absenteeism, lower productivity, less contribution towards team targets, decreased co-ordination with intra-team and inter teams and non-alignment of self with company goals and objectives, will have direct impact on the company's bottom line in this competitive business scenario. Thus, HR has to introduce an environment in the organisation's culture which will take care of the current needs of the employees. The employee needs to be motivated. Motivation can act as a driving force which may help the employee to get job satisfaction. The needs of any employee would just not be in terms of monetary, there are factors that motivate employees other than money too. Therefore, it is very crucial for any HR to create a balanced motivationall factor, between monetary and non - monetary. Keeping in mind the needs of different employees, the HR will have to design various motivating schemes such as awards/ recognition, flexible job timings, incentives/commission. It is observed that organisational performance has direct relationship with the level of motivation of employees.

RESEARCH METHODOLOGY

In this research paper we are trying to study the impact of motivation on performance. To study this we will be using questionnaire method as our instrument to collect primary data. A sample size of 200 corporate employees will be considered for the study. For better analysis, two variables will be considered, the dependent variable which is performance and the independent variable that is employee's motivation. Different hypotheses will be formed and tested using descriptive statistics, correlation coefficient and regression techniques, to know if there is relationship between motivation (monetary and/ non-monetary factors) and performance and the strength of the relationship.

OBJECTIVES

- To study the effect of monetary factors like salary, bonus, promotion, etc. on employee performance.
- To study the effect of non-monetary factors like awards/recognition, flexible job timing, working condition, etc. on employee performance.

OUTCOMES

- The study will help to identify the monetary factors which may lead to employee satisfaction.
- The study will help to identify the non-monetary factors which may lead to employee satisfaction.

BENEFICIARIES

- The outcome of the research may be used by employers to know the factors that may help to improve their employees work performance.
- The outcome of the research may help the employers to understand the reason behind the high employee attrition rate and thereby help them to make changes required in the motivational factors.

Keywords: Employee motivation, Employee performance.

ABSTRACT – 18

RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING

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This study aims to study the relationship between Research Attitude and Style of Learning and Thinking of Students of technical education institutions. A hundred students of Premier Engineering Colleges of Punjab constitute the population of this study. Two Premier Engineering Colleges of Punjab were selected using purposive sampling and out of these two colleges, 100 students were randomly selected. So as to ensure the reliability of the results, triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Using a quantitative method, for testing the Style of Learning and Thinking, a test by Dr. D Venkataraman was used and for testing the Research Attitude a tool by Ms. Preslee D. Kharsati was revalidated. Both these tools were administered on the students individually. Qualitative means for collecting data was through observation and Interview of the students studying in these institutions. Group of students were interviewed regarding their Research Attitude and its relationship with Style of Learning and Thinking. Data collected using both the qualitative and quantitative means were analyzed subsequently. For quantitative data analysis, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and their standard errors were calculated. The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Research Attitude and Style of Learning and Thinking of Students of technical education institutions. The Coefficient of Correlation between Research Attitude and Style of Learning and Thinking of Students of technical education institutions is 0.754 which is greater than the table values at 0.05 and 0.01 levels of significance respectively. This means that it is significant at both 0.05 and 0.01 levels of significance. For qualitative analysis responses of the students during Interview were subjectively analysed. Both the techniques generated the similar conclusions. There exists a significant correlation between Research Attitude and Style of Learning and Thinking of Students of technical education institutions. It further means that the students having high level of Research Attitude will tend to have better style of learning and thinking. Thus this study holds importance for administrators, educators as well as students. The administrators and educators can work for developing a research attitude for the better Style of Learning and Thinking in their respective institutions. This research attitude and better Style of Learning and Thinking can act as a catalyst for improving the overall learning and research experiences of the students. So technical education institutions should work proactively for providing the research facilities and enhancing the research experiences of the students.

Keywords: Research Attitude, Style of Learning and Thinking, Students of Technical Education Institutions, Triangulation, Better Learning Experience.

ABSTRACT – 19

EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

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The purpose of the present investigation is to study the effect of e-teaching on divergent production abilities of adolescents. Effective teachers maximize the potential of the technology to develop students understanding and stimulate their interest to improve subject proficiency. Technology can be used strategically to provide better access for learning and concept clearance and significantly improve their creative potential. In the present study, the tools employed to collect the data are Instructional material based on e-teaching modules prepared by the investigator and Test of Divergent Production Abilities by Sharma, K. N. (2011). A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. The adolescents constituting sample were nearly equated on the basis of divergent production abilities score. 60 adolescents were selected and incomplete questionnaires were rejected. This sample of 60 adolescents was further divided into two groups of 30 adolescents each forming control and experimental group. Self-made e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group for fifteen days. In the end, a post-test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The result showed that the adolescents taught through E-teaching modules were having better divergent production abilities than those who were taught through the traditional method of teaching. The results which showed a significant difference between the mean scores of the control group and experimental group are evident enough to prove the same. It emphasized on the role of E-teaching on learners. The study demonstrates the positive effect of E-teaching on divergent production abilities so as to regulate their own learning, thereby rejecting the null hypothesis that there exists no significant effect of E-teaching on divergent production abilities of adolescents. The result highlights the importance of incorporating the e-teaching in teaching, as it helps in creating divergent production abilities, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through e-teaching, the more mentally cognizant they are of their learning process, which helps them to recognize their strengths and weaknesses. In other words the adolescents' divergent production abilities can be significantly improved with the help of e-teaching.

Keywords: E-teaching, Divergent Production Abilities, Adolescents

ABSTRACT – 20

MEDICAL IMAGING AND ITS APPLICATIONS IN CLINICAL MANAGEMENT OF DISEASE PROCESSES

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Medical imaging is the technique for visualizing the structures and functions of various body parts and organs. It consists of different modalities (X-ray imaging, CT, fluoroscopy, mammography, ultrasound, MRI and nuclear medicine) that create images of the human body for clinical analysis and for diagnosis as well as treatment of diseases. Molecular imaging field is a new medical discipline that integrates the visualization, illustration and quantification of biological processes at the cellular and molecular level. Medical molecular imaging depicts mechanisms of disease processes at the cellular and at sub-cellular levels in various organs. The diagnostic radiological imaging techniques such as computed tomography (CT) and X-ray imaging provide the structural abnormalities of the various organs but molecular imaging techniques provide the quantitative measures of physiological and metabolic alterations of the disease processes including cancers. The majority of the clinical molecular imaging techniques include optical imaging (bioluminescence imaging), magnetic resonance imaging (MRI), and nuclear imaging- via single-photon emission computed tomography (SPECT) and positron emission tomography (PET). Nuclear imaging techniques use disease-specific radiolabeled compounds called radiopharmaceuticals that are detected with SPECT or PET and provide physiological and functional changes. Hybrid imaging modalities in combination with CT or MRI like SPECT-CT, PET-CT or PET-MR provide both anatomical as well as physiological details of disease processes. Hybrid imaging improves the diagnostic accuracy of cancer or disease processes and provides quantitative information. The focus of this talk will be to discuss the recent advances in molecular imaging techniques especially the hybrid imaging and their clinical applications in quantitation and early detection, treatment planning, staging and restaging of several different types of cancer.

ABSTRACT – 21

PREDICTIVE MODELLING AND ITS APPLICATIONS

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Predictive modelling is a process that uses data and statistics to predict outcomes with data driven models. These models can be used to predict Exit polls, sports outcomes, TV ratings, trend, traffic congestion etc. There is a difference between predictive modelling and predictive analytics. Predictive analytics most often refers to commercial applications while predictive modelling is used more generally or academically. Machine learning is also distinct from predictive modelling and is defined as the use of statistical techniques to allow a computer to construct predictive models. In practice, machine learning and predictive modelling are often used interchangeably. However, machine learning is a branch of artificial intelligence, which refers to intelligence displayed by machines. Predictive modelling is useful because it gives accurate insight into any question and allows users to create forecasts. Analytics professionals often use data from the following sources to feed predictive models: transaction data, customer service data, survey or polling data, digital marketing and advertising data, economic data, demographic data, machine-generated data (for example, telemetric data or data from sensors), and geographical data, just to name a few. Important things to consider when integrating predictive models into business practices include: benchmark analysis, data-gathering, data-cleansing, analysis, evaluating goals, creating action plans based on analysis, execution on plans and streamlining processes. Broadly speaking, predictive models fall into two camps: parametric and non-parametric. Parametric models make more specific assumptions about the characteristics of the population used in creating the model. Specifically, some of the different types of predictive models are: Ordinary Least Squares, Generalized Linear Models (GLM), Logistic Regression, Random Forests, Decision Trees, Neural Networks, and Multivariate Adaptive Regression Splines (MARS). Despite the methodological and mathematical differences among the model types, the overall goal of each is similar: to predict future or unknown outcomes based on data about past outcomes. In this paper, two predictive models will be of discussion (i) Swing Model for Exit polls prediction, and (ii) Prediction models for epidemiological studies.

Swing Model for Exit polls predictions uses two types of random sampling techniques i.e. simple random sampling or systematic sampling. Basic probability laws including Bayes' theorem and Bayesian analysis (to include additional information like previous year's results for different parties etc.) are used to predict the outcome of final polls based on a representative sample taken from the entire population. The change in the percentage of votes is called swing. Under this model, all we need to do via sampling is to estimate the swing for each party in each state (province or county) and then using the past data we will have an estimate of percentage votes for each party in each state.

The other type of model discussed in this research is disease prediction models which is of utmost importance in epidemiological studies. The most frequently used model for disease prediction is logistic model. Logistic Regression is used when the dependent variable (target) is categorical. For example, whether the tumor is malignant (1) or not (0). Logistic regression describes and explain the relationship between one dependent binary variable say coronary heart disease yes (1) or no (0) and one or more nominal, ordinal, interval or ratio-level independent variables (e.g. ECG status, Age, hypertension, Cholesterol level etc.). After applying logistic regression, the answer to the following question can be easily obtained, e.g. what are the important factors

which may cause coronary heat disease, how does the probability of getting heart attack (yes vs. no) change for every additional pound a person is overweight and for every pack of cigarettes smoked per day? Do body weight, calorie intake, fat intake, and age have an influence on the probability of having a heart attack (yes vs. no)? In this research, we will discuss these types of models, with practical illustrations, which are of utmost importance in present scenario.

ABSTRACT – 22

APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TO TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI

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Teaching is a privilege. All the hard work put into preparation, planning and assessment are forgotten when the students are engaged in learning and when they physically move towards their teachers to participate more. Students can only blossom if the ground that is feeding them is well nourished and refreshed. Teaching is a challenging job that can impact negatively on teacher wellbeing; (Turner and Braine, 2016). Understanding and supporting teacher wellbeing in colleges, and enabling teachers to support themselves, is essential for a sustained healthy learning environment.

Green Work-life balance refers to Green HR initiatives that are aimed at creating sound occupational health and organizational health. These holistic approaches are designed to create a comfortable workplace for teaching employees so that they can be more efficient and productive in their ways of working and in turn improve their health in particular and the health of the educational institutions at large. The emphasis on improving work-life balance for teaching employees using Green HR practices at no extravagant costs will help mitigate problems of absenteeism and help create motivated teaching employees who can essentially improve productivity. Green work-life balance practices are highly commendable in the present context to sustain the intellectual capital in the organization and it can be instrumental in creating a win-win situation for both the employee and the employer.
Keywords: Teaching Employees, Work-life balance, Green HR, Teacher well-being

The Review of Literature was undertaken to have conceptual clarity and formulate a structured questionnaire.

OBJECTIVES OF THE STUDY

- To understand the concept and importance of green work-life balance
- To study the application of green work-life balance by the management of degree colleges towards their teaching employees/ faculties.
- To provide measures to the management for introducing green work-life balance at no extravagant costs and motivate the teachers.

HYPOTHESIS

- The management is not fully aware of the concept of work-life balance of the teaching faculties and therefore the most ignored and least prioritized**.**

RESEARCH METHODOLOGY

The study is empirical. The research is descriptive and analytical in nature. Both Primary & Secondary data was collected. Primary data was collected by floating the structured questionnaire on google form along with that some hard copies were also filled. The Secondary data was collected from books, articles in journals and websites. The population covered the teachers working in degree colleges in Mumbai and suburbs of Mumbai, It is an indicative study and therefore the sample size was 200 respondents from the sample unit. The Sampling technique was Simple Random Sampling Method. The Data Analysis was done through qualitative and quantitative analysis. Qualitative analysis was done by finding the average percentage opinion of the questions asked in the questionnaire. The quantitative analysis was done by using the SPSS package. Null Hypotheses and Alternate Hypotheses were developed and to be tested by ANOVA F-test.

SCOPE OF THE STUDY

- The study covers Degree College teachers affiliated to the University of Mumbai, it also includes Autonomous colleges.
- The study covers the teacher respondents Arts, Commerce, Science or Self-financing Courses.

LIMITATIONS OF THE STUDY

- The study restricts the opinion of degree college teacher respondents from Mumbai and suburbs of Mumbai only.
- As it is an indicative study, it covers only 200 respondents.

SIGNIFICANCE OF THE STUDY

The study is significant to society at large as teachers and students form major constituents' of the same. It is also significant to further researchers as the concept is a recent upcoming trend in Human Resources Management. It would also be significant the employers/ management of colleges in particular and any organization, in general, to retain motivated employees and create loyal employees for sustainable organizational growth.

The qualitative and quantitative analysis was undertaken. The testing of hypotheses is yet to be completed and therefore brief qualitative findings and some indicative suggestions are stated. The study is yet to reach its finalization.

FINDINGS

The respondents were aware of work-life balance but the majority of them were not aware of the concept of green work-life balance. Many of the management did not provide any facilities to make the balance easy. Few of the colleges did provide some of the facilities to their teaching faculties. It was found that the said subject was not on the priority list of many of the colleges.

SUGGESTIONS/MEASURES

To the Management

Teaching Staff are colleges' most precious and expensive asset; they need to be uniquely placed to have an impact on students.

- Know and Ask the teaching staff what They Need
- Encourage higher education and training
- Employee welfare schemes like canteen coupons, discount, etc can be provided
- Promote Health Initiatives
- Child care initiatives, admission, etc.

To the Teachers

- Organize the day's priorities and stick to them.
- The teachers need to set their boundaries and prioritize the to-do things.
- Leave Work at Work.

CONCLUSIONS

From the above discussion, it can be concluded that modern organizations, especially educational institutions, should address the Work-Life Balance related issues among their staff, specifically the teaching staff and take a holistic approach to design and implement policies to support the teaching staff to manage their work-life balance which would add to their performance. Work-life balance is not a "one-size-fits-all" type of trend; rather it is a trend which is viewed differently by everyone because people have a unique perception of their achievements and enjoyments. Even though there are many benefits of work-life balance, there are few challenges that both employees and employers face, that need to be identified and dealt appropriately so that the employer doesn't intrude into the private life of the employees.

ABSTRACT – 23

MULTI-DRUG RESISTANT ACINETOBACTER SPECIES ISOLATED FROM PATIENT SAMPLES AT A TERTIARY CARE HOSPITAL IN THE MALDIVES

Z. Kamil, University of the West of England, Bristol, United Kingdom,
A. Maharath, Maldives National University, Male', Maldives and
S. Mohamed, Maldives National University, Male', Maldives

BACKGROUND
Acinetobacter species are Gram-negative coccobacillus that causes infections associated with significant morbidity and mortality. Acinetobacter baumannii is the most common human pathogen of the genus and is a common cause of healthcare-associated pneumonia and bloodstream infections. This is the first study to evaluate the antibiotic resistance pattern of Acinetobacter species isolated from clinical samples in the Maldives. The purpose of the study was to determine the prevalence rate, antimicrobial resistance pattern and percentage of multidrug-resistant (MDR) isolates of Acinetobacter spp. cultured from clinical samples processed by a tertiary care hospital in Maldives.

METHODS
Retrospective data analysis was performed on culture and sensitivity test results collected on all clinical isolates of Acinetobacter spp. received by the microbiology laboratory from January 2016 to December 2016. Clinical samples were processed as per standard microbiological techniques. The antimicrobial susceptibilities on all the Acinetobacter isolates were determined by the Kirby-Bauer disc diffusion method according to the CLSI guidelines. All Acinetobacter isolates resistant to three or more classes of antibiotics were classified MDR.

RESULTS
During the study period 276 non-repetitive isolates of Acinetobacter spp. were collected representing 7.51% of all bacterial clinical isolates (n = 3673). A total of 45.7% of these isolates were from males and 53.6% were from female patients. Average age of the patient positive for Acinetobacter spp. was 68 years. A high number of Acinetobacter isolates were from in-patient samples (87.7%) while only 11.2% were from out-patient samples. More than 70% of the isolates were resistant to the majority of the 14 antibiotics tested and among the 276 isolates, 246 (89 %) isolates were MDR. Isolates showed lower resistance to ampicillin-sulbactam (37.1%) and colistin (1.1%).

CONCLUSIONS
The high rate of antibiotic resistance and high MDR shown by Acinetobacter isolates in this study demonstrates the need for enhanced infection control measures, antibiotic stewardship and surveillance of Acinetobacter species to reduce the widespread resistance to antibiotics in this facility.

Acknowledgements/ References: Alsan, Marcella and Michael Klompas. “Acinetobacter baumannii: An Emerging and Important Pathogen”: JCOM vol. 17,8 (2010): 363-369. This research was supported by the Maldives National University and the World Health Organization country office, Maldives. Study ethical approval was granted by the National Health Research Committee.

Keywords: Acinetobacter; Multi-drug Resistance; Maldives.

ABSTRACT – 24

SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN OUR DAILY LIVES

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Ishita S Patil, Management Trainee, East Logistics Plus (I) Pvt. Ltd., India

Milk is white fluid formed by the mammary glands of mammals. Every mammal, comprising of human beings as well, customarily produce milk to nourish their offspring till the time they are ready for solid food intake. It comprises of valued nutrients and it can also provide a large number of health benefits.

The Indian dairy sector is the largest contributor to the agricultural Gross Domestic Product (GDP). As per a report by FnBnews.com; in terms of output, milk is now the only major agricultural commodity in India. Presently, around 46% of the milk is consumed in the form of liquid milk, 47% as traditionally dairy products and 7% as Western dairy products. Total milk production worldwide is estimated to be over 756 million tons.

Traditionally, milk (especially cow's milk) has been associated with good health. A huge variety of food product are made from cow's milk, such as cheese, cream, butter, and yogurt. Infants all over the globe are encouraged to consume milk regularly to ensure optimum calcium intake, to build strong bones along with growth. It is believed to be one of the most consumed beverages across the country. Nevertheless, milk consumption has been decreasing steadily since 1970s. As per a report by Brandon Gaille Small Business & Marketing Advice it is stated that in 1978, 76% of households reported that they drank milk at least once per day. In 2010, only 42% of households reported daily milk consumption. The following research attempt to understand why this is the case.

However, according to recent trends it is seen that there has been an increase in the vegan population. The following study seeks to understand the underlying causes of this shift, respectively. The following research deals deeper in this subject by exploring and trying to realize the contribution of the lactose intolerant populations towards the rise of the vegan population, at the same time garnering knowledge about the function of lactase in digesting milk.

The above mentioned data i.e. concerns related to lactose intolerance and milk allergies further helps us uncover the high and common availability of animal milk substitutes available in the market today. These include: soya milk, coconut milk and almond milk. The appealing taste of these milk substitutes may factor in towards the change in the animal milk consuming population, successively.

Cow's milk is often stimulated with vitamin D, which supports the production of serotonin, a hormone associated with mood, appetite, and sleep. Vitamin D deficiency has been associated with depression, chronic fatigue, and Pre Menstrual Syndrome (PMS), respectively.

The research further intends to uncover the myths that exist related to milk consumption, in language and culture. This includes its nutritional aspects as well as its side-effects. Furthermore, the moisturizing and hydrating effects of milk are also believed to be quite effective in administration.

Here, we also try to understand the reliance that milk advocates in Indian society, from dusk to dawn, its constructive benefits and its flexible yet adaptive nature. Further, there are certain effective physical, psychological, emotional and social aspects to milk that affect its consumption among the masses. In this research we shall study these factors and ensure its relevance, correspondingly. In many households milk as an everyday requisite holds a sentimental value associated with it. These memories and experiences of individuals may alter their acceptance or rejection of milk in their daily diets. Additionally, milk is said to possess extraordinary medical properties, which is another avenue that this paper looks to uncover.

Qualitative research with interview method shall be used for constructive results by way of collecting the responses from school children and mothers (primarily, housewives), respectively.

Keywords: Milk, Health, Nutrition, Vegan.

ABSTRACT – 25

TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA

Dr Madhab Ghosh, Assistant Professor, Department of Education, Rammohan College, Kolkata, India.

That the teacher occupies a pivotal position in the educational process is generally accepted by all educationists. Improvement in teaching can be effected only by a clear knowledge of the factors that are important in successful teaching. This in its turn can be achieved only through research (Kundu, 1985. P. 339). 'A Survey of Research in Education' (1974) observed that educational research in India was of recent origin and that it had yet to attain its maturity. This was about some decades back. The categorization of Indian Research in Education might be true in 1974. The position has now changed considerably (Buch, 1974, P. 1). The main objective of research in teacher education ought to be the improvement of programs in departments of education of our universities, teacher education institutions concerned with the preparation of teachers and personnel at various levels, and specialized areas like physical education, home science, music, technical school etc. The major end of research in teacher education should be to help us know our students (student-teachers) and ourselves and to improve upon our performance (Mehrotra, 1985, P. 326). There is an urgent need in this country for taking up research in teacher education which has a definite social and educational objective and is relevant to our present-day needs, and whose results can be generalized over a reasonably large population. It needs hardly be mentioned that sound practices in teacher education must emanate from educational research which has been based on sound theoretical assumptions and has been carried out with care and precision. Hence in the present study an attempt to analyzed that an overview of teacher education in India after independence, area wise research trends and status of research in teacher education, comparative analysis between the teacher education with others different areas, and the unexplored research areas in teacher education as suggested by the researchers. The content analysis and evaluative survey methods were adopted for the present study. For the present study first to sixth 'A Survey of Research in Education' and other books, journals and websites were consulted and analysis.

This study revealed that the first survey (1967-72) showed 82 studies under six areas, second survey (1972-78) mentioned 123 studies under these areas contextual approach, input, process, and output variables in teacher education. Potential problems for research in teacher education can be classified in different ways. Lulla and Singh (1976) classified research in this area as follows – (a) Selection criteria, abilities and qualities of teacher, (b) Preservation and in-service training of teachers, (c) Workload, job expectations and difficulties experienced by teachers, (d) Procedures and practices, and (e) Personality variables of teachers. Jangira (1986) focused 234 studies under these categories like context, presage, process and product in third survey (1978-83). Mehrotra (1979) used the classification based on analysis of teacher education by systems approach in the following manner – (a) contextual approach, (b) input variables, (c) process (d) the output means evaluation, follow up problems, job satisfaction. Research of high quality and utility cannot always be done by individual researcher or only be teacher educators. It should be a cooperative endeavor of teacher educators and professional research organizations. Fourth, fifth and sixth survey showed 410, 307 & 319 respectively in teacher education field. In 21st century all university has uploaded different theses in 'Shodhganga a Reservoir of Indian Theses' INFLIBNET Centre. From the year of 2010 to 2018 total 406 Indian universities and 14 CFTI are sign an Memorandum of Understanding (MOU) with the INFLIBNET Centre to participate in the Shodhganga project. Now present time total more than 200000 theses has uploaded on Shodganga a reservoir of Indian theses website, out of that the researcher has found 11,122 studied (29th September, 2018) on teacher education. It also describe the decade-wise quantitative enumeration of an overview of researches in education in India. And suggested some unexplored research areas in teacher education for better development of the field of teacher education. Over recent decades there have been major changes in the way educational research is viewed and the methods used to carry out research. Recent research in teacher education has come closer to addressing the central issue of the impact of teachers' beliefs and practices upon their students' achievement.

Keywords: Trend, Research, Teacher Education, Survey of Research in Education, Shodhganga, INFLIBNET.

ABSTRACT – 26

ASSESSING THE SERVICE QUALITY OF HIGHER EDUCATION USING A MODIFIED SERVQUAL SCALE

Dr Anupreet Kaur Mavi, Panjab University, Chandigarh, India.

Higher Education status of an economy is seen as the indicator of development. This sector in specific is facing many challenges in the current competitive environment in India. The relative complexity of the higher education sector owing to the wide variety of variable affecting it makes it rather difficult to assess its service quality. But the significance of attempting to assess the service quality of the higher education sector is great as it would contribute to the perception about the quality of the overall educational scenario in an economy. In order to gain a competitive edge over other higher education institutions, it becomes imperative for universities to focus on service quality.

The purpose of the study is to assess the service quality in higher public education in Chandigarh, using the modified SERVQUAL approach. In the near future, the prestigious public university in Chandigarh will face severe competition from the private higher education institutes coming into existence, so the need to assess the service quality offered to its students is well justified. The paper attempts to analyse the SERVQUAL survey of the students currently enrolled with Panjab University, Chandigarh to capture the perceptions and expectations of the students of Panjab University thereby evaluating the overall service quality based on gap analysis. There are two parts that assess service quality: (1) an expectations section containing 22 statements to measure customers' expectations of service quality, and (2) a perceptions section containing a matching set of 22 statements to measure how customers perceive service quality. The items in the two parts (expectations and perceptions) use the same phrases except that one asks about what the respondent expects from an excellent service provider and the other asks about actual (perceived) service. Consumers(here students) give their evaluations on expectations and perceptions of service quality on a seven point Likert scale, ranging from “completely disagree” to “completely agree”. Service quality is calculated using differences (gaps) between expectations and perceptions evaluations. The first step was conducting factor analysis, SPSS 17 software was used for this kind of analysis. The purpose of the examination was the assessing of dimensionality of scales used in the study. Confirmatory Factory Analysis (CFA) was conducted in order to assess the dimensionality, reliability and validity of the model. The data analysis reveals interesting findings on students’ perceptions of service quality in higher education. The major findings of the study include the observation that tangibles, reliability, responsiveness, assurance and empathy are significant drivers of service quality in higher education. The findings of the study support previous studies on service quality conducted by various researchers, who conclude that the above mentioned five dimensions are the antecedents of service quality. The universities’ management would benefit from these findings by knowing which gap should receive the most attention in order to gain a competitive advantage. Improved service quality will also help them to face the competition from other high education institutions. Therefore, the universities seek to examine their strategic positions by evaluating existing services and adapting to customers' perceptions to enhance their leadership position.

ABSTRACT – 27

A STUDY ON THE READINESS FOR ELEARNING IN THE MALDIVES

Thaufeega, Fathimath, Maldives

The Maldives consist of over 1190 islands of which 202 are inhabited. In a country with dispersed islands, such as the Maldives, eLearning would be an ideal form of delivery of higher education for the students living in the remote islands. This study is conducted in the Maldives and it aims to contribute to research by developing an understanding of eLearning readiness beyond the boundaries of the Maldivian context. It aims to provide a holistic and comprehensive understanding of eLearning readiness by using both quantitative and qualitative data; most current studies on the topic are conducted using survey instruments and are narrowly focused on student readiness. This study attempts not only to understand the factors that relate to eLearning readiness but also attempts to qualitatively understand how such factors relate to eLearning readiness. Regarding student readiness, this research aims to build upon earlier studies that show access and technological skills, and self-efficacy and self-directedness are vital for eLearning.

This study will conceptualise eLearning readiness within the emerging learning theory of connectivism (Siemens, 2005). Review of literature has not revealed a study that has considered eLearning readiness in such broad terms, using both qualitative and quantitative data, and conceptualised under the theoretical framework of Connectivism.

The first specific objective of the study is to assess the level of eLearning readiness among Maldivian higher education students in two institutions. In this assessment, the following eLearning readiness domains will be assessed: (1) access to technology (2) technological skills, (3) study habits and skills and (4) lifestyle factors. The second objective is to assess higher education lecturers' readiness to engage in facilitating eLearning. This will be explored using the domains of: (1) Access, (2) technological skills, (3) teaching styles and (4) time management. The third objective of this study is to explore the level of readiness of the institutes with respect to: (1) infrastructure, (2) human resources and (3) access and connectivity.

Study of the literature revealed that most of the research on eLearning readiness were quantitative and are mostly on student readiness. This study is a mixed-method research using a Likert scale questionnaire to collect quantitative data and semi-structured interviews to collect qualitative data. Two private higher education colleges in Male were selected for the study. One hundred and eleven students from different levels of study and 45 lecturers answered the respective questionnaires. Nine students selected from both colleges and 2 senior personnel from each college participated in the interview. The questionnaires were analysed and a guide for the interviews was formed. The interviews were recorded digitally and thematically analysed after transcription.

The quantitative data were analysed, and the findings were presented in tabular and graph format while the qualitative data findings were presented thematically. Both sets of data revealed that the students and the institutes are ready when access and connectivity, as well as technological skills, are considered. However, students were not ready for self-directed learning or taking initiative in their own learning, which are essential factors for eLearning. The lecturers were not ready to venture into eLearning as most of them are part-time lecturers and they did not have time to engage in online learning activities. The Institutes lacked learning platforms due to lack of financial and human resources.

This study is the first in the Maldives to assess eLearning readiness and it is applicable to other institutes in similar settings. This research is beneficial for students, lecturers, institutes, curriculum developers as wells as the government and private authorities offering higher education.

ABSTRACT – 28

A STUDY OF JOB SATISFACTION OF SELF FINANCE COURSES TEACHERS IN MUMBAI

Dr Ajay M Bhamare, Principal, Ramanand Arya D.A.V. College, Mumbai, India

Job satisfaction has always been one of the most debated topics in the last quarter of a century. Everybody has to work in order to survive and lead a socially compliant life. But can one have the right kind of satisfaction and can work become a source of eternal joy is million-dollar question which work philosophers have pondered upon and have been trying to find a comprehensively acceptable answer. Happiness, feeling of fulfilment, sense of accomplishment and similar states of mind are only a subjective explanation of the influence and impact of the work upon the human. Is it the actual process of work or is it the end result of a financial gain that brings into the human these positive states of mind. There are again the various factors which make up the work environment that need to be taken into consideration. The work environment can include the communication between the employer and the employee, appreciation of the work done, targets to be achieved, team spirit, incentives and promotions, relationship between the co-workers, freedom of communication, entertainment at work place, security of being retained in the job, and so on and so forth. All these factors individually contribute to job satisfaction and happiness. On the other hand, the employee's own inherent traits, likes and dislikes, analytical capabilities, psychological and physical abilities to perform, also have an equal impact of the job satisfaction and happiness of the employee.

In the field of teaching job satisfaction and happiness is a prime feature not just for the teachers, it is in a way of greater importance for the students as it has a direct influence and impact upon the students. There is a positive correlation between the satisfaction and happiness of the teacher and the satisfaction and happiness of the student.

In this paper I have made an attempt to study the job satisfaction levels of the teachers in the degree colleges in Mumbai. The teachers selected are from the self-financed courses. The staff in the educational institutions in Mumbai can be classified into the ones who receive their salaries from the government and are protected by powerful trade unions and the ones who are paid salaries by the college managements basically funded by fees collected from the students. The latter fall into the self-financed courses.

I have tried to cover all the features using different methods to collect and analyse the data and that includes interviewing the teachers, students and authorities and also by collecting information from various authentic sources.

Keywords: Job Satisfaction, Work Environment, Positive Inter-relation.

APPENDIX 1: CONFERENCE PROGRAMME

DAY 1: 31ST JULY, 2019 (WEDNESDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:45	**Registration**	
09:45-09:55	**All Delegates are Seated**	Announcements by MC
09:55-10:00	**Arrival of Chief Guest** & **VIPs**	Housekeeping Announcements by MC
10:00-11:15	**Opening Ceremony** **Chair: Prof Stephen McKinney**	Introductions to the Conference by the Conference Chair: **Prof Stephen McKinney**
		Welcome Address: **Dr Ravi Kumar, Conf. Convener**
		LSME Research Agenda: **Dr Peter Gray**
		Special Remarks: **University of Chichester**
		Special Remarks: **Guest of Honour**
		Special Remarks: **Guest of Honour**
		Special Remarks: **RA DAV College, Mumbai, India**
		Research and Innovation: **CRIO, LSME**
		Address by Guest of Honour, **Mayor, London Borough of Redbridge**
		Launch of LSME Research Book by **Chief Guest**
		Address by **Chief Guest**
		Vote of Thanks: **Dr Sarita Parhi, Principal, LSME**
11:15-11:30	**Group Photographs**	Proceed to 'Roman Wall' for Group Photographs
11:30-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:15	**Keynote Address** **Chair: Professor Mokgale Makgopa**	Keynote Address by: **Professor Stephen McKinney** Title: *What is Responsible Research and Innovation?*
12:15-12:25	**Rapporteur: Sarabjit Kaur Nagra**	Chairperson's Remarks
12:25-13:10	**Paper Presentation Session 1** **Chair: Dr Peter Gray** **Rapporteur: Dr Kishori Bhagat** **Presenters:** 1. Rajbir Singh Malhi - *Role of Educational Initiatives for Promoting Global Peace* 2. Dr Heather A. D. Mbaye - *The Development of Critical Activities of Regions of Europe in Brussels* 3. Professor Hue Ming Tak - *Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools*	
13:10-13:20	**Q & A Session** and Chairperson's Closing Remarks	
13:20-14:10	**LUNCH BREAK**	
14:10-14:40	**Special Lecture 1** **Chair: Dr Nand Relan** **Rapporteur: Dr Minakshi Kishore**	Special Lecture by: Professor Biju Kumar Thapaliya Title: *Management and Human Sciences*
14:40-14:50	**Q & A Session** and Chairperson's Closing Remarks	
14:50-15:35	**Paper Presentation Session 2A** **Chair: Dr Amandeep Singh Marwaha** **Rapporteur: Dr Tarannum Siddiqui** **Presenters:** 1. Dr Fathimath Thaufeega - *A Study on the Readiness for e-Learning in the Maldives* 2. Dr Anjali Puri and Dr Rajeev Puri - *Effect of E-teaching on Divergent Production Abilities*	
15:35-15:45	**Q & A Session** and Chairperson's Closing Remarks	
15:45-15:55	**TEA BREAK - REFRESHMENTS LOUNGE**	

15:55-16:40	**Paper Presentation Session 2B** **Chair: Professor Suresh Kumar Chadha** **Rapporteur: Sarabjit Kaur Nagra** **Presenters:** 1. Dr Tarannum Siddiqui and Dr. Rakesh Chandra Tyagi - *Problem of Drop-out Children in Elementary Education: A Study of Two Districts in India* 2. S. Kanthimathi - *How does the School Climate Affect the Academic Achievement of Students in India? – A Case Study*
16:40-17:00	**Q & A Session** and Chairperson's Closing Remarks
17:00- 17:30	**Paper Presentation Session 3** **Chair: Professor Heather Mbaye** **Rapporteur: S Kanthimathi** **Presenters:** 1. Dr. Santwana G. Mishra - *Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety* 2. Dr. Madhab Ghosh - *Trends of Research on Teacher Education in India* 3. Nishtha Puri and Dr. Anjali Puri - *Research Attitude and Style of Learning and Thinking*
17:30-17:40	**Q & A Session** and Chairperson's Closing Remarks

DAY 2: 1ST AUGUST 2019 (THURSDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:15	**Arrival of All Delegates**	Greetings and Announcements by MC
09:15-09:40	**Keynote Address** **Chair: Professor Stephen McKinney**	Keynote Address by: **Dr Peter Gray** Title: *Climate Change and Education: Time for a Revolution*
09:40-09:45	**Rapporteur: Dr Tarannum Siddiqui**	Chairperson's Remarks
09:45-1030	**Paper Presentation Session 4** **Chair: Professor Stephen McKinney** **Rapporteur: Dr Santwana Mishra** **Presenters:** 1. Sarabjit Kaur Nagra - *Comparative Analysis of Universal Primary Education in the Developing Countries of South Asia* 2. D.M. Gupta and H.R. Lapashia - *A Study of Impact of Monetary and Non-monetary Motivational Factors on Employees' Performance with Respect to Mumbai city, India* 3. Asst Professor Rishika Bhojwani - *Study of Corporate Image and Service Quality Perception of Public and Private Sector Banks among Generation X and Generation Y*	
10:30-10:40	**Q & A Session** and Chairperson's Closing Remarks	
10:40-11:25	**Parallel Session I**	**Parallel Session II**
	Paper Presentation Session 5 **Chair: Martin McAreavey** **Rapporteur: Dr Fathimath Thaufeega** **Presenters:** 1. Dr Rakesh Chandra Tyagi and Dr. Tarannum Siddiqui - *Micro, Small and Medium Enterprise Development in India: With Special Reference to Women and SCs/ STs Entrepreneurs* 2. Dr Shelly Aggarwal and Dr Dazy Zarabi - *Transgender Citizenship Gaps being Bridged: Indication of Paradigm Ideological Shift at Cognition Level for the Third Gender Compeer among the Students of Panjab University Chandigarh* 3. Sandeep Kaur and Dr Amandeep Singh Marwaha - *Exploring the Effects of Social Media Use on the Mental Health of Young Adults: An Empirical Research in Bathinda District of Punjab*	London School of Management Education and Ramananda Arya DAV College, Mumbai Collaborative Dialogue on Furthering Responsible Research and Innovations (RRI)
11:25-11:35	**Q & A Session** and Chairperson's Closing Remarks	
11:35-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:20	**Paper Presentation Session 6**	

	Chair: Dr Peter Gray **Rapporteur: Dr Minakshi Kishore** 1. Dr Sushama Patil - *Symbolic and Nutritional Significance of Dairy Products with Special Reference to Milk in our Daily Lives* 2. Professor Harjeet Kaur Bhatia - *Teaching With (out) Technology: A study of Use of Assistive Technology by Teachers*	
12:20-12:30	**Q & A Session** and Chairperson's Closing Remarks	
12:30-13:00	Formal Networking: Facilitated by LSME Ambassadors	
13:00-14:00	**LUNCH BREAK**	
14:00-14:30	**Special Lecture 2** **Chair: Dr Ajay Bhamare**	Special Lecture: Professor Suresh Kumar Sharma Title: *Predictive Modelling and Its Applications*
14:30-14:40	**Rapporteur: Dr Kishori Bhagat**	**Q & A Session** followed by Chairperson's Remarks
14:40-15:35	**Paper Presentation Session 7** **Chair: Professor Devinder Kumar Dhawan** **Rapporteur: Dr. Kanniappan Jayaraman** **Presenters:** 1. Dr D. P. Raverkar - *Dimensions of Work Culture among Industrial Workers with Special Reference to Roha Industrial Area* 2. Dr S. B. Lalchandani - *A Pragmatic Study on Use of Digital Wallets by Auto Rickshaw Drivers in Mumbai, India* 3. Dr Kishori Jagdish Bhagat and Dr Ajay Bhamare - *Application of Green Work-Life Balance by Degree Colleges to Teaching Faculties in Mumbai and Suburbs of Mumbai*	
15:35-15:45	Q & A Session and Chairperson's Closing Remarks	
15:45-16:00	**TEA BREAK - REFRESHMENTS LOUNGE**	

16:00-20:30 Sightseeing: Coach Tour

DAY 3: 2ND AUGUST, 2019 (FRIDAY)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:15	**Delegates Arrival**	Greetings and Announcements by MC
09.15-09.45	**Special Lecture 4**	Special Lecture by Professor Devinder Kumar Dhawan Title : *Cancer: Still a Threat in 21st Century*
09:45-09:55		**Q & A Session** followed by Chairperson's Remarks
09:55-10:25	**Special Lecture 5** **Chair: Professor Suresh Kumar Chadha**	Special Lecture by Dr Nand K Relan Title : *Medical Imaging and its Applications in Clinical Management of Disease Processes*
10:25-10:35	**Rapporteur: Dr Dolly Jackson-Silah & Dr Sushama Patil**	**Q & A Session** followed by Chairperson's Remarks
10:35-11:05	**Paper Presentation Session 9** **Chair: Professor Biju Kumar Thapaliya** **Rapporteur: S Kanthimathi** **Presenter:** 1. Dr Zeeniya Kamil - *Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives* 2. Dr Ajay M Bhamare - A Study of Job Satisfaction of Self Finance Courses Teachers in Mumbai 3. Dr Anupreet Kaur Mavi - *Assessing the Service Quality of Higher Education Using Modified SERVQUAL Scale*	
11:05.11:15	**Q & A Session** and Chairperson's Closing Remarks	
11:15-11:30	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:30-12:00	**Special Lecture 6** **Chair: Martin McAreavey**	Special Lecture: Professor Suresh Kumar Chadha Title: *Building a Strategic Plan for Excellence in Higher Education*
12:00-12:10	**Rapporteur: Dr Santwana Mishra**	**Q & A Session** followed by Chairperson's Remarks
12:10-12.50	**Paper Presentation Session 10**	

	Chair: Dr Rakesh Chandra Tyagi **Rapporteur: Dr Zeeniya Kamil** **Presenters:** 1. Dr Anjali R Macarenhas - *Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India* 2. Dr Kanniappan Jayaraman - *Tour Based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an Ongoing Field Study* 3. Professor Mokgale Makgopa - *The Challenges of Tradition versus Modernity: From a Social Work Perspective* 4. Emad Alotaibi - *Exploring School Leaders' and Teachers' Experiences of Working in Rural Schools in Saudi Arabia*	
12.50-13:00	Q & A Session followed by Chairperson's Remarks	
13:00-14:00	**LUNCH BREAK**	
14:00-15:30	**Valedictory Session** **Chair: Professor Stephen McKinney**	Summary of the Conference: *TBA*
		Valedictory Speech by **Chief Guest**
		Presentation of Certificates by **Chief Guest**
		Vote of Thanks: **Dr Dolly Jackson-Sillah** and Conference Close
15:30-16:00	**TEA & PHOTOGRAPHY SESSION**	

APPENDIX 2: LIST OF DELEGATES AND THEIR CONTACT DETAILS

NO	NAME	DESIGNATION	INSTITUTE/ORG.	COUNTRY
1	Dr Amandeep Singh Marwaha	University Placement Officer	Panjab University, Chandigarh	India
2	Dr Anjali R Mascarenhas	Associate Professor	Dnyan Bharti Society's Sau. SRK & MBBI College, Mumbai	India
3	Dr Rakesh Chandra Tyagi	Ex Assistant Professor, Giri Institute of Development Studies,	Aliganj, Lucknow, Uttar Pradesh	India
4	Dr Dazy Zarabi	Chairperson, Department of Community Education and Disability Studies	Panjab University, Chandigarh	India
5	Dr Shelly Aggarwal	Research Scholar, Department of Community Education and Disability Studies	Panjab University, Chandigarh	India
6	Dr Deepak Pralhad Raverkar	Principal	S. M. Arts, Commerce and Science College, Maharashtra	India
7	Prof. Heather A. D. Mbaye	Professor	University of West Georgia	USA
8	Professor Mokgale Makgopa	Professor and Dean	School of Human and Social Sciences, University of Venda, South Africa	South Africa
9	Dr Kanniappan Jayaraman	Founder- President	Chennai Institute of Educational Technology and Research	India
10	Professor Hue Ming-tak	The Special Education and Counselling	The Education University of Hong Kong	Hong Kong
11	Asst Professor Rishika Bhojwani	Research Scholar	SIMSREE, Mumbai	India
12	Dr Tarannum Siddiqui	Assistant Professor	Career Convent Girls P.G. College, Lucknow, Uttar Pradesh	India
13	Martin McAreavey	Lecturer in Business and Management, Institute of Management	University of Bolton, Bolton	UK
14	S. Kanthimathi	Senior Principal, PhD Scholar	M. S. University, Tirunelveli, Tamil Nadu	India
15	Professor Harjeet Kaur Bhatia	Professor	Department of Educational Studies, Jamia Millia Islamia, New Delhi	India
16	Sunil B. Lalchandani	Head, Department of Management Studies	Smt. Chandibai Himathmal Mansukhani College, Affiliated to the University of Mumbai	India
17	Rajbir Singh	Asstt. Prof. in Education	DIPS College of Education, Hoshiarpur	India
18	Sarabjit Kaur	Research Scholar	Department of Education and Community Service,Punjabi University, Patiala, Punjab	India

20	Dr Santwana G. Mishra	Assistant Professor	Department of Education, Dr. Babasaheb Ambedkar Marathwada University, Maharashtra	India
21	Dipika M Gupta	Assistant Professor	Ramanand Arya D.A.V. College, Bhandup	India
22	Himanshu R. Lapashia	Assistant Professor	Ramanand Arya D.A.V. College, Bhandup, Mumbai	India
23	Dr Kishori Jagdish Bhagat	Assistant Professor	Pragati College of Arts and Commerce, Dombivli, Maharashtra	India
24	Dr Ajay M. Bhamare	Principal	Ramanand Arya D.A.V. College, Bhandup, Mumbai	India
25	Dr Zeeniya Kamil	Post-doctoral Research Fellow	University of West England, Bristol Researcher for Maldives National University	Maldives
26	Dr Sushama Patil	Assistant Professor Management Trainee	Ramanand Arya D.A.V. College Bhandup East, Mumbai	India
27	Dr Madhab Ghosh	Assistant Professor	Department of Education, Rammohan College, Kolkata	India
28	Dr Anupreet Kaur Mavi	Assistant Professor	University Institute of Applied Management Sciences, Panjab University	India
29	Dr Fathimath Thaufeega	Freelance		Maldives
30	Nishtha Puri	Student	B.Tech. Semester II (Biotechnology, Thapar University, Patiala, Punjab	India
31	Dr Anjali Puri	Associate Professor	Govt. College of Education, Chandigarh	India
32	Emad Matar Alotaibi	PhD Student	University of Reading, UK	Saudi Arabia
SPECIAL GUESTS				
23	Dr Nand K Relan	Associate Professor of Clinical, Radiology, Health Sciences &, Bio-Medical Engineering	Stony Brook University Medical Center, New York	USA
35	Professor Suresh Kumar Chadha	Professor	Panjab University, Chandigarh	India
36	Professor Devinder Kumar Dhawan	Professor of Bio-Physics	Panjab University, Chandigarh	India
37	Professor Suresh Kumar Sharma	Professor of Statistics	Panjab University, Chandigarh	India
38	Professor Biju Kumar Thapaliya	PhD Programme Director	Purbanchal University	Nepal

PARTICIPANTS				
1	Dr Romeo Mascarenhas			India
2	Narayan Keshav Rao Phadke	Principal	Dr. Shantilal Dhanji Devsey Arts College & Commerce& Science College	India
3	Monu S Gupta	Lecturer	Karnavat Coaching Classes	India
4	Vinod Sharma	Hon. Secretary	Ramanand Arya, D.A.V. College	India
5	Neelam V Sharma			India
6	Probal P Gupta	Associate Professor and Vice Principal	Ramanand Arya, D.A.V. College	India
7	Debjani P Gupta	Assistant Teacher	Ramanand Arya, D.A.V. College	India
8	Padmakar N Mane	Vice Principal and Associate Professor	Ramanand Arya, D.A.V. College	India
9	Mrs Priti P Mane			India
10	Ramesh S. Varma	Hon. President	Ramanand Arya, D.A.V. College	India
11	Mahesh R Kapoor	Vice President	Ramanand Arya, D.A.V. College	India
12	Sunita Ajay Bhamare	Assistant Teacher	Ramanand Arya, D.A.V. College	India
13	Hema M Kapoor	Assistant Teacher	Ramanand Arya, D.A.V. College	India
15	Mohanakrishnan Appasamy	Advocate		India
16	Urmila R Varma			India
17	Mmatjie Evelyn Makgopa			South Africa
19	Nagendra Raj Regmi			Nepal
20	Bharat Kumar Subedi			Nepal
21	Narad Prasad Poudel			Nepal

APPENDIX 3: SUMMARY OF CONFERENCE EVALUATION

At the end of the conference, participants were asked to evaluate their experience, the organisation of the conference and its impact on their academic development. This survey included the distribution of self-administered questionnaires with a range of closed and open-ended questions. Participants were encouraged to complete the questionnaire and submit their responses to the conference organisers. The outputs of the Survey are as follows:

REASONS FOR ATTENDING

Participants were asked to specify the main reasons for attending the conference. Their responses suggested that dissemination and sharing of information through networking with researchers from different countries (39%) and improving their knowledge of research and enriching their experience (35%) were the main reason for attending the conference. A few attended purely because they wanted to learn from international experts or already had an established collaborative association with LSME which facilitates their participation in LSME's research conferences.

WERE THEIR EXPECTATION FULFILLED?

Majority of the respondents (about 84%) were positive that the conference fulfilled all their expectations. They mostly rated the conference as excellent as they were satisfied that they were able to engage with other academics to discuss challenges they were facing with their research and exchanged interesting ideas. The special lectures were considered very informative and participants were particularly pleased with the variety of topics discussed during the conference.

BENEFICIAL ASPECTS OF THE CONFERENCE

The responses to this question were heterogeneous and no particular response dominated. Participants suggested that they particularly enjoyed the management and health-related discussions, special lectures, the small group networking sessions and the diverse nature of the papers which touched multidisciplinary themes including Education, Management, Health, Humanities and Social Sciences. For others, it was the expert guidance provided by the chairpersons or connecting with different people that they found most beneficial.

MOST INTERESTING PRESENTATIONS

Participants considered the following speakers' presentations as most interesting. In no particular order, they are:

- Professor Stephen McKinney
- Dr Peter Gray
- Professor Suresh Kumar Sharma
- Professor Suresh Kumar Chadha
- Professor Devinder Kumar Dhawan
- Dr Nand K Relan
- Dr Amandeep Singh Marwaha
- Dr Ravi Kumar
- Professor Biju Kumar Thapaliya
- Dr Santwana G. Mishra

RECOMMENDING THIS CONFERENCE TO OTHERS IN FUTURE

When participants were asked if they would recommend LSME conferences to others in future, majority of the respondents (87%) expressed their desire to share the details of the conferences with their students, post-doctoral researchers, and colleagues in their respective universities. They strongly believed that the conference was accessible, open and transparent and hence the need to broaden its intended audience to administrators, researchers, scholars and policymakers from all over the world. Others considered the conference as a good motivation for budding young scientists and researchers.

HOW DID YOU HEAR OR LEARN ABOUT THIS CONFERENCE?

The majority of respondents learnt about the conference from their friends or direct mailing from LSME or through other sources. For those who selected other sources, their comments suggested that they obtained their information referred by their academic colleagues.

DURATION OF THE SESSIONS

The comments received on this question were heterogeneous. About a third of respondents were satisfied with the duration of the sessions and did not have any suggestion for improvement. Others were of the view that the duration of the paper presentation sessions were adequate but extra time should have been given to the Keynote Speeches and Special Lectures. While a small number of respondents felt that the Presenters could have benefited from extending the presentation time, another small group suggested increasing the number of days from 3 to 4 days in future conferences to enable detailed discussions and visits.

OVERALL RATING

When participants were asked to rate the overall impact of the conference, while majority of the participants (58%) rated it as very good or good, 29% of participants rated it as excellent. Some of the comments included: commendation on the team for being cordial, punctual, approachable and acting professionally; the overall organisation of the Conference as very good and the venue was also considered to be nice and comfortable.

SUGGESTIONS FOR IMPROVEMENTS IN THE FUTURE

Participants have suggested the need to introduce panel discussions, allowing more time for Keynote Addresses and Special Lectures and more time for interaction after the paper presentation. Some felt that future research conferences should focus on fewer subject areas. Others suggested choosing a resident arrangement at a reduced cost for participants and to avoid video presentations. It was also suggested to share the research papers and the contacts of the delegates and participants.

There was a suggestion to include different forms of presentations including PechaKucha presentations, poster presentations, workshops around key themes, break-out sessions using Keynote speakers to lead and to hold conferences on the LSME campuses.

TOPICS FOR FUTURE CONFERENCES

Participants were also given the opportunity to contribute to recommending topics and themes for the next conference. Majority of the participants suggested research in higher education with an inter-disciplinary theme. Some of the suggestions included:

- Teacher Education.
- Global Researches focussing on local needs.
- Education and sustainable development.

- Globalisation and its impact on the changing nature of education.
- The impact of business education on student lives and prospects for social mobility.
- Education on agricultural farming.
- Food-related research.
- RRI.
- Youth as our future generation.
- The interrelationship between different subjects in Education e.g., Mathematics and Life skills.
- Education, Management, Teacher related policies.
- Social and industry-based empirical research related to commerce and management.
- Global Economy and E-Commerce, Artificial Intelligence, Advertising-Marketing IT, Science, Medical and management-related research.

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