International Conference On
Educational Technology and Global Sustainability

VENUE: CHANDIGARH UNIVERSITY, PUNJAB
2ND AND 3RD FEBRUARY, 2024

STARSCHOLARS
N E T W O R K

ORGANIZED BY DEPARTMENT OF EDUCATION
UNIVERSITY INSTITUTE OF TEACHERS TRAINING AND RESEARCH

International Conference On
Educational Technology and Global Sustainability

In collaboration with

Journal of School Administration Research and Development (SCOPUS Indexed)
Journal of Underrepresented and Minority Progress (SCOPUS Indexed)
Journal of International Students (SCOPUS Indexed)

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EDUCATIONAL TECHNOLOGY AND GLOBAL SUSTAINABILITY

EDITORS

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About the University

Chandigarh University stands as a prominent institution within the Indian educational landscape, distinguished by its integration of professional and academic excellence. Notably, the institution has garnered significant recognition with the esteemed NAAC A+ Grade, placing it in the upper echelons of the top 5% of universities in India. Additionally, it commands a position of prominence ranking within the top 1.7% of institutions across Asia, as per the prestigious QS World Rankings for the Asian region. Chandigarh University claims an expansive and intelligently designed campus across the 150 acres with world-class infrastructure and facilities, thus contributing to an environment conducive to scholastic and personal growth. Remarkably, Chandigarh University serves as a global microcosm, attracting learners from all corners of India, representing 28 states and 8 Union Territories as well as welcoming scholars from 54 nations worldwide. This multicultural tapestry fosters an environment characterized by diversity of ethnicities and the convergence of cherished traditions from across the globe. Chandigarh University's commitment to internationalization is further evidenced by its collaboration with more than 460+ top-ranked universities in 90 countries.

About the Department

The University Institute of Teachers Training and Research (UITTR) at Chandigarh University in Punjab stands as a pre-eminent educational institution within the northern region of India dedicated to the professional development of aspiring educators. Accredited and endorsed by the National Council for Teacher Education, UITTR offers a spectrum of innovative academic programs, namely B.A.B.Ed., B.Sc. B.Ed., B.P.Ed. and Ph.D. (Education). The educational approach of the department is distinguished by its collaboration with both international and national educational stakeholders, a synergy that informs its curriculum design. The institute's pedagogical model harmoniously integrates academic inquiry within chosen disciplines with a pragmatic emphasis on career advancement within associated domains.

Introduction to Conference

The International Conference on Educational Technology and Global Sustainability (ICETGS) will be organized in a blended mode by the department of University Institute of Teachers Training and Research at Chandigarh University on February 2nd and 3rd, 2024. The Conference is a dynamic and forward-looking event that brings together global thought leaders, academicians, innovators and policymakers to explore the convergence of education, technology and sustainable development. ICETGS serves as a vibrant forum for exploring the latest trends in educational technology, leadership and management, advocating for equity and inclusivity, nurturing sustainable development and championing underrepresented students on a global canvas.

As we navigate the challenges and opportunities of our digital age, ICETGS 2024 invite you to join this vibrant intellectual community, share your insights and collaborate on innovative solutions. Together, we can harness the potential of education and technology to create a more inclusive, sustainable and interconnected world.

CONFERENCE THEMES AND SUBTHEMES

Education 4.0: Pedagogy, Technology, and Professional Development for a Digital Era

- Innovative Pedagogical Approaches for the Digital Age
- The Intersection of Technology and Education: Leveraging AI for Enhanced Learning.
- Teacher Professional Development: Strategies and Models
- Assessment and Feedback in the Age of Technology
- Inclusive Education and Technology: Bridging Gaps and Removing Barriers

Contemporary Trends in Educational Leadership and Management

- Curriculum Leadership and Design
- Capacity Building for Empowering Research
- Equity, Diversity and Inclusion in Education
- Student Achievement and Success Strategies
- Financial Management and Resource Allocation in Education

Pedagogies for Inclusive Sustainable Development: Navigating Identity, Equity, and Social Change

- Pedagogical Strategies for Inclusivity and Sustainable Progress
- Gender bias in educational perspective
- Revisiting education from socio-cultural perspective
- Values-Based Education: Nurturing Beliefs and Systems for Sustainable Societies
- Promoting Physical Health and Well-being through Sports Education

Educational Support for Underrepresented and Minority Students

- Educational initiatives for Underrepresented and Minorities
- Navigating Challenges and Opportunities in Physical Education in the Modern Era
- Enhancing Vocational and Skill based Education
- Constitutional provisions for Minorities and Underrepresented in Education
- Financial Aid and Scholarships for Minorities and Underrepresented Students

Global Connectivity: Uniting Learners worldwide

- Sustainable Development Goal (SDG) 4 and Beyond: Empowering Educators for Global Impact
- Ethical Dimensions of Internationalization: Fostering Inclusion and Success
- STEM Education, Pedagogy and Cultural Relevance
- Digital Learning Environments: Virtual Mobility and Online Education
- National Education Policy 2020: Prospects and Challenges

Leveraging Technology for International Student Support

- Online Support Services for International Students
- Migration Policies, Governance, and Human Rights
- Effectiveness and sustainability of Semester Exchange Programme in Education
- Remote Internships for Experiential Learning
- Environmental Education for Sustainable Development

MESSAGE FROM THE EXECUTIVE DIRECTOR

I am highly delighted to invite you all to the International Conference on Educational Technology and Global Sustainability (ICETGS-2024), hosted by the University Institute Teacher Training and Research of Chandigarh University. In a time characterized by fast-paced technological progress and the urgent need for sustainable development, education holds a crucial position in shaping the future. ICETGS-2024 is a platform that brings together educators, researchers, and practitioners from all over the world to share insights, exchange ideas, and explore innovative approaches to using educational technology for global sustainability.

I am impressed by the gathering of educationists, all committed to the pursuit of knowledge that knows no boundaries. Our institution has consistently prioritized creating an atmosphere that promotes intellectual curiosity and enables educators to excel in an ever-changing educational environment. This year's conference offers a diverse range of discussions and presentations that explore the connection between educational technology and global sustainability. We are privileged to have a diverse group of esteemed speakers who will generously impart their knowledge, motivating us to challenge the limits of traditional thought.

In addition, ICETGS-2024 exemplifies the cooperative nature that characterizes our worldwide academic community. By collaborating with prestigious journals and organizations, our goal is to enhance the influence of the conference. We strive to offer researchers a platform to share their work with a broader audience and stimulate valuable discussions that extend beyond the confines of the conference hall. I urge all participants to actively participate in the different sessions, connect with other attendees, and contribute to the collective knowledge that will arise from this collaborative effort. Let's delve into the possibilities of educational technology in revolutionizing learning and making a positive impact on global sustainability.

I would like to express my sincere appreciation to the organizing committee, partners, and all individuals who have played a significant role in bringing ICETGS-2024 to fruition. May this conference serve as a source of inspiration and a driving force for positive transformation in the fields of education and sustainability.

I officially appreciate your involvement in this thrilling endeavor. I anticipate engaging discussions and a memorable ICETGS-2024 experience.

Thank you

Prof. (Dr.) Anurag Varma

Executive Director

Liberal Arts Cluster

Chandigarh University

MESSAGE BY THE CONFERENCE CHAIR

I am delighted to welcome all of you to the International Conference on Educational Technology and Global Sustainability (ICETGS-2024). As the Conference Chair, I am pleased to have the opportunity to host this gathering of exceptional intellectuals who are devoted to pushing the boundaries of educational technology for global sustainability. ICETGS-2024 unites educators, researchers, practitioners, and visionaries from around the world to participate in insightful discussions, exchange pioneering research, and investigate inventive solutions to the challenges at the crossroads of education and sustainability.

The theme for this year's conference, highlights the significant impact of educational technology in shaping the minds of the future generation and promoting global sustainability. We have carefully crafted an agenda that is packed with keynote addresses and paper presentations. This lineup is designed to engage your intellect, ignite your creativity, and foster collaboration.

As we begin this intellectual journey, I urge you to actively engage in the different sessions, take advantage of the chance to connect with other participants, and share your unique perspectives to enrich the tapestry of ideas that will arise during the conference.

At this time, I want to sincerely thank the organizing committee, partners, and all those who have put in immense effort to bring ICETGS-2024 to life. Your commitment and assistance have played a crucial role in molding this event into a platform that encourages learning, innovation, and meaningful discussion.

Let's utilize this conference as a driving force for constructive transformation, establishing connections that go beyond boundaries and fields. May the knowledge acquired and partnerships forged here reverberate well beyond the boundaries of our conference venue, making a lasting impression on the fields of education and sustainability. I officially appreciate your valuable contribution to this worldwide academic community.

Thank you

Prof. (Dr.) Ashita Chadha

Director- University Institute of Liberal Arts and Humanities

Chandigarh University

MESSAGE BY THE CONFERENCE CONVENER

I am glad to extend an official and enthusiastic welcome to all delegates of the Chandigarh University-hosted International Conference on Educational Technology and Global Sustainability (ICETGS-2024). In my capacity as the Conference Convener, I am delighted to be a component of an occasion that unites a multitude of viewpoints and specialized knowledge concerning worldwide sustainability.

The theme and subthemes of our conference reflect the rapid and evolving nature of education in the twenty-first century. This occasion functions as a primary gathering place for dialogues concerning contemporary developments in Educational Leadership and Management, Pedagogical Innovations for the Digital Age, and the Fusing of Technology and Education, with a specific focus on leveraging artificial intelligence to enhance the learning process. The conference's comprehensive array of subjects, which includes Inclusive Education, Technology, and Teacher Professional Development, demonstrates its commitment to tackling urgent issues and investigating innovative resolutions. Our objective is to foster substantive dialogues at the juncture of technology and education, furnishing a medium for the interchange of concepts that will mold the trajectory of worldwide education. The conference will explore a broad range of crucial topics, including strategies to assist underrepresented and minority students, innovative pedagogies that promote inclusive and sustainable development and the importance of global connectivity in bringing together learners across the globe. The conference will provide an in-depth examination of the opportunities and challenges that digital learning environments, including virtual mobility and online education, present.

The ICETGS-2024 conference is anticipated to provide a rich tapestry of experiences, facilitating significant dialogues, fostering professional connections, and facilitating the exchange of modern research. To establish the foundation for an inclusive and sustainable future in education, we promote collaborative efforts and active engagement.

I would like to express my profound gratitude to all sponsors, contributors, and supporters who have been instrumental in ensuring the success of this conference. As an organization, we shall commence an expedition of investigation, cooperation, and the exchange of wisdom that shall form the direction of scholarly inquiry.

I eagerly anticipate your enthusiastic involvement and the overall achievement of ICETGS-2024.

Thank you

Prof. (Dr.) Meghna Mehndroo

Principal

University Institute of Teacher Training and Research (UITTR)

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Prof. Sunil Dutt: Head, Education & Educational Management at NITTTR, Chandigarh, Ministry of HRD, Govt. of India

Dr. Ajit Kumar Mishra: Associate Professor, Department of Humanistic Studies, Indian Institute of Technology (BHU), Varanasi, Uttar Pradesh, India

KEYNOTE SPEAKERS

Prof. Pankaj Arora: Head & Dean, Faculty of Education [CIE], University of Delhi

Prof. Vimal Rarh: Project Head and Joint Director, GAD TLC of MHRD, SGTB Khalsa College, New Delhi

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Dr. Dhiraj Kapur	**Dr. Ritu Sharma**

GUEST OF HONORS

Dr. Uttam Gaulee, esteemed professor at Morgan State University, emerges as a fervent advocate for the transformative power of community colleges in advancing societal well-being. His unwavering dedication to this cause spans over two decades, manifesting in a rich tapestry of scholarly pursuits and impactful initiatives. Gaulee's scholarly journey is marked by an unwavering commitment to exploring the intricate dynamics of international higher education, diaspora studies, and the cultivation of global citizenship. This dedication has garnered him prestigious accolades, including the esteemed Fulbright and the revered Cross Award, affirming his profound contributions to the academic realm. Gaulee's influence extends far beyond the confines of academia; as the president of the Society of Transnational Academic Researchers (STAR) Scholars, he spearheads groundbreaking research endeavors aimed at fostering global social mobility and catalyzing positive change. His visionary leadership and scholarly prowess not only shape the narrative surrounding community colleges but also wield considerable influence in shaping education policies on a global scale. Gaulee's multifaceted contributions, ranging from pioneering publications and collaborative ventures to thought-provoking presentations, serve as a testament to his unwavering dedication to advancing scholarly discourse and effecting transformative change in the field of education. Moreover, he has been contributing as "series editor for the artificial intelligence in higher education"

Dr. Krishna Bista, a distinguished Professor at Morgan State University in Maryland, holds expertise in global student mobility and international education. He not only leads doctoral courses but also spearheads committees, focusing on diverse aspects such as tenure, promotion, and international affairs. With over 100 academic works, including books and journal volumes, Dr. Bista's research illuminates critical areas like campus internationalization and online pedagogy. He has founded pivotal publications, such as the Journal of International Students, and actively contributes to editorial boards, fostering scholarly dialogue. Moreover, Dr. Bista's leadership extends to serving as the founding Chair for the Comparative and International Education Society Study Abroad and International Students SIG. His commitment to advancing education is further evidenced by his involvement in the STAR Scholars Network, where he serves as Vice President. Through his prolific contributions, Dr. Bista continues to shape discourse and practice in higher education globally, exemplifying a dedication to excellence and innovation.

SESSION CHAIRS

Prof. (Dr.) Meghna Mehndroo is the Principal at University Institute of Teachers Training and Research, Chandigarh University. She is having more than 15 years of experience in the field of Education. She published two patents, edited three books and presented more than 25 research papers in International and National Conferences. She has been felicitated with Best Teacher, Best Researcher, Transformative Educator and Academic Excellence award. She is a lifelong learner and has love for teaching.

Dr. Mohd Aarif Rather currently serves as an Assistant Professor at the University Institute of Teachers Training and Research at Chandigarh University. His academic journey boasts a Post-Doctorate, a Ph.D. and an M.Phil. in Political Science and Security Studies. His prolific contributions to academia include 14 research papers and a chapter in an edited book published by Francis and Taylor. Additionally, he authored a book published by Academica Press, Washington. His remarkable achievements extend to being honored with a Young Scientist Award and securing a patent for an innovative AI model in education

Dr. Guneet Kaur Cheema is working as an Associate Professor in University Institute of Teacher Training and Research, Chandigarh University. She has nearly nine years of experience in teaching and research. She has guided 5 students in M.Ed. dissertation and 4 research scholars are working for PhD under her guidance. The total number of journal/conference publications to her credit is 20 along with 2 filed patents. She has been awarded for an outstanding contribution in the fieldof Academics, 2023.

Dr. Kamaljeet Kaur, an Associate Professor, brings over 10 years of Teaching and Research experience. With an M.A. in Economics, B.Ed, M.Ed, and UGC NET JRF qualification, she earned her Ph.D. from Panjab University, Chandigarh. Her research focuses on parenting styles and adolescent technology overuse, with numerous publications in esteemed journals and active participation in over 25 national and international conferences.

Dr. Rippandeep Kaur, presently working as Associate Professor, University Institute of Teachers Training and Research , Chandigarh University. She has done Ph.D. in Education, M.Ed and M.A.(English) specializes in educational psychology, Educational technology, English pedagogy, literature, and guidance and counselling. She has more than 12 years of teaching experience in education colleges and University. She has presented and published 15 papers in various seminars and conferences at national and international level. Committed to inclusive education, she also engages in community initiatives for literacy and mental health awareness.

Dr. Sukhwant Kaur, an Associate Professor, holds double MA degrees, NET, and a Ph.D. in Language & Linguistics. With over 17 years of experience in research, school, college, and university teaching, she excels as a Research Linguist and Language Teacher. She's a prolific presenter, editor, and conference organizer with notable contributions to gender studies and education policy.

Dr. Pooja Rani is working as an Assistant Professor in the department of UITTR, Chandigarh University. She is a sedulous and determined educationalist who holds triple masters in Mathematics, Economics and Education along with Ph.D. in Education (Abacus). She has presented 16 research papers and published 11 in various national and international journals. She is a professional Vedic Mathematics and Abacus instructor and is ardent to widen the practice of mental calculation among the learners.

Yadu Prasad Gyawali, Assistant Professor at Mid-West University, Nepal has been contributing in teaching and research domains of English Language teaching for more than 16 years. He has published books, research articles, general articles, in various areas of English Language teaching, research and interdisciplinary aspects in national and international journals and Op- eds in different newspapers. He has presented numerous national and international conferences and hold the position of session chairs. He has coordinated several international projects on behalf of Mid-West University. He has visited India, Greece, Italy, France, Switzerland for academic purposes.

CONTENTS

Conference Abstracts

ALIGNING CEFR WITH NEP 2020: ADVANCING ENGLISH LANGUAGE TEACHING IN INDIAN SCHOOLS

Amal Tom and Dr Nagendra Kumar

Indian Institute of Technology, Roorkee

The Common European Framework of Reference for Languages (CEFR) has been integral to second language teaching in schools and universities in Europe and many other countries worldwide. Because of the prominence of several school boards in India, such as CBSE and ICSE, CEFR has never been approved for analysing and studying students' language proficiency. This has led to an unfortunate situation where the students are forced to fend for themselves and seek outside help to clear internationally recognized language proficiency tests. This paper examines this predicament, especially in English language classrooms in India, and provides solutions integrating CERF with the language teaching and learning policies underlined by the National Education Policy 2020. Therefore, this study will qualitatively analyse international and national research papers on CERF using qualitative analytical software like QDA Miner lite 2.0.9 and ATLAS.ti to underline the policy perspectives that align with the NEP 2020. The paper will also study how these policy perspectives could be effectively implemented in Indian schools to ensure that English Language learners are well- equipped to perform efficiently in internationally recognized exams like TOEFL and IELTS.

Keywords: CERF, Testing, Language Proficiency, NEP 2020, Language Tests.

CORPUS-BASED CULTIVATION OF CRITICAL LANGUAGE AWARENESS: A CASE STUDY ON ENGLISH FILM SUBTITLES

Su Tingting, Mohamed Abdou Moindjie & Manjet Kaur

University Sains Malaysia

With continuous innovations in technology, teaching methods, and pedagogical philosophies, Teaching English as a Foreign Language (TEFL) is experiencing constant updates and iterations. At the forefront of current linguistic research, corpora have emerged as a pivotal focal point. Film subtitles, as a rich linguistic resource and medium, play a significant role in offering language learners a contextualized learning experience. This study explores the innovative potential of cultivating students' critical language awareness (CLA) through a corpus-based analysis of film subtitles. The research outlines the creation of the corpus, employing advanced corpus analysis tools for multi-level examinations, encompassing grammar, semantics, and pragmatics. Through engaging tasks and activities, learners are encouraged to surpass surface-level understanding, delving into linguistic phenomena and exploring language's cultural, social, and ideological dimensions within the corpus. This research contributes novel insights to TEFL, particularly in the innovative application of a corpus-based approach using film subtitle corpora as a resource to nurture learners' CLA and enhance their practical language comprehension. Although the study focuses on English language learning with English film subtitles, the proposed teaching methodology holds promise for adaptation to diverse language learning contexts. This signifies a progressive approach to TESOL, emphasizing student guidance in constructing profound language cognition within authentic contexts, showcasing the innovation inherent in the corpus-based methodology

Keywords: Corpus, Critical Language Awareness, Subtitles, TEFL, Teaching Methods

ROLE OF AI ON WOMEN EDUCATION WITH SPECIAL REFERENCE TO NORTH EASTERN (SEVEN SISTERS) INDIA

Dr Laxmi Negi[1] & Dayangzi Sherpa[2]

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[2]Sonamukhi College, West Bengal

In the ancient era ideas & ethics ruled the world but now is the age of AI. For that reason, if we wish to educate the masses AI is must and can play a pivotal role. It is also proven that AI has changed the world drastically. The same drastic changes can also be introduced to create a vibrant education system and learning ways across the geographical boundaries. It is also the fact that the growth of any nation lies in its quality and comprehensive education system where the ratio of educated girl child per thousand men should also be motivating. India being a developing nation is playing a promising role in educating its youth across the nation, nevertheless the fact that this development is still not accessible and affordable to many women living in the remote areas of our country due to difficult geographical, economic and cultural boundaries and creating a major barrier for the achievement of inclusive and Sustainable developmental goals of 2030 agenda. In this paper the researchers attempt to highlight the inaccessibility of education to the women living in North Eastern (Seven Sisters) in India with the help of triangular analysis.

Keywords: Artificial Intelligence, Women Education, Tribes, Communities, Seven Sisters

CULTURAL AND TECHNOLOGICAL CONVERGENCE: THE ROLE OF TECHNOLOGY IN CROSS-CULTURAL EDUCATION AND TEACHER DEVELOPMENT

Yadu Prasad Gyawali[1] , Dr. Meghna Mehndroo [2] & Dr. Mohd Aarif Rather[2]

[1]Mid-West University

[2]Chandigarh University

In an era characterized by accelerated globalization and technological advancement, a comprehensive examination of teacher development in South Asian education is necessary. This study examines the intersection of cultural diversity and technological integration in the evolution of teaching methods and professional development. Using the Smart-PLS approach in conjunction with the Unified Theory of Acceptance and Use of Technology (UTAUT) paradigm, this study reveals how cultural variables affect the acceptance and use of technology in educational settings while teaching English as a second language. English teachers from three South Asian countries, representing various linguistic, religious, and ethnic contexts, were surveyed using a mixed-methods design. Using Smart-PLS, a technique for structural equation modeling, this study examines the direct and indirect effects of cultural factors and technology adoption on teacher development. The findings disclose a multidimensional relationship in which cultural attitudes substantially influence technology acceptance, as mediated by UTAUT model variables such as performance expectation, effort expectation, social influence, and facilitating conditions. The convergence of cultural awareness and technological expertise emerges as a crucial element in the formation of responsive and effective teaching practices. This study has implications for policymakers, educational leaders, and technology developers, highlighting the need for culturally sensitive policies and practices regarding technology integration. This research reveals that the fusion of culture and technology offers a novel approach to developing an inclusive, innovative, and dynamic educational landscape in South Asia. The application of the Smart-PLS UTAUT model demonstrates a robust analytical framework for investigating complex socio-technical systems, thereby contributing to the larger discussion on technology- enhanced education in culturally diverse settings.

Keywords: *Cultural Consciousness, Technology Integration, English as a second Language, Teacher Development, Global Connection*

WOMEN AND LEGAL EDUCATION: UNEARTHING GENDER EXPERIENCES OF LAW SCHOOLS

Dr. Navjeet Sidhu Kundal and Dr. Garima Singh

Vieakananda Institute of Professional Studies, New Delhi

The gender stereotypical perspective in Indian society often puts women education and her career choices in the ambit of patriarchal appropriateness which means that women often have to pursue education and then opt for professions which the male dominant society allows or deems fit to suit the stereotypical expectations of women in our society. In the last decade, the spurning up of national universities for legal education has opened up a vast array of choices to women in legal education. In fact metropolitan cities with urban centers and facilities have drastically increased the enrollment of women in legal education but often not left without the patriarchal hindrances and challenges that women finds themselves in. often, we lack studies to identify the differences in the way men and women endure gender experiences. This paper therefore attempts to understand women experiences in law educational institution to unearth the patriarchal barriers arising familial expectations, institutional behavior and social environment. The paper will work around modern women narratives in legal institute situated in and around Delhi and to uncover their everyday gendered experiences.

Keywords: *Gender Bias, Legal Education, Urban Spaces, Patriarchy, India*

BRIDGING BORDERS THROUGH BYTES: A HOLISTIC EXPLORATION OF SOCIAL NETWORKING DYNAMICS AMONG FOREIGN STUDENTS IN CHANDIGARH, INDIA

Dr. Pankaj Dhiman[1] & Dr. Vasileios Paliktzoglou[2]

[1]Chandigarh University, Mohali India

[2]Bahrain Polytechnic, Bahrain

This comprehensive research delves into the intricate relationship between social networking sites (SNS) and the coping strategies adopted by foreign students amidst cultural shocks in India, particularly in the vibrant locale of Chandigarh. Methodically assessing the advantages and challenges embedded in social media interactions, this study envisions the pivotal role of SNS in addressing the unique needs of foreign students navigating an unfamiliar cultural milieu. Against the multifaceted backdrop of cultural shock, the study scrutinizes pivotal factors such as climate, language, social roles, rules of behavior, values, and relationship anxiety that amplify the adjustment challenges faced by foreign students. With a concentrated focus on the diverse tapestry of Indian society, the research underscores India's burgeoning status as a favored destination for international students, notably from South, South East, West Asia, and Africa. Chandigarh, serving as the shared capital of Punjab and Haryana and emerging as an educational hub, takes center stage in this study. The experiences of foreign students, notably from Afghanistan and Iran, are explored, emphasizing language barriers, cultural disparities, and social isolation. Intriguingly, the absence of Pakistani students and the attraction of Canadian and American students to Panjab University add unique dimensions to the research.Survival strategies employed by foreign students in Chandigarh are highlighted, emphasizing their reliance on social networking sites for communication and expression. In the face of language barriers impeding face-to-face interactions, social media emerges as a pivotal platform for sharing experiences and bridging cultural gaps. The research concludes that social networking sites play a pivotal role in the globalization of information, encompassing education, knowledge dissemination, interactivity, and cultural exchange. These virtual networks emerge as indispensable tools, facilitating foreign students in resolving adjustment issues encountered in unfamiliar geographical landscapes. As the Indian government actively pursues increased enrolment of foreign students, leveraging social networking sites to address adjustment challenges stands out as a strategic initiative. This approach is anticipated to foster healthier interpersonal ties between diverse student communities, particularly within the dynamic context of higher education.

Keywords*: Social Networking Sites (SNS), Coping Strategies, Higher Education, Foreign Students*

AN ACTION RESEARCH INQUIRY INTO THE LOW ENGAGEMENT OF LEARNERS IN SPEAKING ACTIVITIES WITHIN AN ONLINE ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM

Md Ariful Hasan

University of Creative Technology Chittagong, Bangladesh

This study addressed the low participation in speaking activities in an online English as a Foreign Language (EFL) class at the Department of English Language and Literature at the University of Creative Technology Chittagong in Bangladesh. The researcher identified potential contributors such as fear, shyness, language proficiency, and the transition to online learning over 16 weeks. To alleviate these issues, the researcher utilised surveys, self-observation, interviews, and peer feedback, following the procedures for action research, and implemented interventions such as changes in class schedules, friendly environments, and diverse activities in three cycles. The findings indicated improved student participation, although challenges persisted for those facing personal issues. The research aimed to identify reasons for student silence and nervousness and implement strategies to encourage speaking. The researcher took various actions, including modified lesson plans, blended learning approaches, and personalised attention to inactive students. The results positively impacted student participation, with 85% of students acknowledging increased involvement. This exploratory study is a valuable resource for educators, promoting professional growth and an in-depth understanding of the dynamic nature of teaching and learning.

Keywords: *EFL Classroom Participation, Online Language Learning, Speaking Activities, Student Engagement, Action Research in Education*

INTERNATIONALIZATION AND CONNECTING TECHNOLOGY FOR TRANSFORMATIVE LEARNING: PROFESSIONAL DEVELOPMENT STRATEGIES FOR ENGLISH TEACHERS

Yadu Prasad Gyawali[1,] Dr. Meghna Mehndroo [2]

[1]Mid-West University

[2]Chandigarh University

As the higher education environment evolves, the influence of technology on pedagogical practices becomes more and more substantial. The subject matter of this presentation is technology-mediated professional development strategies that are designed to facilitate transformative learning among higher education English teachers. The primary aim is to determine and assess a wide range of digital tools and methodologies that have the potential to be incorporated into the pedagogy and study of the English language. By conducting an extensive examination of modern educational technologies, such as interactive software, digital resources, and online platforms, this research sheds light on the effective ways in which these tools can be employed to improve teaching abilities, encourage inventive pedagogical approaches, and ultimately, elevate student academic achievements. A variety of case studies and empirical data will be utilized to illustrate the influence of these technologies on pedagogical approaches. Furthermore, the paper will analyze challenges and obstacles that hinder the implementation of technology-driven approaches and suggest potential remedies for overcoming them. The primary objective of the study is to offer practical recommendations for academic institutions and instructors who are interested in utilizing technology to enhance the capabilities of English instructors. In doing so, these results contribute to the overarching purpose of revolutionizing pedagogy in higher education.

Keywords: *Technology in Higher Education, Educational Technologies, Professional Development Strategies, English Language Teaching, transformative practices*

AN EMPIRICAL STUDY OF THE EFFECT OF LEARNING ENVIRONMENT AND ACHIEVEMENT MOTIVATION ON THE CAREER SELECTION AMONG STUDENTS WITH DISABILITIES (SWDS) AT HIGHER EDUCATION LEVEL (A STRUCTURAL EQUATION MODELING APPROACH)

Priya Trivedi

Dr. Shakuntala Misra National Rehabilitation University, Lucknow

This study will find out the effect of the use and implementation of artificial intelligence enabled assistive devices in the inclusive higher education for the Divyang students. A self-administered survey questionnaire using a cross-sectional design will be used for this study. The pilot study will be conducted with a small sample of respondents. The reliability and validity tests will be performed using Cronbach's alpha and the Kaiser-Meyer-Olkin (KMO) tests. Average Variance Extracted (AVE) and Composite Reliability (CR) will also be tested for discriminant validity. The sample size of the main study will be decided using the Slovin sample size formula. Non-probability snowball sampling technique will be used in this study. The structural equation modeling technique will be used for direct path analysis and hypothesis testing. IBM- SPSS 23.0 version software will be used for simple and complex statistical calculations. The outcome of this study will help to determine the effectiveness and implementation of artificial intelligence enabled assistive devices in the inclusive education for the Divyang students. This study will be conducted on Divyang students in the higher education of Uttar Pradesh.

Keywords: *Artificial Intelligence Assistive Devices; Inclusive Education; Divyang Students; Structural Equation Modeling*

VALUE BASED EDUCATION: NURTURING BELIEFS AND SYSTEMS FOR SUSTAINABLE SOCIETIES.

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Chandigarh University

Value-Based Education cultivates ethical beliefs and principles, fostering a foundation for sustainable societies. It emphasizes the development of moral values, social responsibility, and a commitment to ethical practices, contributing to the creation of resilient and harmonious communities. Through nurturing these beliefs, Value-Based Education becomes a cornerstone for fostering individuals who actively contribute to the well-being and sustainability of societies.This research paper delves into the essence of values-based education and its pivotal role in nurturing beliefs and systems for the creation of sustainable societies, with a special emphasis on the Indian context. Values-based education aims to instill ethical and moral values in individuals, fostering a sense of responsibility, empathy, and commitment to sustainable practices. The study explores the philosophical foundations of values-based education, its application in diverse cultural and educational settings, and its potential to contribute to the formation of socially responsible citizens. In the context of India, with its rich cultural and philosophical heritage, the paper investigates how values-based education aligns with traditional Indian values and beliefs. It examines the integration of values education within the existing educational framework and its impact on shaping the moral fabric of society. The methodology involves a comprehensive literature review, case studies, and qualitative interviews with educators, students, and community members across various regions in India. The research aims to derive insights into the effectiveness of values-based education in diverse socio-cultural contexts, focusing on its ability to contribute to sustainable development, community cohesion, and ethical leadership.

Keywords: *Value Based Education, Sustainable Societies, Moral philosophy, Cultural Values*

THE ROLE OF ANXIETY AND ACHIEVEMENT MOTIVATION ON CAREER DECISION AMONG ADOLESCENTS.

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Career refers to a person's life-long work journey, which includes employment, education, training and personality development. Education is the basic means of development and reorganization of the student. It helps all students to recognize their qualities inherent in them and develop their personality traits and characteristics. Choice a career is a complex situation and students facing many challenges in current scenario for decision making in career. When a student chooses a career, they take the decision influenced by ability, personality, interest, self- concept, achievement motivation, social support, family support etc and no matter how good the achievement motivation of a student is while taking career decisions, they remain in conflict somewhere. When they are worries, they are felt anxiety and conflict because they have many options, they don't understand whatever right or whatever wrong for them. The primary objective of the present investigation is to study the role of conflict, anxiety and achievement motivation on career decision among adolescents. A total of 100 adolescents have been taken in this study from CBSE board and Bihar board of darbhanga city. Out of which 50 are from CBSE board (25 boys and 25 girls) and 50 are from Bihar board (25 boys and 25 girls). The measures of this study by anxiety through anxiety scale developed by Subhas Shankar and Gautam Das, career decision through career decision making scale developed by Kirandeep Singh and achievement motivation through achievement motivation scale developed by V P Bhargava. The design of this study is the 2*2 factorial design. Findings revealed that career decision has significant difference between bihar board and CBSE board students (p<0.05). Board students have less career decision making ability as compared to CBSE Board students, because Bihar Board students lack achievement motivation and anxiety. In other hand, if we look at girls, the level of achievement motivation and anxiety is less in Bihar Board students as compared to male students, because their career is decided by their parents and family members.

Keywords*-Career Decision, Anxiety, Achievement Motivation, Gender, Education.*

A STUDY OF IMPACT OF SCHOOL ADJUSTMENT AND STUDY HABITS ON ENGLISH LANGUAGE ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS

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In the present study researcher investigates the relationships between School Adjustment, Study Habits, and English Language Achievement among senior secondary students. The population of the study consists of senior secondary students of science stream. Simple random sampling method had been used for data collection and sample of 159 students of class 11th science stream were selected. Standardized tool for School Adjustment inventory and Study Habits Scale is used and self-made test for English Language Achievement is used for data collection. Data analysis has been conducted using regression analysis to determine the predictive nature of School Adjustment and Study Habits on English Language Achievement. Findings indicates that approximately 0.28% of the variance in English Language Achievement among senior secondary students explained by the influence of School Adjustment and Study Habits. The findings highlight the need for a comprehensive approach to enhance English Language Achievement, considering not only Study Habits but also in the broader context of School Adjustment.

Keywords: *Time Management, Multifaceted, Strategies, Self-Regulation, Achievement.*

A STUDY OF TEACHING EFFECTIVENESS IN RELATION TO TEACHER EMPOWERMENT OF KASTURBA GANDHI BALIKA VIDHAYALA (KGBV) TEACHERS

Tawseef Ahmad Parray

Shri Venkateshwara University UP, India

Effectiveness in teaching and empowerment of teachers are considered one of the most vital factors in any educational organization. The study explored the teacher effectiveness in relation to teacher empowerment of KGBV teachers of Anantnag district of J&K UT. As the teacher empowerment and teacher effectiveness play a significant role in the class room teaching so this research can be useful for the education system. Findings and educational implications can draw a map for the betterment of educational scenario. To draw the conclusions Pearson's Product-Moment correlation was used to measure the relationship between variables, data analysis and interpretations were done. The current study was conducted on 56 KGBV teachers of district Anantnag of J&K UT to determine the relationship between teaching effectiveness and teacher empowerment. The purposive sample method was used. The outcomes of the research showed that high positive correlation found between teacher empowerment and teacher effectiveness of educators of KGBV schools. Thus it is stated that teacher empowerment is significantly correlated with teacher effectiveness in the context of KGBV schools educators.

Keywords: *Teaching Effectiveness, Teacher Empowerment, KGBV Teachers*

THE SOCIO-ECONOMIC DETERMINATES OF WOMEN'S EDUCATION IN MEO-MUSLIM COMMUNITY IN NUH DISTRICT OF HARYANA, INDIA: A QUALITATIVE STUDY

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Banaras Hindu University

Education serves as the fundamental and essential prerequisite for the advancement and growth of society as a whole. Meo-Muslim women constituted the largest single socio- cultural ethnic community. Nuh(mewat) district is one of India's most backward regions. The educational status of Meo-Muslim women in this district is quite distressing. This paper presents broad picture of Meo-Muslim women literacy in the Nuh district of Haryana. This research paper thoroughly explores the impact of socio-economic determinants on the education of Meo-Muslim women. Primary data was collected through the snowball sampling and purposive sampling method. The paper is basically based on the estimating the descriptive analyses, bivariate correlation and linear regression. The results indicated a positive correlation between the educational status of Meo-Muslim women and various socio- economic determinants, including parental education, per capita income, and household size. The educational status of women within the Meo community in the study area is observed to be in a declining state. Early marriage and a patriarchal mindset both exert a detrimental influence on women's education. The study suggests that government's active role and communities' positive participation are important to bring about a structural change in Meo- Muslim female education.

Keywords: Socio-Economic Determinates, Meo-Women, Meo-Muslim Community, Educational Status, Qualitative Study

A SYSTEMATIC LITERATURE REVIEW OF THE ROLE DIGITAL LEARNING PEDAGOGY TO REMEDIATE LEARNING DISABILITY

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Chandigarh University

To provide digital learning to students with learning disability is in its infancy stage. Due to Globalization and recent advancement in technologies the whole scenario has undergone drastic changes. Digitalization is upgrading and transforming the educational pedagogies. Recent studies indicate that digital platform cannot amalgamate learning solutions to the students with learning disabilities. To find solution to answer the specific research questions researcher has to do a deep mining of the printed and published research papers. The published literature is a vast store house of information that helps the researcher to gain knowledge about the theories, variables, time period and the inventories used by the earlier researchers. The deep study of the literature helps the researcher how he can find objectives and how to formulate the hypothesis? In addition to it also helps the investigator about the selection of tools. Literature review provides a roadmap to investigator make his study practical, simple and fruitful to society. The purpose of this paper is to provide a comprehensive view of literature related to the theme and the methods to be used to elaborate the earlier studies done in the field of learning disabilities. This paper provides guidance to new researchers for developing more effective techniques to improve learning skill to enhance cognitive development of the slow learners. This paper also explains how to motivate teachers and parents towards remediation program to overcome the problem of learning disability. There is a fundamental mechanism that should be considered (1) planning strategies to adopt latest advancement in technologies (2) encouraging teachers-readiness towards the use of latest technologies (3) management of teaching resource (4) redesigning curriculum to motivate students with learning disability towards maximum utilization of digital platforms (5) to provide knowledge to parents, how digital platforms can provide greater opportunities to slow learners to unlock their hidden potential. Digital learning pedagogies bridges the gap between inclusive education and education for sustainable development. An extensive study was done by reading books, journals, blogs and newspaper on digitalization and learning disabilities. An interpretation-based core cognitive process was also studied to understand the concept thoroughly.

Keywords*: Digital Learning Pedagogy, Learning Disability, Cognitive Development, Inclusive Education, Education for Sustainable Development.*

TECH-DRIVEN ENVIRONMENTAL EDUCATION FOR GLOBAL STUDENTS

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Chandigarh University

In an era where technology continues to revolutionize educational paradigms, this research paper investigates the transformative potential of digital tools in advancing environmental education among a diverse global student cohort. The study would explore the integration of virtual platforms, interactive tools and digital learning environments in fostering ecological awareness and sustainable practices within international educational settings. Employing a mixed-methods approach encompassing surveys and qualitative interviews with educators and experts, the research would assess the efficacy of technology in instilling a deeper understanding of sustainability among a diverse student body. The primary goal is to provide valuable insights into the significance of technology in promoting environmental consciousness among international students. By offering recommendations and best practices, the paper intends to assist educational institutions in refining their strategies for technology integration, ultimately contributing to the global community's pursuit of sustainable education.

Keywords: *Technology, Environment, Education, International Students, Digital Learning.*

SELF-EFFICACY IN RELATION TO WELLNESS AMONG UNIVERSITY STUDENTS

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The present study aimed at exploring the relationship of self-efficacy with wellness across stream of study and gender. Descriptive method of research was followed in the conduct of study. A sample of 300 university students from academic and professional streams of study was selected and due weightage was given both to stream of study and gender. The standardized tools of research were used for measuring wellness and self-efficacy. Descriptive analysis of data showed that university students had above average level of wellness along with being high on self-efficacy. The correlational results mediated a significant and positive relationship of wellness with self-efficacy. Also, self-efficacy emerged as significant predictors with varying levels of contribution to explain wellness among university students. These results were found to be true across gender and stream of study, except male professional group of university students.

Keywords: *Wellness, Self-Efficacy, Higher Education, Gender, Streams of Study*

AI IN EDUCATION: A PEDAGOGICAL ODYSSEY

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This paper, "AI in Education: A Pedagogical Odyssey," delves into the dynamic interplay between technology and education, revealing the revolutionary effects of AI in the field of teaching and learning. Artificial Intelligence (AI) in education is a revolutionary pedagogical endeavor that is challenging traditional learning paradigms. The research article discusses the path from early experimentation to the broad incorporation of AI technologies in classrooms worldwide, starting with an examination of the historical foundations and growth of AI in education. After highlighting AI's crucial function as an educational enabler, the narrative moves on to explore the central idea of individualized learning. It looks into how AI systems use student data analysis to customize learning materials, pace, and evaluations in order to increase student engagement and support a range of learning preferences. The odyssey continues with Intelligent Tutoring Systems (ITS), which demonstrate how machine learning enhances training by giving students adaptive, real-time feedback. The study addresses concerns including data privacy, algorithmic bias, and potential disparities as it critically evaluates the difficulties and ethical issues posed by integrating AI. The paper highlights the important role that educators play in directing and improving the learning process by highlighting the collaborative link between teachers and technology. In order to wrap up, it explores new trends and the changing role of AI in reshaping the educational landscape as well as the future trajectory of AI in education. "AI in Education: A Pedagogical Odyssey" as a whole is a thorough examination that explores the past, present, and future of AI's revolutionary impact on education, providing insight of the opportunities, difficulties, and moral dilemmas that come with this pedagogical odyssey.

Keywords: *Pedagogy, AI, Education*

PAULO FREIRE'S CRITICAL PEDAGOGY IN ACTION: DIALOGUE-DRIVEN EDUCATION FOR INCLUSIVE SUSTAINABLE DEVELOPMENT

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Panjab University

Critical pedagogy, advocated by Paulo Freire as both a philosophy of education and a social movement, places a strong emphasis on examining power dynamics, fostering transformative learning experiences and achieving social justice. This approach urges learners to interrogate assumptions, challenge prevailing narratives and consider the broader implications of their actions. This research paper delves into the transformative power of Paulo Freire's critical pedagogy as a guiding framework for fostering inclusive sustainable development through dialogue-driven educational approaches. By examining the integration of critical pedagogy into educational contexts, the paper highlights its impact on dismantling barriers, promoting equity and instigating social change. Through case studies and empirical analysis, the research elucidates how dialogue-driven education, informed by Freire's principles, becomes a catalyst for empowering individuals, nurturing diverse perspectives and cultivating sustainable societies. The findings underscore the importance of incorporating critical pedagogy into educational practices to address contemporary challenges of a sustainable future.

Keywords: *Critical Pedagogy, Paulo Freire, Dialogue-Driven Education, Inclusive Sustainable Development, Social Justice*

A STUDY TO ANALYSE THE LEARNERS' ATTITUDE TOWARDS USAGE OF ONLINE LEARNING TOOLS

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Chandigarh University

Present research paper employs a descriptive survey-based method to examine the attitudes of 573 adolescent learners towards the usage of online learning tools. A 5-point Likert scale through random sampling has been used in this study to investigate the attitudes of learners from different socio- economic backgrounds of Punjab. Given how quickly technology is developing and how common place natural language processing applications are becoming, it is critical to investigate how adolescent learners use these tools and how they see their own futures in light of these developments. The findings reveal a significant difference in the attitudes of adolescent learners on the basis of different categories of the variables taken under study that is their age, gender, geographical location and socio-economic status. These findings not only inform educators and policymakers about the varying attitudes of learners but also provide guidance for tailoring the integration of online learning resources into educational practices to meet the diverse needs of students across different age groups, genders, and geographical areas.

Keywords *– Artificial Intelligence, Learner, Attitude, Digital Resources, Online Learning.*

EVALUATION OF KNOWLEDGE AND HEALTH HABITS ADOPTED BY FEMALE ATHLETES DURING MENSTRUATION

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Girls who are just entering adolescence are unaware of the proper hygiene and health practices to follow for a longer, healthier life. This investigation was performed to analyze the awareness and health practices adopted by the adolescent sports girls during the menstruation. The total 60 subjects (age 15-18 years) were selected. Current study was performed using questionnaires to gather socio-demographic, menstruation and menstrual health-hygiene related data. Results unveiled that 30% subjects had no idea about menstruation before their first menarche. 19% of girls were unaware of the typical menstrual cycle duration. 7% of females were unaware that the uterus is where menstrual blood comes out. The myth that menstrual blood is unclean is believed by 98% of participants. 13% of girls don't aware that hormones govern the menstrual cycle, and 10% of girls have irregular cycles. 12% of females don't wash their perineum frequently. Due to misconceptions/myths 15% girls take bath on third day and 5% on fourth day. A significant number of females were found to have a lack of information regarding pad disposal. Findings suggested that lack of education of mothers in the family of studied subjects is the main cause behind their unawareness about health-hygiene practices during menstruation. Because of their restricted family income, they cannot buy sanitary napkins. Similarly, 18% of the girls switched pads once during the day. Adolescent sports girls represent the nation's future, but if they can't maintain their health and cleanliness, they risk contracting a variety of dangerous infectious illnesses. Educational initiatives and medical clinics held in schools and sports facilities can help protect them from these diseases.

Keywords: *Adolescent Sports Girls, Questionnaires, Health Practices, Menstruation*

"MENSTRUATION HEALTH AND HYGIENE: A CRITICAL COMPONENT FOR ACHIEVING THE THIRD SUSTAINABLE DEVELOPMENT GOAL"

Sarima Thakur

Chandigarh University

Menstruation health and hygiene are important for women's overall well-being, playing a pivotal role in achieving the Third Sustainable Development Goal (SDG 3) of "Good Health and Well- being." Menstruation is a biological process for females; it significantly shapes women's health, dignity, and socio-economic development on a global scale. However, persistent challenges related to menstruation hinder progress toward SDG 3 targets.This research paper will discuss the barriers faced by females in accessing proper menstrual health resources, education, and sanitation facilities and the impact of inadequate access to these products on their ability to manage their menstruation with dignity and without disruption to their daily lives. The study evaluates the effectiveness of existing policies and programs in addressing the specific needs of diverse populations and recommends strategies for enhancing their impact. By understanding and resolving these challenges, we contribute to advancements in education, employment, and equality. As part of the analysis, the research will conduct a survey to reviews current initiatives and interventions aimed at promoting menstrual health and hygiene. According to the research, menstrual health should be included in global health plans so that everyone's health objectives are achieved. This study emphasizes the importance of placing menstrual health as a high priority, with the goal of securing the health of everyone in the future.

Keywords: Menstrual Health, Hygiene, Education, Sustainable Development, Gender Equality

A COMPARATIVE STUDY OF SELECTED SOCIO-PSYCHOLOGICAL VARIABLES AMONG KABADDI, KHO-KHO, AND WRESTLING SPORTSPERSONS: THE STUDY OF BANARAS HINDU UNIVERSITY STUDENTS

Drishti Gautam

Banaras Hindu University

The research scholar selected this present research study to compare selected socio-psychological variables among sportspersons of selected three different games and sports. Objective; To find out the mean difference between different games and sports such as Kabaddi, Kho-Kho, and Wrestling. Scale; According to the supervisor's and research experts' guidance, the research scholar used the social intelligence scale by (SIS; Dr.N.K.Chadha et, al.1971) on the basis of 3 items likert scale. The above-mentioned Questionnaire had high reliability and acceptable construct validity ($r = .857^{**}$, V = 0.70). Therefore, the scales were found to have adequate properties and to be applicable in research and practice. Hypothesis: It is hypothesized that there would be a statistically significant mean difference found between different games and sports. Statistics; To compare the mean of different games and sports such as (Kho-Kho, Kabaddi, and Wrestling) sportspersons', the research scholar used descriptive statistics (M, Me, SD), and One–way ANOVA in the MS Excel data analysis package. Results: In the present research study, revealed that there was a statistically insignificant mean difference in the selected psychological variables among cross-sections such as Kabaddi sportspersons, (M = 223.25, Me = 208.5, ± SD = 36.62), Kho-Kho sportspersons, (M = 214.25, Me = 202, SD ± 30.96), and Wrestling sportspersons, (M = 214, Me = 200.5, SD ± 33.65), and one – way ANOVA was found ($P \geq 0.970$).

Keywords: *Psychology, Social Intelligence scale, Kabaddi, Kho-Kho, and Wrestling.*

UNLOCKING THE NEW POSSIBILITIES OF ASSESSMENT AND FEEDBACK IN A DIGITALWORLD

Prabhleen Saini & Dr Parul Pandit

Rayat Bahra University

This research paper focuses on specific technological innovations emerging from the digital revolution. Progressions in technology strongly stimulate our lives, counting the field of education. The present paper has shown ways to enhance assessment and feedback, by various tools that leverage various types of technological developments such as cybernetic, digital user interface and experience design, machine learning/artificial intelligence, adaptive assessment, online proctoring, game based assessment, e-portfolios, online discussions and collaborative tools, online quizzes and tests, digital badges and micro credentials systems, screen casting, web- based peer assessment platforms, etc. has led to the development of a range of —e-learning‖ applications to be used both inside and outside of the classroom. These technological innovations have also provided opportunities of standardised assessments for the new generation. With new technological advancement the entire assessment and feedback process has been transformed as these practices have become engaging, adaptable, innovative and easily accessible through both synchronous and asynchronous mode. This digital revolution has empowered teachers and children to achieve their goals through greater engagement.

***Keywords**- Assessment, Feedback, Digital World, Modern Technology*

DIGITAL STORYTELLING AND GLOBAL CITIZENSHIP: FOSTERING CROSS-CULTURAL UNDERSTANDING AND SUSTAINABILITY AWARENESS IN LITERATURE EDUCATION

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Chandigarh University

This research paper investigates the transformative potential of digital storytelling in literature education, emphasizing its role in cultivating global citizenship and enhancing sustainability awareness among students. In an era characterized by rapid technological advancements and increased global interconnectedness, this study examines how digital storytelling platforms can revolutionize the traditional literary curriculum, fostering a deeper, more empathetic understanding of diverse cultures and global sustainability challenges. Utilizing a qualitative methodology, the research assesses the effectiveness of digital narratives in enhancing students' engagement with literature, while simultaneously instilling a sense of global responsibility and environmental stewardship. The paper suggests that through the immersive and interactive nature of digital storytelling, students can experience a more nuanced and profound connection with literary texts, transcending geographical and cultural barriers. This, in turn, promotes a broader comprehension of global issues, aligning with the United Nations' Sustainable Development Goals. The findings aim to contribute to the discourse on the integration of technology in literature education, underscoring the role of innovative pedagogical strategies in preparing students for a more interconnected and sustainable future. This research is pivotal in guiding educators and policymakers in harnessing digital technologies to enrich literature teaching and foster a generation of informed, globally-conscious citizens.

Keywords: *Digital Storytelling, Literature Education, Global Citizenship, Sustainability Awareness, Educational Technology*

SIGNIFICANCE OF ENHANCING TEACHING-LEARNING BY STRENGTHENING ASSESSMENT SYSTEM

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Assessment plays a significant role in enhancing the quality of the teaching-learning process. A well-designed assessment system is beneficial for setting clear goals for education. It is helpful for establishing a realistic workload that does not mean forcing the learners into rote learning and allows them to self-monitor, rehearse, and practice in the teaching-learning process. Furthermore, the assessment provides feedback on the learner's performance during classroom instruction, including regular tests, unit tests, termed tests, etc. Feedback plays an essential role in knowing about the strengths and weaknesses of student learning. According to the needs and preferences of the students, teachers provide remedial facilities to the learners to improve their learning. Different type of innovative assessment system a potent strategic tool that is helpful for teachers to reward the good performance of students and to guide them to adopt effective strategies/approaches in the teaching-learning process. The use of ICT in the Assessment of the students' learning is helpful to improve the quality bases learning of the students. The quality of the assessment system decides the quality of learning. It signifies that how assessment system in education is important and useful as a tool for the teaching–learning process.

Keywords: *Assessment System, Teaching- Learning Process.*

CRITICAL EVALUATION OF CRYPTOGRAPHICAL TECHNIQUES IN CYBER SECURITY

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Cryptography is an advanced mathematical tool which helps to increase the network security and maintain the overall privacy in the network system. Any Computer or Network is not 100% secure even, different types of lockers are not 100% secure. Cryptography is the specific approach which help to enhance the cyber-Security in the organization. In this research paper an idea regarding cryptographic algorithm is provided which helps to minimize the different types of Cyber Attack risk from the organizations. For the proper analysis a different algorithm for different sections of this cryptographic technique is derived which is blowfish and the other algorithm. After initialisation of these algorithms a proper primary server is designed which is totally based on the proper data of Cyber-attacks of different types of technical organization. Qualitative and critical analysis is performed on the proper data which are collected from the different organizations by a primary survey. After one year these cryptographic algorithms are applied on those organizations and optimize the final result from those organizations. It is clear that previous cyber-attacks are decreasing in the present time due to this cryptography technique and different types of malicious attacks are also decreasing due to the data formatting approach of cryptography.

Keywords: Cryptography, Blowfish, Algorithm , Cyber Security.

SELF-AFFIRMATION: A POSITIVE PSYCHOLOGICAL APPROACH TO SELF-INTEGRITY, SELF-CONTROL AND ACADEMIC STRESS AMONG DOUBLE JEOPARDY STUDENTS OF DISTRICT JALANDHAR, PUNJAB

Mobina khan

Lovely Professional University

To assess the effectiveness of a self-affirmation intervention in enhancing self-integrity, self-control, and alleviating academic stress among students facing the double jeopardy challenge. The study uses self-Integrity scale, self-control scale and stress Inventory on a sample of 64 migrant female students from three government schools in Jalandhar, Punjab, India. Additionally, the self-affirmation intervention scale program developed by Cohen is employed for the intervention phase. The study began with a pre-test involving 64 students. Participants were split into Experimental (intervention) and Control (no intervention) groups, each undergoing post-tests after the initial intervention. A second intervention was given to the Experimental group 45 days later, while the Control group had no additional intervention, followed by post-tests for both groups. The findings indicate that migrant girls in the Experimental group demonstrate elevated levels of self-integrity and self-control compared to those in the Control group. Furthermore, a significant reduction in academic stress is observed in the Experimental group, while no substantial difference is noted in the Control group. These findings contribute to the needs of vulnerable student populations. The simplicity and cost-effectiveness of the self-affirmation intervention strategy suggest its potential for widespread adoption across schools without necessitating specialized teacher training.

Keywords*: Self-Affirmation, Jeopardy, Self-Integrity, Self-Control, and Academic Stress*

STUDY ON EMBRACING GENDER POSITIVITY IN EDUCATIONAL PERSPECTIVE

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Gender bias is a deeply ingrained obstacle in the educational grounds which creates a muddle for the girl child thereby hampering her overall development. Education for girls is seen as futile with the mass perception of them only seen fit for roles limited to family dynamics and raising children rather than being seen as perfectly capable individuals who can deliver in the work atmospheres as well. The notion is influenced by internal and external factors prevalent in the girl child's environment. This creates a multi-faceted stigma fuelled by the false and biased imagery built around the portrayal of female education. Majority of girls are devoid of foundational education or are detained from pursuing higher studies as its need is constantly frowned upon by the society. Lack of strong and powerful female figures in their lives makes it hard for girls to visualise themselves as equals to their male counterparts which brews insecurity and inferiority. Situation worsens as girls face neglect due to a lack of parental concern towards investments in their education whereas boys' education is fed chunks of attention and resources. Even after completing education females face career interuptions. Futher, the notion of _hitting the glass ceiling' diminishes their scope of growth and climbing the promotion ladder. The study uses data collected from respondents belonging to different organisations using questionnaires. The data is then analysed to arrive at conclusions aimed towards highlighting these challenges and their impact on the educational spectrum as experienced by the respondents. The paper suggests suitable measures to overcome gender bias and establishment of gender egalitarianism in the education dynamics.

Keywords: *Glass Ceiling, Biased Imagery, Family Dynamics, Multi-Faceted Stigma, Gender Egalitarianism, Education Dynamics*

DIGITAL COMPETENCY BASED ON DIGCOMPEDU FRAMEWORK AMONG PROSPECTIVE TEACHERS OF KANNUR UNIVERSITY

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This study aims to find the level of digital competency of prospective teachers based on DigCompEdu framework, which is designed for educators to develop the skills and knowledge they need to use digital technologies effectively in their teaching and learning practices. It is a scientifically sound framework describing what it means for educators to be digitally competent. It was developed by the European Commission and published in 2017. It is divided in to six areas such as: Professional development, Teaching and Learning, Assessment, Empowerment, Collaboration, and Engagement. In the present study, Descriptive survey design has been conducted among 210 prospective teachers of various teacher training colleges of Kannur University, Kerala. Convenient sampling was followed for selecting the sample. Data analysis was done through quantitative techniques. The findings showed that there is a positive approach among the sample for digital competencies and it's understandings. The DigCompEdu framework can be used by educators to self-assess their digital competence and to identify areas where they need further development. It can also be used by educational organizations to develop professional development programs for educators. Digital competency is essential aspect of the 21st century learning. The findings of the study can be used for understanding the level of prospective teachers towards the digital competence and ways through which the digital competence can be developed.

Keywords: *Digital Competency, Digcompedu Framework, Prospective Teachers*

BEYOND BORDERS: A CROSS-CULTURAL INVESTIGATION EXPLORING THE INFLUENCE OF PERSONALITY TRAITS AND RESILIENCE ON HOMESICKNESS AMONG INTERNATIONAL STUDENTS

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Moving away from home in pursuit of quality education has become a common phenomenon fostering avenues for global advancement and connectivity. Embarking on a global journey requires cultural adaptation which is often accompanied by feelings of loneliness & homesickness which might directly impact academic performance and adjustment. The present study aimed at investigating the relationship between various personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and the degree of homesickness experienced by the students. Additionally, it was to find out how resilience and particular personality traits act as protective factors against homesickness. A sample comprising 110 students (55 males and 55 females) hailing from diverse cultural backgrounds encompassing Asian, African, and Middle Eastern origins, has been recruited for study participation. To test the hypotheses, Multiple Regression, Paired sample t-test and Pearson Correlation were computed. The current findings indicate that the students with high resilience, openness to new experiences, and extraversion are less likely to be afflicted with homesickness than those who are high on agreeableness and neuroticism. Further on, having certain traits such as openness to new experiences and extraversion enhance an individual's resilience. Moreover, suggestions & recommendations have been offered to facilitate a smooth transition experience for the students.

Keywords: *Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism, Resilience, Homesickness and Cross-Culture*

SWAYAM MOOCS AND PROFESSIONAL DEVELOPMENT OF WOMEN FACULTY IN INDIAN HIGHER EDUCATION: OPPORTUNITIES AND CONCERNS

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SWAYAM is a programme initiated by government of India and designed to achieve the Access, Equity and Quality, also to take the best teaching-learning resources to all including the most disadvantaged. It has revolutionized the world of on-line learning. The present effort in this article will try to bring out the need and impact of the SWAYAM MOOCs in higher education system in India. MOOCs on SWAYAM platform or any platform needs their awareness, attitude and practice among faculties of higher education system for their professional development. This piece of article tries to explore the need of planning, designing and implementation of MOOCs, analyzes the pedagogical practices and assessment patterns involved. Author tried to explore the researches on MOOCs and Professional Development on Women faculty across India and at the international level A small number of researches have shown that the learners undertake the MOOCs so as to increase their job skills and professional certification. There is symbiotic relationship exists between the intent of the MOOCs and the need of Women faculty for professional development. These courses have hoped to be supplementary to the off-line and on-campus professional development programme and obviously there would be greater demand for such courses from higher education front. The present article intends to provide the clear idea about the components of professional development for Women faculty members and may help the programme to incorporate various components and strategies as conducive to the professional development. It would results for the better prospect of SWAYAM MOOCs working particularly for professional development area for the Women faculty of Higher Education in India.

Keywords: *Swayam, MOOCs, Professional Development, Higher Education.*

NEP 2020: BRIDGING DREAMS AND REALITIES IN EDUCATION

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The National Education Policy (NEP) 2020 in India heralds a transformative era in the country's education landscape, presenting a comprehensive vision that spans from early childhood to higher education. This abstract delves into the promising prospects and intricate challenges embedded in the NEP 2020. The NEP 2020 holds immense promise by advocating for a holistic and multidisciplinary approach to education, fostering critical thinking, creativity and a global perspective. Emphasizing flexibility and choice, it aims to empower learners and cultivate a culture of continuous skill development. The integration of technology, vocational training and an emphasis on functional literacy are pivotal components poised to elevate the quality of education. However, the ambitious goals of the NEP 2020 are not without challenges. Implementation hurdles, resource allocation and the need for substantial teacher training pose formidable obstacles. Balancing regional diversity and ensuring equitable access to education across socioeconomic strata demand meticulous planning. Additionally, aligning the policy with the rapidly evolving job market requires constant adaptation and collaboration between academia and industry. In conclusion, while the NEP 2020 charts an inspiring course for the future of education in India, its successful execution hinges on addressing these challenges with strategic precision. Navigating these complexities will be crucial to realizing the full potential of this visionary policy.

Keywords- *National Education Policy 2020, Challenges, Skill Development, Vocational Education, Inclusive Education*

NAVIGATING THROUGH THE INDISPENSABLE TECHNOLOGY: A COMPREHENSIVE GUIDE TO WEBQUEST AND AI INTEGRATION IN EDUCATION

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Education of the nation acts as a root for the growth and development of an economy. The recent National Education Policy 2020 focuses on diverse aspects of the inclusion and expansion of amateurs, focusing on moving with the pace of technological interventions. The present research paper explores a tech-based and learner-centric teaching strategy, ―WebQuest‖. It is an online learning inquiry method that children can use for self-learning and self-evaluating. This study intends to comprehensively explore various inclusions of digital tools, Artificial Intelligence tools, art integration, gamification, and other collaborative activities into the WebQuest teaching strategy. With the integration of AI tools and WebQuest, best technical practices can be taught in the classroom. The study's preliminary purpose is to empower teachers and learners through WebQuest teaching strategy integrating Artificial. Intelligence tools. The researcher used the qualitative method for accumulating, analyzing, and interpreting data to uncover beneficial and reasonable results using the WebQuest teaching strategy and AI tools. The study integrates AI tools in the WebQuest teaching method and discusses their combined effect on teachers and learners. The study also recommends an AI- integrated WebQuest lesson plan to guide school teachers in the future for effective education through online mode. It discusses the various AI tools teachers can use in their online teaching. Further, future scope, challenges, and solutions are discussed in detail to look deeply into the same and bring a technical and qualitative change in education. The study outcomes significantly advance our pedagogical knowledge and its applicability in the classroom. The study will also reveal the prevalence of content available on various web sources and its mindful use through different AI tools and online activities. This may contribute to taking a step forward with technology and its innovations in education.

Keywords: *Web-Quest, Artificial Intelligence Tools, Digital Tools, Online Teaching, Gamification.*

CHATBOTS AND ACADEMIC INTEGRITY: MITIGATING CHEATING AND PLAGIARISM IN ASSESSMENTS

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Academic integrity is crucial to educational institutions because it ensures the evaluation procedures' fairness, validity, and reliability. However, with the increased use of digital technology, the pervasiveness of plagiarism and cheating in exams has presented severe difficulties in upholding academic integrity. The study intends to investigate the viability, efficacy, and moral consequences of using chatbots to protect academic integrity. The main aim is to study the positive and negative influence of CHATGPT and CHATBOT on their usage for academic integrity. Researchers used a mixed method approach that combines Quantitative (Questionnaire) and Qualitative (Interview) analyses. The interviews were analyzed using the grounded theory approach, leading to bottom-up analysis which identified the different categories reflecting students' main concerns in using CHATBOTS. A correlational analysis of the Questionnaire was done to predict the usage of the student's interaction with chatbots relating it to the validity, reliability, and credibility of chatbots. The findings of this study allow the formulation of guidelines to promote the usage of chatbots and their impact on the educational world. In addition to encouraging the implementation of cutting-edge technologies, the findings also support a culture of academic integrity, enhancing the standing and prestige of educational institutions in the digital age.

Keywords: *Academic Integrity, Chatbots. Plagiarism, Assessments*

ASSESSMENT AND AWARENESS GENERATION ON SLEEP PATTERNS IN RELATION TO EATING BEHAVIOUR AND PHYSICAL ACTIVITY OF YOUNG ADULTS OF MOHALI CITY

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Emerging research has consistently demonstrated the profound impact of sleep on various aspects of health, including metabolism, cognitive function, emotional regulation, and immune responses. Studies have linked inadequate sleep patterns lead to an increased risk of obesity and chronic diseases. Data was collected using self-administered questionnaires. The sample size for the survey will be based on the 100 respondents.The results revealed that there is a moderately positive correlation between sleep duration and physical activity levels i.e 0.15. This suggests that individuals who engage in more physical activity tend to have longer sleep durations. Mental health is positively correlated with physical activity i.e 0.11 .This implies that individuals with better mental health are more likely to engage in physical activities. This research sheds light on the sleep patterns, eating behaviour, and physical activity of young adults in Mohali City. The study's results underscore the importance of promoting healthier sleep habits and increasing physical activity in this population to achieve better overall health.

Keywords*: Sleep Pattern, Eating Behaviour, Physical Activity, Young Adults And Awareness Programme.*

AN EMPIRICAL INVESTIGATION ON HOW GENDER DIFFERENCES AFFECT WELLBEING

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The term —well-being" describes the emotional and physical states of comfort, health, and happiness. It includes a number of dimensions and represents an individual's total quality of life like an individual's level of physical fitness and health. It includes things like diet, physical activity, rest and the absence of disease. This study investigates the impact of gender on work related wellbeing. A survey was conducted on 480 adults, structured questionnaire was used circulated among respondent to collect the data for the study. Out of which 299 was female respondent and 181 were male. Data was analysed using independent T test on SPSS version 23. The indicates that there is a significant impact of gender on happy and healthy state of mind. Due to excessive work load, work stress has increased inactiveness among adults which leads to unhappy and healthy state mind of adults. The study recommends sports education importance in improving wellbeing of adults both men and women.

Keywords: *Wellbeing, Gender, Sports Education, Happiness, Health.*

TEACHERS' OPINIONS ON TEACHING ENVIRONMENTAL EDUCATION AND CLIMATE CHANGE FOR DEVELOPING SUSTAINABILITY AMONG SCHOOL STUDENTS

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We as a human race are standing on a cliff point, where if the balance is not maintained one might fall on the other side which has its own repercussions, similar situation is getting warm since decades against our mother nature. Education for Sustainable Development (ESD) is one of the major areas which is mentioned under Goal 4 and Goal 13, indicators clearly talk about providing ESD for developing sustainability through education among the students. This paper emphasizes upon teachers' opinion on teaching EE for developing sustainability among school students because teachers are the medium through which the content is delivered and they are the facilitators for the students, it is important to know and analyze their opinion towards teaching and their challenges, current scenario of the schools, resource availability, special classes arranged, special teacher allotted, teacher training, support system and opportunities etc. The major objective of the study was to ascertain teachers' opinions on teaching EE and climate change for developing sustainability among school students. The teachers of elementary schools in Gandhinagar (6th to 8th grade) who are occupied in teaching EE or climate change were considered as the sample for the study. A questionnaire containing open and close ended questions was prepared for the same and analyzed through SWOT (Strengths Weaknesses Opportunities and Threats) analysis. Findings expose that the questioned elementary school teachers were only partly aware of the multiple dimensions of teaching environmental education and climate change, there are opportunities but lack of time and support has been faced due to the time factor in schools. Teacher training, curriculum, school management and parent support as well as financial and functional concerns are seen but the teachers have felt an urgent need of teaching EE and climate change for developing sustainability among students.

Keywords: *Education for Sustainable Development (ESD), Environmental Education (EE), Climate Change (CC), Elementary school teachers, Survey*

HIGHER SECONDARY SCHOOL SCIENCE STUDENTS' ATTITUDE TOWARDS SCIENCE EDUCATION

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In a small state like Manipur, most of the students at higher secondary level take science subject whether they personally like the subject or not. Therefore the number of students enrolled in science at higher secondary level outnumbered the students enrolled in arts and commerce combined. This study attempts to find the attitude of higher secondary science students towards science education. The researcher use descriptive survey method for this study. The sample consists of 2899 students who have opted for science at their higher secondary level. The findings indicate that higher secondary schools science students have positive attitude towards science education. The study also finds that there is no significant difference between the attitude of male and female science students studying at higher secondary school towards science education but there is a significant difference between the attitude of students who are studying in government and private school towards science education. The study also found significant difference between the attitude of students who are studying at higher secondary school located at hill and valley but no difference amongst the attitude of student belonging to general, OBC, ST and SC towards science education.

Keywords: Science Education, Attitude, Higher Secondary, School Education, Students

MODELS OF TEACHERS PROFESSIONAL DEVELOPMENT: THE WAY TO TEACH AND LEARN EFFECTIVELY IN SCHOOLS

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Chandigarh University

The cornerstone of almost every contemporary plan for raising educational standards is professional development of the highest calibre. More and more policymakers are realising that the administrators and teachers who work in schools determine how good they can be. Opportunities for acquiring or renewing fundamental knowledge and abilities in particular academic and professional domains are offered by teacher's professional development. Beyond training, which includes seminar, monitoring, woekshops, observation, reflection and activity performance by teachers, which places them in the role of trained learners in this protracted process the professional development also involves future trainers guiding teachers towards the use of innovative and latest approaches, techniques, models and methods in their practise. Numerous high-quality models of professional development have multiple of these attributes. Moving away from ‗sit-and-get' seminars on broad subjects and towards teacher-driven attempts to identify and resolve instructional difficulties embedded in their everyday work is supported by recent reseach and policy in professional development. Based on a review of the literature, this study compares and examines various models of teacher's professional development. A review is conducted on the benefits and drawbacks of several models of teachers professional development.

Keywords: *Teachers Professional Development, Teaching, Learning and Models*

COMPARATIVE STUDY OF STRESS BETWEEN YOGIC AND NON- YOGIC STUDENTS IN MEERUT REGION

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This study was setup to compare the stress between yogic and non-yogic students. The subjects for the study were 100 students (1/2 distribution of students done, 50 yogic students and 50 non- yogic students) from Meerut region, age ranged between 17-25 years. The stress level was assessed by the help of Academic Stress Scale Questionnaire developed by Dr. Poorva Jain and Mrs. Neelam Dikshi. To find out significant difference between yogic and non-yogic students, independent t-test was executed. The output of the data showed the significant difference in stress level of yogic and non-yogic students.

Keywords: Yogic, Non-Yogic, Stress.

CONTEMPORARY TRENDS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT: CAPACITY BUILDING FOR EMPOWERING RESEARCH

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This paper examines contemporary trends in educational leadership and management, with a particular focus on building capacity for empowering research within educational institutions. By reviewing various leadership theories and styles, such as transformational, servant, and transactional leadership, the study provides foundational insights into how leadership practices can shape research agendas and promote a robust research culture. Methodologically, the paper employs a comprehensive literature review and analysis of case studies that illustrate the impact of leadership on research productivity and innovation. The findings suggest that leadership styles significantly influence research outcomes, with empowering leadership practices leading to increased motivation, engagement, and performance among researchers. The paper concludes by emphasizing the importance of leadership in fostering an environment conducive to research and calls for strategies that enhance psychological empowerment and autonomy among educators. The implications for policy and practice within educational sectors are discussed, highlighting the role of leadership in driving forward research and innovation.

Keywords: *Educational Leadership, Capacity Building, Research Empowerment, Leadership Styles, Psychological Empowerment.*

SUSTAINABLE DEVELOPMENT IN INDIA

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In the steadfast pursuit of cultivating a globally sustainable environment, the United Nations marked a significant milestone in 2015 by unveiling the Sustainable Development Goals (SDGs) during the General Assembly. Enthusiastically embracing this overarching global initiative, India has wholeheartedly incorporated the SDGs into its framework, strategically employing them to propel economic development objectives across a spectrum of diverse sectors. At the heart of this ongoing research lies the pivotal objective of undertaking a thorough and comprehensive evaluation, meticulously analyzing the efficacy of various policies and programs implemented by the Indian government. This multifaceted approach not only seeks to foster economic growth but also aspires to refine and augment the prevailing development model. Delving deeply into India's trajectory towards achieving the SDGs, the study critically scrutinizes the nation's overarching success in aligning with and manifesting these imperative goals. Furthermore, the paper illuminates the recurrent initiation of SDG-related initiatives, underscoring their inherent significance in perpetually advancing and fortifying progress towards the attainment of holistic and sustainable development goals.

Keywords: *Sustainable Development Goals (SDGs), NITI Aayog, Schemes, Progress, Objectives*

NATIONAL EDUCATION POLICY 2020: PROSPECTS AND CHALLENGES

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This research paper investigates the relevance of the New Education Policy (NEP) in the dynamic landscape of educational prospects and challenges. The present Government announced the new education policy to give energy to India's Educational system in a landmark decision on 29th of July 2020. It comprehensively covers all aspects of human resources, from basic to advanced education, with a strong emphasis on developing 21st-century skills. The New policy aims at cohesive and uniform development both in rural and Urban India to realize the new vision of ‗Atamnirbhar Bharat'. The New Education Policy aims to revolutionize education in the country. Its success depends on serious execution and resource availability. The study delves into the key aspects of the policy, assessing its alignment with contemporary educational challenges and opportunities. The abstract highlights the importance of educational policies in shaping the present scenario and emphasizes the need for continuous improvement. Additionally, it addresses the difficulties in implementing the NEP, challenges faced, and potential outcomes, and includes insights from international comparisons for a broader perspective. The study uses secondary data from the various available sources. There is a strong presumption of the Researcher that the challenges anticipated in the implementation of NEP2020 can be very well tackled if all the stakeholders in general and the Government in particular, show their commitment to change their words into actions.

Keywords: New Education Policy, Educational Landscape, Contemporary Challenges, Policy Implementation, Educational Relevance and Challenges

EDUCATIONAL INITIATIVES FOR UNDERREPRESENTED AND MINORITY STUDENTS

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This research paper investigates contemporary educational initiatives designed to address the unique challenges faced by underrepresented and minority students within academic settings. Grounded in the latest studies and informed by the evolving landscape of educational practices, this study investigates strategies implemented by educational institutions, policymakers, and community organisations to foster inclusivity and enhance academic outcomes for these marginalized student populations. The analysis covers various dimensions, including the promotion of equitable access to quality education, the establishment of mentorship programs, the integration of cultural competency in curriculum design, and an exploration of the transformative effects of technology on learning outcomes. By synthesising recent research findings, this paper aims to offer a comprehensive overview of effective approaches for supporting underrepresented and minority students, thereby contributing to the ongoing dialogue on educational equity. This research employs a mixed-methods approach, combining a systematic literature review with qualitative case studies. The systematic literature review critically assesses recent studies, synthesising empirical findings to identify trends and gaps in the current research landscape. Additionally, qualitative case studies are conducted to offer nuanced insights into the real-world implementation of initiatives, capturing the voices and experiences of students, educators, and policymakers. The insights derived from this study have the potential to inform the development of future educational policies and practices that prioritize diversity, inclusion, and academic success for all students.

Keywords*: Educational Initiatives, Underrepresented, Students Minority, Students Inclusivity, Academic Equity*

THE DESIGN OF ONLINE CURRICULA THAT INCLUDE GLOBAL PERSPECTIVES ON SUSTAINABILITY, PREPARES STUDENTS FROM DIFFERENT CULTURAL BACKGROUNDS TO TACKLE ENVIRONMENTAL CHALLENGES COLLABORATIVELY

Dr.Raskirat Kaur & Er.Ankit

Chandigarh University

This synthesis explores the design of online curricula incorporating global perspectives on sustainability, highlighting its significance in preparing students from diverse cultural backgrounds for collaborative environmental problem-solving. It emphasizes the need for global perspectives in sustainability education to understand the diversity of environmental issues and solutions across different regions. The paper discusses the psychological and educational foundations of online learning, focusing on learning theories, psychological aspects, and cultural competence. The principles of effective online curriculum design, methodologies for incorporating global perspectives, and fostering intercultural competence and empathy are examined. The synthesis also reviews case studies and best practices in embedding sustainability into curricula and addresses the challenges and opportunities in online learning, particularly in the context of the COVID-19 pandemic. It concludes by emphasizing the importance of creating inclusive, effective, and impactful online curricula that inspire collaborative engagement in global environmental challenges, leveraging innovation in teaching methods and technologies.

Keywords*: Global Sustainability Education, Online Curriculum Design, Intercultural Competence, Collaborative Learning, Environmental Problem-Solving.*

FOSTERING GLOBAL CITIZENSHIP EDUCATION IN SOCIAL SCIENCE CLASSROOMS: LESSONS FROM SOCIAL SCIENCE TEACHERS FOR TEACHER TRAINING IN INDIA

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Global Citizenship Education is an educational framework that aims to foster the knowledge, skills, values, and attitudes necessary for individuals to engage with the world as global citizens. The study seeks to understand how social science teachers conceptualize global citizenship and integrate its principles into their teaching practices. It uses a qualitative research design wherein semi-structured interviews are used to gather data from a purposive sample of 40 social science teachers.

The findings suggest that the teachers acknowledge the importance of global citizenship education. Teachers' understanding of global citizenship education was mostly limited to what Andreotti (2006) defines as soft global citizenship education and rationalized it through more familiar concepts. However, the findings also indicate challenges faced by teachers such as expectation for strict adherence to curriculum, conflicting views of parents and staff members, limited access to teaching resources and the need for support in addressing sensitive topics related to global issues.

The suggestions made for teacher training programs are incorporating more content on global issues, enhancing pedagogical strategies for fostering critical thinking, empathy and active student participation, developing and providing practice on use of teaching resources and strengthening collaboration opportunities among teachers and fostering a more supportive school culture.

Keywords*: Global Citizenship Education, Social Science Teachers, Teacher Training Program, Pedagogical Strategies, Inclusion*

BREAKING BARRIERS: INTEGRATION OF TECHNOLOGY TO ENHANCE ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

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This research explores the intersection of technology and disability through a focused case study, aiming to understand the impact of technological interventions on the lives of students with diverse disabilities. The study adopted a case-centric approach to investigate the practical implications and outcomes of integrating assistive and adaptive technologies, emphasizing the lived experiences of participants. The research methodology included semi-structured interviews, direct observations and artifacts to capture a comprehensive view of the participants' interactions with technology. The data was collected from one inclusive-school in Jammu City and the participants represent a spectrum of disabilities, but the primary disability was intellectual disability with other comorbidities. Through an in-depth analysis of their experiences, the research strived to identify patterns, challenges, and successes associated with the use of technology as a means of improving accessibility and quality of life. It also measured the effectiveness of technological interventions in various contexts, such as communication, mobility, and daily task performance, to understand the nuances of the participants' subjective experiences, preferences, and the socio-emotional impact of technology on their lives. Findings of this study highlighted that the use of assistive technologies is successful in increasing the inclusion and accessibility of students with disabilities and improving their independence, although barriers such as teacher awareness, lack of information or accessibility hindered the effective implementation of assistive technology. The outcomes would inform stakeholders, including policymakers, technologists and disability advocates, about the practical implications of integrating technology to address accessibility challenges.

Keywords: *Students with Disabilities, Assistive Technology, Intellectual Disability, Comorbidity, Quality Of Life*

AN EXPLORATION OF UNIVERSITY TEACHERS' AND STUDENTS' ATTITUDES TOWARDS PEACE EDUCATION: A SURVEY FROM CHANDIGARH UNIVERSITY

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This research delves into the attitudes of Chandigarh University's teachers and students regarding peace education. The study aims to comprehensively examine the perceptions, beliefs, and importance attributed to peace education within this specific academic environment. Utilizing a survey-based approach, both teachers and students participated, providing diverse perspectives and insights crucial to understanding the dynamics of peace education within this educational setting.

The abstract presents a nuanced understanding of the attitudes held by teachers and students, unveiling varying perspectives and potential factors influencing their viewpoints. Through a blend of quantitative analysis and qualitative interpretation, the study aims to unravel correlations, disparities, and underlying factors shaping these attitudes.

The findings of this exploration carry implications for educational strategies, policies, and curriculum development within Chandigarh University. By recognizing and acknowledging the perspectives of educators and learners, the study endeavours to inform initiatives that effectively integrate peace education into the academic fabric, fostering a culture of tolerance, understanding, and global harmony. This research contributes to the broader discourse on peace education within higher education institutions, offering valuable insights for educational institutions aiming to promote peace-oriented values and initiatives.

Keywords: *Chandigarh University, Teacher, Student, Peace Education, Policies.*

NUTRITIONAL AND KEEPING QUALITY OF MILLET AND LEGUME- BASED SEV

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The study aimed to evaluate the nutritional and keeping quality aspects of value-added sev made from ragi and soybean flour blends. The control sev had an overall acceptability value of 6.06, whereas all supplemented sevs prepared from composite flours had overall acceptability scores ranging from 5.9 to 7.64. After analyzing the sensory attribute, Developed products were analyzed for physical characteristics, proximate composition, and shelf life. The proximate composition like protein content in the control sev was 10.71 %, which increased significantly (P≤0.05) in the supplemented sev which ranged from 11.87 to 14.79%, respectively. The fat and crude fiber content of the control sev was 12.16% and 0.76%, respectively, whereas supplemented sev had significantly (P≤0.05) higher fat and crude fiber content than the control sev, which varied from 12.83% to 15.49% and 0.87 to 2.73%, respectively. The ash content of supplemented sev were ranging from 1.21 to 4.26% which was higher than control sev. All of the supplemented sevs were organoleptically acceptable up to 60 days of storage and fell between the categories of 'liked moderately' to 'like very much'. The total bacterial count of the control and most acceptable supplemented sev ranged from 2×10^2 to 4×10^2 cfu/gm and 1×10^2 to 32×10^1 cfu/gm respectively.

Keywords: *Ragi, Soyabean, Sev, Supplemented, Sensory, Shelf life.*

ENHANCING HIGHER EDUCATION WITH ARTIFICIAL INTELLIGENCE FOR DYNAMIC TEACHING AND LEARNING: A SYSTEMATIC REVIEW

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In today's rapidly evolving world, there is a growing need for effective and efficient use of technology in educational settings to facilitate dynamic teaching and learning. Artificial intelligence applications in education are on the rise and have received a lot of attention in the last couple of years. Since the impact of AI on higher education is still not fully understood, a thorough analysis is required for the current state of research on the application of AI in higher education. This study is to explore the existing literature on the use of AI in higher education and its impact on dynamic teaching and learning. Define the pedagogical theories that underpin their use and the impacts these technologies have on student learning outcomes and teacher professional development. This systematic review technique is used to assess and synthesize the literature on AI in educational systems through conducting to identifying relevant articles published between 2017 to 2023. The review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) Guidelines. The result focuses on AI technologies in key higher educational domains, learning outcomes, and professional development, and the review also provides suggestions for future directions of AI in higher education.

Keywords: *Systematic Review, Artificial Intelligence, Higher Education, Dynamic Teaching, Dynamic Learning.*

ENVIRONMENTAL EDUCATION AND SUSTAINABILITY - A CRITICAL ANALYSIS OF SECONDARY SCHOOL CURRICULUM IN INDIA

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The Indian Education System is one of the largest in the world with more than 1.5 million schools, 8.5 million teachers and 250 million children (UNICEF, 2021). Education to the masses is the key to addressing the problems of Climate change, it can lead to changes in habits, behaviors, and attitudes. In the era of globalization, environment education is the need of the hour for creating awareness, helping children to be future ready and opening new career avenues. This paper provides a critical analysis of India's Education Policies for Environmental Education and analysis of the NCERT Syllabus. Youth of today must be aware of global warming and measures taken to mitigate it, emissions of greenhouse gases and their adverse effects, climate change affecting Human health and destroying flora and fauna. It highlights the need for and importance of environmental education for immediate action towards climate change and fulfilling our sustainable development goals. CBSE curriculum and NCERT books were studied to find about the formal & informal education imparted on the topics of environment, so that students imbibe and inculcate the necessary knowledge and skills to face environmental challenges at all levels (Individual, Society, National and Global level).

Keywords- *Climate Change, Global Warming, Sustainable Development, Green House Gases, Curriculum.*

EARTH'S SYMPHONY: A HARMONIOUS COMPOSITION OF HUMANKIND AND NATURE

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Jon Fosse's *Aliss at the Fire*, examined through an ecocritical lens, explores the interconnectedness of humans and nature. Set in a remote Norwegian village, the play delves into the challenges of maintaining harmony with nature amidst human encroachment. Ecocriticism, a literary theory examining human-nature interactions in literature, posits humanity's integration within a vast ecological web. It also explores the impact of human activities on the environment. Deforestation, pollution, and overfishing's effects on the local environment and its inhabitants are depicted. This ecocritical examination raises pertinent questions about our relationship with nature. The play challenges us to consider the ramifications of our actions and how to coexist sustainably with the natural world. From an environmental education perspective, this paper on Jon Fosse's *Aliss at the Fire* using ecocriticism as a literary theory aims to foster a deeper understanding of the interconnectedness between humans and nature. It highlights the impact of human actions on the environment and encourages readers to consider their role in preserving the natural world. By examining the play through an ecocritical lens, the paper promotes environmental awareness and encourages individuals to take action towards a more sustainable future.

Keywords: *Ecocriticism, Jon Fosse, Aliss at the Fire, Norway, Nature, Environment, Deforestation, Pollution, Overfishing.*

VIRTUAL REALITY IN THE CLASSROOM: TRANSFORMATIVE PEDAGOGIES FOR IMMERSIVE LEARNING EXPERIENCES"

[1]Mr. Monu Sharma & [2]Dr. Jyotsana Thakur

[1]CT University

[2]Chandigarh University

The integration of virtual reality (VR) as an innovative tool for reshaping pedagogical methodologies. The paper focuses on immersive learning experiences with VR in the classroom and investigates the use of VR in various educational domains such as medical, science, and arts. The research demonstrates how (VR) technology has the potential to improve students' academic grades and learning skills through an extensive review of literature, case studies, and practical implementations. The head mounted display (HMD) provides three-dimensional simulation that allows students to better understand the subject. Furthermore, virtual reality (VR) can replace traditional teaching methods as an additional teaching technique. The paper discusses the difficulties and factors to be considered when integrating virtual reality (VR) into the classroom in order to deliver high-quality education in the digital age. The paper also discusses the challenges, such as the cost and technical barriers to explore virtual reality (VR) in the classroom, as well as the impact of using VR on users' mental health symptoms. The data for this paper will be extracted from the renowned Scopus data base, and the R studio analysis tool will be used to refine and present the data.

Keywords: *Virtual Reality, Head Mounted Display, Student Engagement, Pedagogical Methodologies, Education*

STEM EDUCATION AWARENESS AMONG SCIENCE TEACHERS OF KERALA-A METACOGNITIVE EXPLORATION

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Central University of Kerala

―If science is poorly taught and badly learned, it is little more than burdening the mind with dead information, and it could degenerate even into new superstitions‖. This famous statement from the Kothari Commission Report (1964-66) rightly signifies the importance of Science and Science education and its relevance. Various shifts in approaches have been there which contributed to the exponential advancement of material progress of the human living landscape. Teaching and study of Science, Technology, Engineering and Mathematics (STEM) has become a comprehensive method that fosters innovation, problem-solving and hands-on learning skills that are crucial for 21st century. Science teachers' Metacognitive awareness need to be explored in depth. Six hundred science teachers from Kerala representing the different strata are utilised for the study. The metacognitive awareness of Science teachers in Kerala on STEM is not satisfactory and need to be improved in knowledge about STEM's tenets and the required pedagogical approaches and abilities. Policies and programmes have to be implemented to make the teachers and prospective teachers aware of the way they are thinking and practicing STEM in their classrooms. Integrating technology to science rather than treating science and technology as independent entities will not be a concrete solution for the complexities and dogmas of the post globalised and neo liberal techno-driven society.

Keywords: *STEM, STEM Education, Science teachers, Science & Technology, Metacognitive Awareness*

IMPACT OF FORMAL EDUCATION ON SAFETY PRACTICES IN FOOD VENDING ZONES OF CHANDIGARH CITY

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Formal education plays a very significant role in one's overall development. It has the ability to change behavioral traits of a child in a way it is desired towards the contribution in society. Sustainable Development Goal 4 i.e. Quality Education also emphasis on inclusive and equitable quality education as education is known to be a key to prosperity making it possible for each of us to contribute to a progressive, healthy society. The present study focused on the role of formal education on food safety norms followed by small food business operators in the Chandigarh city. A sample size of 150 vendors identified equally from five prime locations of the city were assessed on parameters based on food safety, using a questionnaire and observational checklist. The scoring was done as 0 and 1. The educational status and food safety scores were compared and it was found that 8.6% of the total vendors were illiterate and scored 61.9%, senior secondary level passed vendors (5.3%) scored 77.4% and only 1 vendor was found to be a graduate who scored 85.3%. These results depicted a great potential for improvement as food safety is expected to attain scores at least 90% or above. It was clearly visible that formal education plays an important role in achieving the said targets. Therefore, formal education for the vendors/ small food business operators, along with capacity building shall improve the knowledge, attitude and practice of street food vending, enhancing the health conditions of consumers thereby.

Keywords: *Formal Education, Street Food Vendors, Food Safety Practices, Sensitization Drive*

FOSTERING SELF-DIRECTED LEARNING THROUGH MOBILE ASSISTED LANGUAGE LEARNING (MALL)

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With the ability to interact with language learning materials at any time and from any location, mobile assisted language learning has emerged as a popular method in language instruction in the recent years. When it comes to time and location, MALL is a perfect answer to language learning obstacles. Apart from tailored instruction, MALL offers group learning experiences that let students engage, converse, and work together with teachers and fellow learners. This paper tries to examine the idea of using mobile assisted language learning to foster collaborative learning so as to master the English language and to provide a comprehensive overview of collaborative learning and its potential impact on the educational landscape. First of all, students can communicate and engage with one another through mobile easily and it promotes a sense of community and involvement among students. An immersive language learning experience is also ensured for ample language practice, peer review, and cultural exchange. Additionally, by allowing students to actively participate in their learning pursuit, MALL fosters independence and self-directed learning. MALL allows researchers to determine the extent to which mobile devices are being utilized to facilitate social interaction and group learning. This paper will focus on how the reading materials are shared, how ideas are communicated, how to provide support for one another and how to foster a positive learning environment for learning English and also it will discuss the impact of collaborative learning on students' academic performance, social skills, and overall learning experience.

Keywords: *Self-Directed Learning, Mall, Collaborative Learning, English Language, Immersive Experience.*

LEADING NEW PROSPECTS: ENGLISH TEACHERS' PERCEPTIONS OF TECHNOLOGY-MEDIATED PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION

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Particularly for teachers of English attempting to adapt to digital modalities of instruction and learning, technology-mediated professional development (PD) has gained increasing significance in the higher education sector, which is undergoing rapid change. The objective of this presentation is to investigate and assess the perspectives of English teachers concerning PD facilitated by technology in the context of higher education. This study employed a qualitative research approach by conducting in-depth interviews with English faculty members representing a range of higher education institutions. On the basis of their varied experiences with technology-enabled PD programs, the participants were chosen. This study investigates the perspectives of English educators regarding the efficacy, difficulties, and potential advantages of technology-facilitated professional development. This study explores various facets, including the ease of access to digital resources, the influence of technology on pedagogical methodologies, and the overall improvement of teaching abilities. The primary findings expose a variety of perspectives concerning technology-mediated PD, spanning from cautious skepticism to enthusiastic acceptance. The presentation will examine how prior technology experience, institutional support, and the perceived relevance of PD content to their teaching practices influences these perceptions. This presentation ultimately emphasizes the significance of technology in influencing the direction of professional development for higher education English teachers. It furnishes institutions with suggestions on how to develop and execute professional development programs that are responsive to the requirements of educators, pedagogically sound, and technologically advanced.

Keywords: *Technology-Mediation, Professional Development, Perceptions, Institutional Support, Accessibility, Digital Resources*

INSTRUCTIONAL TECHNOLOGIES OF EDUCATION IN EAST AFRICAN COUNTRIES: AN OVERVIEW

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This paper provides an overview of the commonly used technologies (CUT) in education in East African countries (EAC). The paper presents Commonly Used Technologies (CUT) available in some of the East African countries. The application of computers, mobile phones, radios, computers, and television is highly needed in some education. Apart from that, the technologies can be used hand in hand with these software's like YouTube, Ubongo Kids, online games, as well as the online assessment software's for exercise. The study used the Google Scholar search engine to retract some of the studies to get to know the most important papers that can be used in the teaching and learning process. Also, the study shows the benefits of CUT, such as interest, commitment, interaction, and performance. Challenges of using CUT in EAC are unfamiliarity of technologies, shortage of time, negative attitudes, lack of human resources, limited support from the government, and lack of infrastructure, for example, electricity and access to the internet. Finally, the study gives recommendations for maximizing the use of modern technologies to attain a high quality of education. Also, there is a need to have better training and workshops for teachers on how to access technological tools to align with the kind of software needed.

Keywords: *Common Technologies, Primary School, African Countries, Educational Infrastructures, Human Resources.*

PROBLEMS, CHALLENGES AND SUGGESTIONS OF IMPLEMENTATION OF NEP 2020

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The National Education Policy (NEP) 2020 in India proposes significant reforms and changes in the education system. It focuses on the all-round development of the future citizens and covers higher education, school education, vocational education, and early childhood care under its umbrella. However, the implementation of these reforms poses several problems and challenges that need to be addressed. The key problems identified include inadequate funding, lack of infrastructure, shortage of trained teachers, resistance to change, and language barriers. The socio-economic and cultural diversity being the biggest challenges in implementing this policy. This paper provides a review of the problems and challenges of implementing the NEP 2020 and suggests possible solutions. The paper will try to suggest solutions, such as increasing public investment in education, incentivizing private sector participation, leveraging technology, promoting multilingualism, and improving teacher training and professional development. The successful implementation of the NEP 2020 will require sustained political will, investment, and coordination among stakeholders.

Keywords: NEP 2020, Education System, Implementation, Challenges, Funding, Professional Development.

GENDER BIAS IN EDUCATIONAL PERSPECTIVE: A CRITICAL ANALYSIS

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Gender bias within the educational landscape remains a pervasive and critical issue, influencing the experiences and outcomes of students worldwide. This paper provides an overview of the multifaceted dimensions of gender bias in educational perspectives, aiming to shed light on its prevalence, manifestations, and implications. The paper begins by exploring the historical roots of gender bias in education, highlighting the traditional societal norms and stereotypes that have contributed to the perpetuation of unequal opportunities for individuals based on their gender. It delves into the subtle and overt ways in which gender bias manifests in classrooms, textbooks, and curricula, impacting the learning environment and shaping students' perceptions of their academic capabilities. The paper further investigates the disparities in educational attainment and achievement between genders, examining the role of societal expectations, cultural influences, and institutional practices that contribute to these differences. It also addresses the underrepresentation of women in STEM (Science, Technology, Engineering, and Mathematics) fields and the persistent gender-based stereotypes that hinder both male and female students from pursuing certain academic disciplines. It also discusses the impact of gender bias on educational policies and practices, emphasizing the importance of fostering an inclusive and equitable educational system. It explores strategies and interventions that have proven effective in mitigating gender bias, promoting diversity, and creating a more supportive learning environment for all students. The paper underscores the urgency of addressing gender bias in educational perspectives to ensure that educational systems foster equal opportunities and contribute to the empowerment of all individuals, regardless of gender. By recognizing and dismantling gender bias in education, societies can pave the way for a more just and equitable future.

Keywords: *Gender Bias, Gender Stereotyping , Gender Roles , Education System*

THE INTERSECTION OF TECHNOLOGY AND EDUCATION: LEVERAGING AI FOR ENHANCED LEARNING EXPERIENCES IN HIGHER EDUCATION

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In the rapidly evolving landscape of higher education, the integration of Artificial Intelligence (AI) stands as a transformative force, reshaping the contours of personalized learning experiences. This study delves into the practical implications and effects of AI integration, illuminating how AI technologies augment teaching and learning. As we navigate this dynamic intersection of technology and education, the study unravels the intricate tapestry of benefits, challenges and ethical considerations entwined with the infusion of AI in the educational domain. To comprehensively capture the perspectives of participants, a well-structured questionnaire will be employed, ensuring a diverse and inclusive representation. Moreover, in- depth interviews with educators and students will be conducted, affording a nuanced understanding of their experiences with AI in education. The research paper not only aims to unveil the impact of AI on personalized learning but also seeks to identify challenges and proffer recommendations for the optimal utilization of AI in education. The empirical data and insights gleaned from this research contribute substantively to the broader discourse on the intersection of technology and education. The narrative emphasizes the paramount significance of responsible and transparent AI implementation, pivotal in fostering effective and equitable learning environments.

Keywords*: Artificial Intelligence, Personalized Learning, Educational Technology, Ethical Consideration, Higher Education.*

REVISITING THE ENGLISH LANGUAGE POLICIES OF SAARC NATIONS IN THE AI ERA

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The English language has played a significant role in the intricate and complex language structures of SAARC nations since the era of colonization. The long history of Colonization indicates that English has been widely used as a language of power, social advancement, educational mobility, employment opportunities, and economic growth by the SAARC nations. However, the emergence of Globalisation and Artificial Intelligence (AI) has drastically changed education, communication, and employment. This situation has raised concerns about AI's impact on language learning, translation, and communication. Therefore, it is essential to revisit the current English Language Education (ELE) practices and policies to align with the AI-dominated context. This study analyses the English Language Education (ELE) policies and practices of SAARC nations to explore the significance of reframing the policies under the contemporary AI context. The research also explores the challenges of integrating AI into ELE practices. Additionally, the researcher proposes a framework for adopting the ELE policies that are relevant to the AI era.

Keywords: English Language Education (ELE), Artificial Intelligence (AI), Policies, Practices, Framework

EXPLORING STUDENT TEACHER'S PERCEPTION OF USING OER THROUGH SEM APPROACH

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This paper explores the student teachers' perception on use of OER into their teaching- leaning process. The study aims to find out the student teachers' attitude towards OER practices, the quality of the content, cost of the resources, perceptions and use of OER in to professional course like B.Ed. course. Data were collected from the student teachers after providing the questionnaire to the students in the form of Google-form followed by the interview. Ten number of students securing higher and lower numbers, respectively are faced the interview to get the qualitative data. These data were analysed and interpreted in Structural Equation Modelling (SEM) and a suitable model proposed on uses of OER in teacher's training institute. The findings of the present study highlighted the student teachers' perception and attitude on uses of OER, the quality content of the OER, costs and adoption of OER into teacher education courses. The current study has significance for teacher training institutes worldwide in their endeavour to increase the integration of open educational resources (OER) into teacher education curricula.

Keywords: *Perception, Student Teacher, Teacher's Training Institute, OER, SEM*

GAME ON: ENHANCING SCIENTIFIC EDUCATION THROUGH PLAYFUL APPROACHES

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Technology is present everywhere in today's world. The proliferation and entrenched of digital media now allows E learning to take place irrespective of time and place. The augmentation in the use of different gadgets and software has open the doors for E learning. There are varieties of platforms present in the digital world which can make pedagogy and studies more interesting and effective. This paper presents playful approaches that makes teaching of science more interesting. The paper highlights two main approaches namely Gamification in Science Education and Computational Thinking (CT) and Visual Representation and Model (VRM) in science education along with different apps and sites that enhanced science teaching and learning. The paper will address two research questions: (1)What is the conceptual framework of Gamification approach and CT-VRM approach. (2) How Computational thinking and Visual Representation Model accentuates their connection with three main domains of Bloom's taxonomy i.e. cognitive, affective and psycho motor.(3) What is perception of teachers teaching in Teacher Education Program towards these approaches. The nature of the research will be mixed research. The research design used will be Descriptive Research Design. The sample technique used will be purposive sampling. The target population will be in-service teachers teaching in Teacher Education Program.

Keywords: *Playful Approach, Gamification Approach, Computational Thinking (CT) And Visual Representation And Model (VRM), Science Education.*

CROSS-CULTURAL EXAMINATION OF SOCIAL SUPPORT, ACADEMIC SUPPORT, AND WELL-BEING: A COMPARATIVE STUDY ON INDIAN AND INTERNATIONAL STUDENTS

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This research investigates the interplay between social support, academic support, and well-being among a diverse sample of 190 students, comprising 63 international and 128 Indian students with equal gender ratio in each. Investigating how interpersonal connections involving emotional support and educational assistance intersect, the research aims to shed light on the impact of these factors on individuals' psychological and emotional states. The study addresses a critical gap in existing literature by exploring the synergies between social support and academic success, recognizing their joint impact on well-being. Understanding the intricate connections between these elements can provide valuable insight into how social support and academic support influence the wellbeing of cross-cultural students to further establish the development of interventions and support mechanisms. Utilising a comprehensive survey instrument, the study explores the nuanced relationships between these factors and assesses their collective impact on the well-being of students from different cultural backgrounds. The findings reveal a positive correlation between social support and well-being, indicating that higher levels of social support are associated with improved overall well-being for both Indian and international students. Similarly, academic support demonstrates a significant positive relationship with well-being, emphasising the crucial role of educational resources and assistance in fostering a positive mental and emotional state among students. Notably, the study unveils cultural nuances in the impact of social and academic support on well-being, highlighting the distinct experiences of Indian and international students. The results suggest that while social and academic support positively influence the well-being of both groups, the nature and sources of this support may vary, underscoring the importance of culturally sensitive interventions. Furthermore, gender emerges as a noteworthy factor influencing the relationship between support systems and well-being. Gender-specific variations in responses indicate that the impact of social and academic support may be experienced differently by male and female students, necessitating a subtle understanding of these dynamics. This research contributes valuable insights to the existing literature on student well-being, emphasising the need for tailored support systems that account for cultural and gender-specific factors. The implications of these findings extend to academic institutions and support services aiming to enhance the holistic well-being of a diverse student population.

Keywords: Social Support, Academic Support, Well-Being, Native Indians, International Migrants

BREAKING BARRIERS: THE DIGITAL REVOLUTION IN GIRLS' EDUCATION ACROSS INDIA

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In the fast-paced digital era, the landscape of education is undergoing a significant transformation worldwide. India, with its burgeoning population and diverse educational needs, stands at the crossroads of traditional teaching methodologies and the potential benefits offered by digital pedagogy. It can be a powerful tool for transforming girls' education by addressing barriers, fostering inclusivity, and providing opportunities for empowerment and skill development in the ever-evolving digital landscape. This theoretical research article delves into the critical necessity of embracing digital pedagogy as a transformative force in the context of girls' education in contemporary India. Grounded in three main objectives: (1) assessing the current state of education in India, (2) exploring the potential benefits of digital pedagogy, and (3) Understanding the challenges in implementing digital Pedagogy. This study aims to unravel the unique dynamics surrounding the educational landscape for girls. Through a comprehensive analysis of existing literature and theoretical frameworks, the article seeks to illuminate the ways in which digital pedagogy can serve as a catalyst for empowering girls, addressing the multifaceted challenges that hinder their educational advancement.

Keywords: *Digital Pedagogy, Digital Pedagogy for Girl's Education*

TRANSFORMING ASSESSMENT IN THE DIGITAL AGE: THE PROMISES OF TECHNOLOGY- ENABLED ASSESSMENT

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The digital age has revolutionized assessment methodologies driven by technological advancements. Data has become an indispensable tool for assessment, and technology-enabled assessment stands as a powerful solution to the limitations of traditional assessment methods. Technology-enabled assessment offers a myriad of benefits, including the ability to provide more comprehensive, personalized, and timely feedback to learners. Assistive technology-enabled assessment models utilize technology to provide support and scaffolding to learners with disabilities or special needs. These models can adapt to individual learning styles and abilities, ensuring that all learners have the opportunity to demonstrate their knowledge and skills. Simulative technology-enabled assessment models immerse learners in virtual environment that replicate real-world scenario. This approach allows learners to apply their knowledge and skills in a context-rich environment, providing a more authentic assessment of their capabilities. Linear on- the-fly test (LOFT) model dynamically generate test questions based on learners' responses, creating a personalized assessment experience. LOFT technology-enabled assessment models can adjust the difficulty level of questions to match learners' progress, ensuring that they are challenged appropriately. As we continue to navigate the digital landscape, technology-enabled assessment will play an increasingly pivotal role in education in the ensuing days. This research paper tries to embark on an exploration of the foundational and theoretical constructs of technology-enabled assessment, with a particular focus on assistive, simulative, and linear on-the-fly test models.

Keywords: *Technology-Enabled Assessment, Computerized Adaptive Testing (CAT), Linear-On- The-Fly Testing (LOFT), Educational Technology, Assessment Analytics*

THE MULTIDISCIPLINARY APPROACH, A CONFLUENCE OF DISCIPLINES TO DEVELOP 21ST CENTURY COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS

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The Multidisciplinary Approach (MDA) is a confluence of disciplines that is a unique way to illustrate a theme, subject or issue with the help of divergent subjects. The world as we know and recognise it has changed in unimaginable ways. In today's times, we are facing various challenges which are beyond the scope of a single discipline. MDA is a powerful method of teaching that crosses the boundaries of a discipline or curriculum to enrich and enhance the subject area. Introducing MDA in Secondary Schools with benefit from sharing different perspectives to create innovative solutions that complement and develop new knowledge. However, at the secondary school level, the MDA has yet not been rampantly implemented though its importance is recognized in various educational policies including the National Educational Policy (NEP) 2020. This paper on the Multidisciplinary Approach to Teaching aims to provide all stakeholders of Secondary Schools, with a review of the literature on its effectiveness with a greater focus on collaboration and well-rounded individuals possessing critical 21st century competencies. This paper aims at providing a conceptual framework of MDA, the role of Educational leaders and strategies for successful and effective implementation of MDA in Secondary Schools.

Keywords: *Multidisciplinary Approach (MDA), Secondary School Students, Collaboration, 21st Century Competency, Innovation.*

NISSIM EZEKIEL'S NIGHT OF THE SCORPION: A RAY OF HOPE IN DISSOLUTION

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There were various researches which were conducted on various themes but the only concern of all the researches was the welfare of humanity. Humanity feeds on human values. Literature played an important role in communicating the significance of the values through all its genres. Poetry played the most important role. This becomes apparent when the poets like Nissim Ezekiel highlight these values through their poems beautifully and this creates possibilities for the environment in which the deteriorating values may grow again. Nissim Ezekiel in his poem *Night of the Scorpion* highlights the love and concern for each other not only among the family members but beyond the family too. This doctrine of Vasudhaiv Kutumbkam Universalism is conveyed through the incident when the mother stung by a scorpion.

Keywords: Familial Bond, Nissim Ezkiel, Behavioral Psychology, Night Of The Scorpion And Human Values.

AN ECONOMIC ANALYSIS OF PUBLIC EXPENDITURE ON HIGHER EDUCATION IN INDIA WITH SPECIAL REFERENCE TO ODISHA

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Education is considered as one of the major determinant of economic development process of an economy including India. It is the necessary condition to live a decent life with dignity. In today's competitive world, education plays a vital role in the socio-economic development of an economy in general and the human resource development in particular. It has been a worldwide acceptable fact that education is the only ultimate way by which a desired change and upliftment in the society can be achieved. By realizing the contribution of education towards human capital formation, since the eleventh five year plan government of India has given highest priority on education as a central instrument for achieving rapid and inclusive growth. In this context, this paper aims to analyse recent trend and growth of public expenditure on education sector of Odisha in post reform period. Along with this, it also tries to identify the major determinants that affects the growth of public expenditure on education sector. The study employ Ordinary Least Square (OLS) test by using the statistical package E-views to examine the impact of education on economic development of Odisha. The simple OLS test results find that education has significant positive impact on economic development in Odisha. The study concludes that education is very much essential for a developing state like Odisha, without which the economy neither functioned nor survived. To attend a higher level of growth with desire level of development, education sector should develop simultaneously with other sectors like agriculture and industry.

Keywords: *Public Expenditure, Higher Education, Development, Odisha and OLS test*

EFFICACY OF STEM EDUCATION IMPLEMENTATION IN KARNATAKA: A STUDY BASED ON SECONDARY DATA

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STEM (Science, Technology, Engineering, and Mathematics) education has gained substantial attention globally as a means to foster critical thinking, innovation, and competitiveness in the evolving landscape of education. The present study delves into the efficacy of STEM education implementation in Karnataka, India, using a comprehensive analysis of secondary data. This study employs a mixed-method approach, integrating both quantitative and qualitative data sources to examine the impact and effectiveness of STEM education initiatives in the state. Utilizing secondary data from educational reports, government publications, academic journals, and surveys conducted over the past decade, this study aims to provide a comprehensive evaluation of the current state of STEM education in Karnataka. Key areas of investigation include the availability and utilization of resources, curriculum integration, teacher training programs, student engagement, and the overall impact on educational outcomes. The analysis focuses on identifying strengths, challenges, and potential areas for improvement within the STEM education framework. Preliminary findings suggest a growing recognition and integration of STEM-related concepts into the educational landscape of Karnataka. However, challenges such as resource constraints, limited teacher preparedness, and uneven access to STEM learning opportunities across various regions persist. The study aims to offer actionable insights and recommendations to policymakers, educators, and stakeholders to enhance the efficacy and inclusivity of STEM education initiatives in Karnataka. Ultimately, the present study seeks to contribute to the ongoing discourse on STEM education by providing evidence-based insights derived from a comprehensive analysis of secondary data, aiming to inform policy decisions and drive improvements in STEM education practices within the state.

Keywords: *STEM Education, Karnataka, Efficacy, Implementation, Teacher Training, Educational Outcomes.*

TECHNO PEDAGOGIC CONTENT KNOWLEDGE IN TEACHING-LEARNING LANGUAGE

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The paper introduces the term "techno-pedagogy" to explain the incorporation of technology into educational practices. It delves into technical education, which involves courses utilizing electronic mediation to explore the application of technology in shaping educational principles. The focus is on fostering professional skills through the acquisition of targeted technical knowledge, enabling teachers to facilitate the creation of a professional environment within vocational learning centres for the broader workforce community. Additionally, the paper highlights the emergence of creative knowledge, emphasizing the skills that emerge from the intersection of technology and pedagogy. Groups of professionals and researchers collaborating in networks aim to comprehend and define both Technical Education and Education. The paper commences with a concise introduction to the TPACK system, highlighting particular technical tools (such as equipment, software, applications, and advanced educational strategies) frequently employed to enhance students' comprehension of the subject matter. Within the TPACK framework, Technical Pedagogical Knowledge (TPK) elucidates the connection and interaction between technological tools and specific learning activities. Simultaneously, Pedagogical Content Knowledge (PCK) delineates the relationship between educational activities and distinct learning objectives. Lastly, Technical Communication Technology (TCK) characterizes the interplay between technology and the attainment of learning objectives.

Keywords: *Techno-Pedagogy, TPACK framework, Pedagogical Content Knowledge (PCK), Technical Communication Technology (TCK)*

ENHANCING VOCATIONAL AND SKILL-BASED EDUCATION AT KGBY SCHOOLS

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Achieving human development requires a strong foundation in education. With education, employment opportunities are expanded and wages are increased, leading to individual and national progress. Education is particularly important for empowering women and improving their status and autonomy. Despite significant funding by the government to support school dropouts, many young people continue to leave school. Providing vocational skills-based training at schools can increase adolescent girls' career engagement and success. By fostering a highly skilled workforce, the economy becomes more productive, innovative, and competitive. It's a fact that has been recognized by many experts that women often have different training needs than men, as they are more likely to have multiple roles, including that of contributing family workers. Training programs should ensure girls have access to resources and skills from their adolescent years. Vocational training programs have a great goal of empowering women from underprivileged backgrounds with essential skills and confidence to attain economic and social independence. Skilled women can offer better outcomes and more productivity. Vocational education and training allow students to gain practical experience in their chosen career path before graduation. Skills and knowledge are indeed the driving forces behind the economic growth and social development of any country.

Keywords: Vocational Skills, Self-Empowerment, Knowledge, Innovation and Economic self-Sufficiency

EMPOWERING DIGITAL JOURNALISM: A STRATEGIC ANALYSIS INTO ADVANCE CONTENT MANAGEMENT TECHNIQUES IN THE AGE OF AI-POWERED NEWS PORTALS

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In today's era of web journalism and new media, news portals are emerging as vital and dynamic interface based platforms for news consumers. Advanced communication technologies and instant feedback mechanisms on the World Wide Web have significantly expanded the reach and accessibility of AI-powered news portals and News Media Organizations. Among various news categories, political stories hold a prominent position and wield substantial influence over the audience. The immediacy and relevance of political news generate considerable public interest, not only due to the inherent value or due to impact of governmental policies and guidelines but also because of portrayal of stories and content coverage on these news portals. Digital news portals are equipped with rapid notification and effective tools; leveraging various features of presentation of political news in well manner. This AI-powered news portal and digital journalism based study delves into the portrayal and content coverage of political news on the home pages of news portals, employing strategic content analysis and technical content management system or methodologies. By examining multiple variables, the research aims to identify and assess the technical strategies employed in managing political news coverage on news portals' home pages. Through this investigation, this study also sheds light on the nuanced techniques used in presenting political content in the age of AI-powered news portals, providing valuable insights into the evolving landscape of digital journalism.

Keywords*: AI, Digital Journalism, News, Home Page, Data Journalism, Technical Management of Web, News Portal, Digital Media, Strategic Content Analysis*

LEVEL OF EDUCATION AMONG THE MUSLIM HOUSEHOLDS: A CASE STUDY OF AMARPUR BATHLOYIA SLUM

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Though diverse in terms of languages, ethnicities, and religions, India's educational system isn't always egalitarian. The Indian Constitution is dedicated to minorities' rights preservation, protection, and assurance as well as to the concept of equality. Education is still a primary concern in India, where women make up 50% of the workforce and have a significant influence on the social, political, cultural, and economic aspects of society. As a result, educating girls has become even more crucial. The most prominent religious minority in India, the Muslims, have long faced barriers to educational possibilities. According to the Sachar Committee's findings, Muslims in India have a lower literacy rate than the overall country. In contrast to 70% of the overall population, the report showed that just 59% of Muslim children attend primary school. Moreover, Muslim pupils have a higher dropout rate. The report blamed discrimination, lack of access to education, and poverty for these differences. The focus of our study is also on the level of education among the Muslim households in the Amarpur Bathloyia slum. The study adopted mixed methodology and random sampling techniques are employed in the study. 50 households are involved in the study and among these households 30 respondents are illiterate and in case of females in the households. Among the 30 household respondents nearly 12 households are also not sending children to the schools, the condition is more pathetic in case of females. The reason being poverty, distance between the school and the slum, early marriages, discrimination etc. The major limitation of the study is that we are unable to interact much with the females as restricted by the head of the family or the male member.

Keywords: *Egalitarian, Minorities, Discrimination, Ethnicities, Slum.*

NAVIGATING THE GLOBALIZATION OF HIGHER EDUCATION: A SUSTAINABLE DEVELOPMENT GOALS PERSPECTIVE

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In an era characterized by unprecedented connectivity, the globalization of higher education has emerged as a pivotal force shaping academic landscapes worldwide. This abstract delves into the intricate interplay between sustainable development goals (SDGs) and the ongoing global transformation of higher education. Acknowledging the profound impact of education on sustainable development, this study explores key facets of the SDGs in the context of the internationalization of higher education. The first dimension of our analysis involves the pivotal role of SDG 4 (Quality Education) in driving inclusive and equitable access to higher education across borders. We scrutinize the importance of fostering diverse learning environments that cater to the needs of a global student body. Next, the abstract addresses the synergy between SDG 5 (Gender Equality) and efforts to eradicate gender disparities in higher education, emphasizing the empowerment of women in academic settings globally. Moving forward, the abstract explores the nexus between SDG 9 (Industry, Innovation, and Infrastructure) and the technological advancements shaping higher education's global landscape. It discusses how digital innovations can enhance collaboration, knowledge dissemination, and accessibility in a rapidly evolving educational ecosystem. Moreover, the abstract delves into the contribution of international academic partnerships in advancing SDG 17 (Partnerships for the Goals), fostering collaboration between institutions, governments, and stakeholders to address global challenges. In conclusion, this abstract offers a comprehensive overview of the sustainable development goals that underpin the global expansion of higher education. By examining the intersections between SDGs and internationalized higher education, this study seeks to provide insights that can guide policymakers, institutions, and stakeholders towards fostering a more inclusive, equitable, and sustainable global academic community.

Keywords: *Sustainable Development Goals, Higher Education, Globalization, Internationalization, Academic Partnerships.*

BEYOND BARRIERS: A TAPESTRY OF PEDAGOGICAL STRATEGIES FOR INCLUSIVITY AND SUSTAINABLE PROGRESS

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In an ever-evolving landscape of education, the imperative to foster inclusivity and sustainable progress stands as a foundational challenge for educators worldwide. The present age, marked by an unparalleled range of differences, educators are faced with the task of adapting their methodologies to accommodate the distinct requirements and inclinations of a diverse student population. Concurrently, the increasing worldwide demand for sustainable practices underscores the imperative to incorporate environmental consciousness and responsible civic engagement into the core of educational systems. This research article delves into the dynamic realm of education, investigating novel educational approaches that surpass conventional limits in order to promote comprehensive and enduring advancement by integrating differentiated instruction, universal design for learning and collaborative learning into a harmonious and inclusive learning environment. The study also explores a tapestry of pedagogical approaches for accommodating diverse learning needs and addressing 21st century challenges. Cultural responsiveness, environmental education, and technological integration are key to sustainability and inclusivity. The research shows that these pedagogical practices can change education for the betterment of students and the world.

Keywords: *Pedagogy, Inclusivity, Sustainability, Education, and Innovation.*

EDUCATION 4.0: AUGMENTED REALITY AS AN INNOVATIVE PEDAGOGICAL APPROACHES FOR THE DIGITAL AGE

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Central University of Kerala

The paper investigates the transformative power of augmented reality (AR) in redefining modern education. Traditional teaching methods are being revolutionised in the digital age, and this paper delves into the incorporation of AR as a cutting-edge pedagogical tool. The paper looks into how augmented reality (AR) improves learning by immersing students in interactive and dynamic virtual environments, fostering engagement and deeper understanding. The investigation also includes the practical application of AR in various educational settings, shedding light on its adaptability and effectiveness across disciplines. Furthermore, it discusses the implications of augmented reality for educators, emphasising the importance of incorporating this technology in order to equip students for the demands of the digital future. As education enters its fourth paradigm, this study advocates for the incorporation of AR as an essential component, providing a glimpse into a futuristic educational landscape that uses innovation to cultivate critical thinking and technological literacy in the digital age.

Keywords: Education 4.0, Augmented Reality, Innovative Teaching, Educational Technology, Digital Future.

NAVIGATING EDUCATIONAL FRONTIERS: UNRAVELING THE LANGUAGE BARRIER CHALLENGES CONFRONTING INTERNATIONAL STUDENTS IN INDIAN UNIVERSITIES

Pooja Rani[1] and Dr Sukhwinder Kaur[2]

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[2]Panjab University

This research investigates the intricate landscape of language barriers encountered by international students in Indian educational institutions. Through a comprehensive examination of linguistic challenges, this study explores their profound impact on academic performance, social integration, and overall student well-being. Employing qualitative and quantitative methods, the research unravels the nuances of these barriers, considering diverse linguistic backgrounds and educational contexts. The findings shed light on the specific hurdles faced by international students, offering insights into the complexities of navigating educational frontiers in a culturally diverse setting. The study will include the international students as well as Assistant/Associate Professors from two Universities that will be selected through purposive sampling technique. The data for the present study will be collected through semi structured interview schedule. This study not only contributes to the academic discourse on language barriers but will also provide actionable recommendations for educational policymakers, institutions, and support services. By unraveling these challenges, the research aims to facilitate the development of targeted interventions, fostering a more inclusive and supportive educational environment for international students in Indian Universities.

Keywords: *International Students, Language Barriers, Educational Institutions, Cross-Cultural.*

THINKING BEYOND THE GENDER BINARY- CREATING SAFE SPACES FOR EVERY LEARNER

Akshata Samant

GVM's Dr. Dada Vaidya College of Education

An important step towards creating inclusive learning spaces and achieving gender equality would be to mainstream gender in the education process through curricula and teacher training. (UNESCO, A Guide for Gender Equality in Teacher Education Policies and Practices, 2015) However, the complexity arises, when we try to put this message into practice. One such moment arose when a pre-service teacher trainee, came out open about being transgender. This revelation set the ball rolling, for the teacher educator and the peer teacher trainees. What followed was a series of insights related to one's preparedness, a survey to analyze various aspects of inclusive practices, and focused discussions on strategies for creating inclusive learning spaces, as deemed beneficial by the pre-service teacher trainees themselves, while making classrooms equitable beyond the gender binary. With this, the present study envisages navigating identity, diversity, and equity, as required to foster equity and inclusion in education. The fruitful feed forwards confirm the fact that today's classrooms, which go beyond the gender binary, usher in an incredible diversity of experiences and richness of perspectives, which if handled skillfully by a well-informed teacher could be used to advantage, to learn from each other, in a seemingly thriving classroom.

Keywords: *Gender Binary, Identity, Equity, Inclusive Strategies, Teacher Education.*

PSYCHOMETRIC EVALUATION OF NAQ(R) ON SCHOOL TEACHERS: A MEASURE OF WORKPLACE BULLYING

Sumanta Bhattacharya

Lovely Professional University

Bullying in the workplace can take many forms, including verbal, nonverbal, psychological and physical abuse and humiliation, and is a pervasive pattern of mistreatment from co-workers that can lead to serious health problems. Since bullying can have negative effects on both victims and organisations, the Negative Acts Questionnaire-Revised (NAQ-R) has been used in several studies to measure bullying in the workplace. As teachers are particularly vulnerable to bullying, the researcher aimed to verify the reliability and validity of the NAQ-R among Indian secondary school teachers. Data was collected from 450 secondary school teachers in Assam (India) in 2023 for this cross-sectional study. IBM SPSS version 26 was used to conduct descriptive statistics, including Cronbach's α for evaluating internal consistency. The scale's factor structure was investigated using EFA and confirmed using CFA.Exploratory factor analysis provided considerable evidence of 3-factor structure, viz., Work related bullying, Person-related bullying, and Physically intimidating bullying. The 22-item factor structure depicted good reliability and evidenced good model- fit indices values.NAQ(R) with three factors and 22 items is reliable and valid tool for assessing workplace bullying among Indian teachers.

Keywords*: Workplace Bullying, Negative Acts Questionnaire, Psychometric Analysis, School Teachers*

A STUDY ON TEACHERS' ATTITUDE TOWARDS THE USE OF MOBILE LEARNING AND IMPROVEMENTS IN TEACHING PRACTICES

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Bangalore University

This study examines the attitudes of secondary school teachers towards the integration of mobile learning and its impact on their teaching practices. Using a descriptive survey methodology, the research captures a range of perspectives, experiences, and perceived effects of mobile learning on instructional methods. The focus is specifically on exploring the attitudes of secondary school teachers in the Bengaluru Metro city. Data from 60 school teachers were collected through an online survey. The findings indicate a notable positive inclination among teachers towards the adoption of mobile learning. However, the study suggests the need for organized training programs within educational communities to address the potential barrier of insufficient training in mobile technology, both for teachers and students.

Keywords: Attitude, Mobile Learning, Teaching Practices, School Teachers, Education
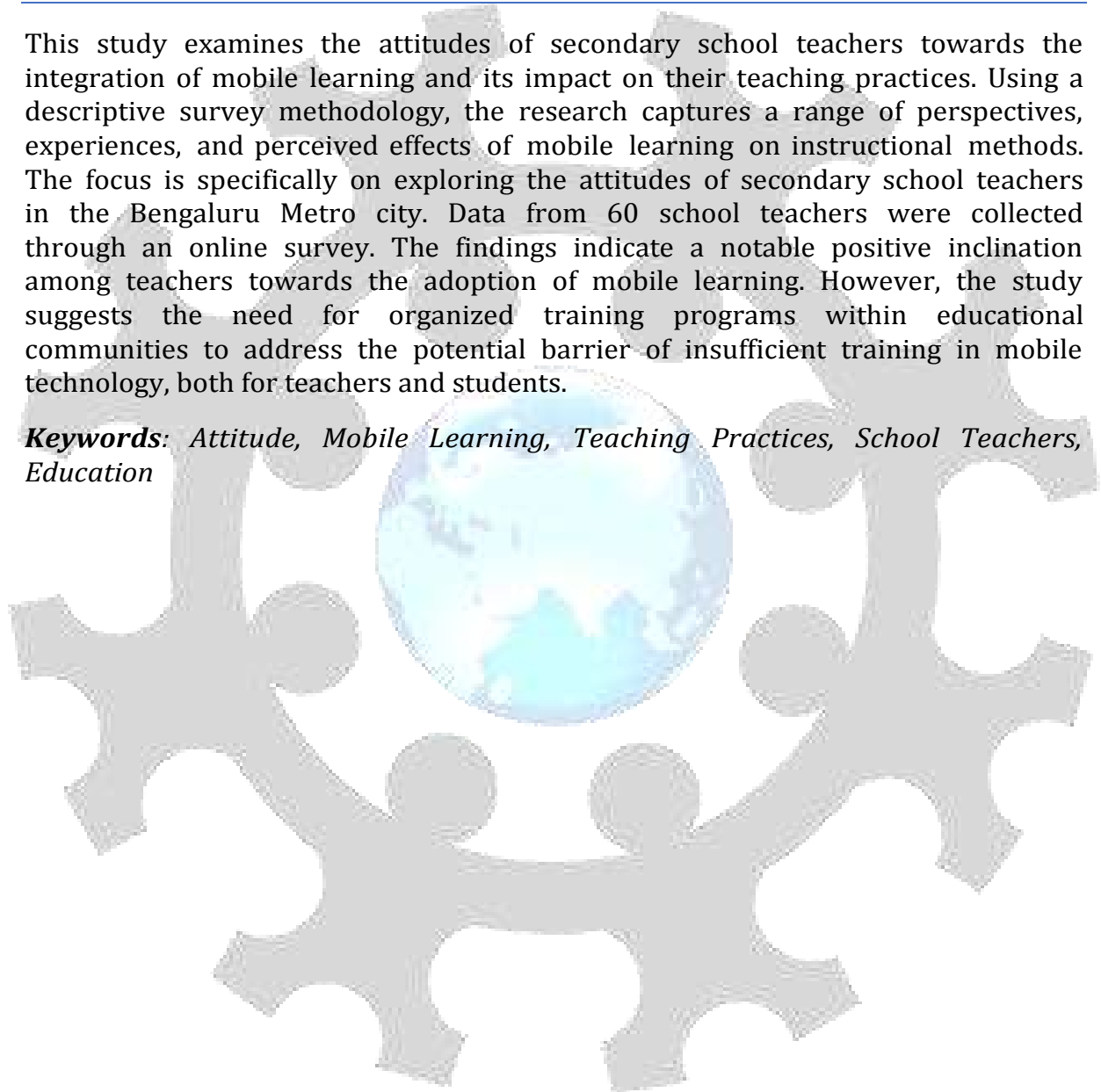
WHY THE NOVICE TEACHERS STUCK: SLR OF REALITY SHOCK

Lokesh Raghav, Dr. Sayed Khurram Nisar and Dr. Sufia Anjum

Aligarh Muslim University

The studies highlighted the prevalence of gap between the expectations and professional preparation of the novice teachers and the school teaching professional demands. Reality shock is the discrepancy between individuals' expectations and actual professional experiences. The study intends to compile the available literature in the domain of reality shock related to teacher and school education, published in the last twenty years. Further, the study will extend a detailed academic and demographic analysis of the collected studies on reality shock. To achieve the set objectives the systematic literature review (SLR) will be conducted opting constructivist approach. This research paper will focus in developing the conceptual and theoretical development of "Reality Shock" in the context of teacher's preparation, with special reference to physical education. It will also develop an understanding of the trend in the area of interest and help in determining the gaps; future direction of research and its methods.

Keywords*: Reality Shock, Systematic Literature Review (SLR), Professional Preparation, Occupational Socialization Theory (OST), Physical Education.*

CONTEMPORARY TRENDS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Aranyaa Vashishtha Sethi and Dr. Priya Sharma

Chandigarh University

This paper presents a comprehensive comparative study investigating the impact of Indian classical music on the development skills of school students in India, with a focus on discerning differences between private and government schools. The research delves into key educational domains such as curriculum leadership and design, capacity building for empowering research, equity, diversity, and inclusion in education, student achievement and success strategies, as well as financial management and resource allocation in education. The study aims to explore the role of Indian classical music in shaping the educational landscape, considering its potential influence on curriculum development and leadership within schools. By analysing the practices of private and government schools, the research seeks to identify effective strategies for integrating Indian classical music into the curriculum, fostering a well-rounded educational experience. Capacity building for empowering research is a crucial aspect of this investigation, emphasizing the need for educators to be equipped with the skills and knowledge necessary to integrate music education effectively. The study also addresses issues of equity, diversity, and inclusion, investigating how the inclusion of Indian classical music in schools can contribute to a more inclusive educational environment. Furthermore, the research assesses student achievement and success strategies, aiming to uncover correlations between exposure to Indian classical music and academic performance. By examining both private and government schools, the study aims to provide insights into the potential disparities in student outcomes based on the type of educational institution. Financial management and resource allocation in education are integral components of the study, with a focus on understanding the budgetary considerations associated with implementing music education programs. The paper discusses the challenges and opportunities for schools in allocating resources effectively, ensuring that music education remains an accessible and sustainable component of the curriculum. In conclusion, this comparative study aims to contribute valuable insights into the integration of Indian classical music in school settings, shedding light on its potential impact on curriculum development, research empowerment, equity, diversity, student achievement, and financial considerations. The findings hold implications for educators, policymakers, and stakeholders interested in fostering holistic and enriching educational experiences for students in India.

Keywords: Indian Classical Music, Curriculum Leadership and Design, Equity and Inclusion in Education, Financial Management in Education

THE STATUS OF ARTIFICIAL INTELLIGENCE IN EDUCATION IN INDIA: A POLICY PERSPECTIVE

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Indira Gandhi National Open University

India, as a rapidly expanding economy, has a substantial interest in the AI revolution across the sectors. In June 2018, NITI Aayog released the National Strategy for Artificial Intelligence (NSAI) with the brand #AIforAll aiming to address global challenges like access, affordability, and skilling through research and development to promote social and inclusive progress in accordance with the government's developmental principles. NSAI considers ‚Education' as one of the focus areas for AI intervention because of its wider applicability and for the preparation of the next generation of workforce. NEP 2020 highlighted the role of HEIs in conducting research on disruptive technologies and also in creating related instructional materials, and courses. In 2021, NITI Aayog released an approach document ‚Responsible AI' with an aim to establish broad ethical principles for the design, development, and deployment of AI in India. It highlights various systems and societal considerations, legal and regulatory contexts, the role of government, actions for the private sector and research institutions, etc. This paper discusses the present status of different global and Indian policy initiatives for the regulation of AI in education and the lagging regulatory provisions that can keep up with changes in the future.

Keywords: Artificial Intelligence, Education, Ethics, Policy, Regulation.

"NO TO PROCRASTINATION" - A VALIDATION OF ACADEMIC PROCRASTINATION SCALE

Ms. Gagandeep Kaur

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Academic Procrastination is a delay in tasks or activities related or dependent on learning and studying Steel and Klingsieck (2016). It has been seen as an impediment to students' academic success Hen (2012). It results in delay in submission of their assignments, preparing for the examinations and participation in activities. Moreover, it effects the academic performance of students in terms of classroom learning Hussain (2010). Dilatory behavior acts as a hurdle in the way of academic success. Students prefer sleeping, watching T.V., playing video games or surfing net rather than showing attentiveness to complete their academic work. To study academic procrastination among undergraduate students, Academic Procrastination Scale by Dr. Alok Kumar and Dr. Meenu Singh was revalidated. It is a 5-point scale such as strongly agree, agree, neutral, disagree and strongly disagree. For this, 480 undergraduate students from science, commerce and arts from Punjab state has been selected as sample. Originally there are 20 items in the scale and administered between age group 19 to 21 years but after revalidation, 12 items are left which measures a critical step towards further investigation. This study undergoes exploratory and confirmatory factor analysis in which EFA provide insights into the nature of procrastination tendencies among the individuals being studied whereas CFA reflects the relationships between the latent factors and the observed variables in the procrastination scale.

Keywords: *Procrastination, Academic Procrastination, Validation, Delay, Undergraduates.*

EFFECT OF SELECTED YOGIC PRACTICES ON HEIGHT AND MENTAL WELLBEING AMONG SCHOOL GOING CHILDREN

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The aim of the investigation was to know the effect of yogic practices on height, and mental well-being among school children. The subjects of the study were 40 male students (20 subjects were in Experimental group and 20 subjects were in Control group) from D.S.INTER COLLEGE, Aligarh. The subjects were of 14-17 years. Criterion measures for this study were different test items such as: height by Stadiometer, and mental well beings by The Warwick-Edinburgh Mental Well- being Scale (WEMWBS) (in rating) were administrated. To find out significant difference between two groups i.e. control and experimental groups in each variable and group (control group and experimental group), Paired sample t-test was employed. The result of the data reveals the significant difference was found in experimental group in each variable (height, and mental well beings) and insignificant difference was found in control group except in mental wellbeing not in height.

Keywords: *Height, Eve Vision, Mental Well-Being, Control and Experimental.*

CHANGING THE COURSE: COALITIONS, EDUCATIONAL REFORMS AND SHADOW POLICYMAKING IN EDUCATION IN INDIA

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The evolving landscape of educational policymaking has witnessed a surge in coalitions, reshaping governance structures and administration in India and globally. This study critically examines this shift, drawing on policy sociology research by Stephen J. Ball (1996), Martinez et al. (2020), and Johnson and Smith (2021). Tracing Ball's trajectory from a national to a global focus, the paper emphasizes his seminal work, Big Policies/Small World, which explores the intricate interplay between global and national dimensions in policy production. While Ball's early framework for policy analysis remains influential, this study recognizes the imperative to globalize the policy cycle, addressing challenges posed by edu-businesses and transnational organizations. Recent works underscore the significance of global perspectives in understanding contemporary education policy, extending the focus to include coalitions challenging conventional boundaries. Positioned against research emphasizing the escalating role of coalitions, the study aligns with the identification of a new form of education privatization involving non-state actors, notably corporations. Examining education in India at multiple levels, the study employs critical discourse analysis to map out the increasing role of coalitions in education policymaking, contributing to ongoing scholarly exploration of private actors' authority and legitimacy in the public policy domain.

Keywords: Education Policy, Coalitions, Globalization, Privatization

VALUES – BASED EDUCATION: NURTURING BELIEFS AND SYSTEMS FOR SUSTAINABLE SOCITIES

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Education is a key factor for nurturing the values. Values are the beliefs and the principles what we follow in our work. It helps us to face the external world with right optimism and values.It is a all-round development of the person which includes personality, physical, spiritual as well as good citizen. Value education gives a positive direction to the students to shape their future and best way to know about purpose of life. Students becomes more responsible and develops strong relationship between the family and friends. A well balanced individual with strong charter and values is possible only through value based education.

Mother is a the first teacher of her child. Values are inculcated through the best practices they see around. The Researcher is concerned to know how the community, family, media, and schools influences on developing the Values and nurturing it. This Research is carried out for secondary school students. Descriptive Survey method will be envisaged for data collection from the schools using standardized questionnaire. In order to eradicate the differences we see in these materialistic world this research gets a true significance.

Values are nothing but feeling of belonging to one another with religiously, without any negative beliefs in oneself. The Researcher takes this in order to cultivate good respect among themselves to become good citizen of the country and lead his life happily.

Keywords: *Values, Education, Value Education, Family, Community, Schools, Media.*

THE STUDY OF PSYCHOLOGICAL IMPACT OF DRAMATIZATION OF RAPE NEWS BY MEDIA ON YOUTH

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Television news media plays an essential part in shaping public opinion, which is vital in a democratic society. As a result, the content of television news channels became the topic of intense discussion and scrutiny among journalists and academics. The semi-structured interview method was used in this study to demonstrate the psychological influence of rape news representation in broadcast media on young adults. The study is based on gaps identified in earlier work that have not succeeded in demonstrating rape news representation as a valid source with psychological influence on viewers. As a result, this study hypothesizes that persons who watches rape news have detrimental psychological impacts. The media must reassess its coverage of abuse. The way a rape is advertised in the media has the potential to shape people's impressions of it. It is responsible for making appropriate use of its authority. It is demonstrated via numerous themes and sub- themes of psychological aspects and representation how all of these variables effect viewers psychologically, as evidenced by interview transcripts and chats with participants, that the media has to reconsider how it covers rape cases.

Keywords: *Qualitative Research, Thematic Analysis, Rape News, Semi structured Interview*

MOOCS: A DIGITAL LEARNING PLATFORM FOR TEACHING- LEARNING ENVIRONMENT IN INDIAN HIGHER EDUCATIONAL INSTITUTIONS

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The rapid advancement of digital learning platforms in the education sector seems that a revolutionary education system leading to quality education in India. A quality educational institution may run with the adoption of new techniques and innovations in the teaching- learning environment. MOOCs are free access to all learners and are designed to appreciate massive enrollments. The study aims to explore the implications of MOOCs for promoting quality education in Indian Higher Educational Institutions to establish an effective teaching- learning environment. Reviewing scholarly literature by adopting the literature research method which highlighted the involvement of MOOCs in Indian Higher Education Institutions as a digital learning platform. It may allow new opportunities for higher education institutions to develop innovative online models and create an effective teaching-learning environment. Innovative practices in teaching teaching-learning process uplift flexibility in learning. SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is a popular Indian MOOC provider that provides free web courses, and skill sector courses and focuses on covering all advanced education courses.

Keywords: *MOOCs (Massive Open Online Courses), Digital Learning Platform, Teaching- Learning Environment, Higher Educational Institution, Quality Education*

EFFICACY OF COGNITIVISM IN DESIGNING INTERACTIVE ONLINE ENGLISH COURSES

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These days learning needs to be flexible as the internet has opened opportunities for everyone irrespective of differences like age and ability. There has been a boom in the availability of online courses both free and paid. The Spread of knowledge has happened as a result of YouTube which has turned out to be a source of knowledge in almost all fields. Importantly, they help everyone who wants to learn and improve. However, there are certain issues that these courses lack such as attention deficiency for example, most online content that is filled with educational content is not viewed completely as they seem to lack interactivity to ensure the participation of the learners and they are involved in active learning. Furthermore, to enhance learning online content that is integrated with learning theories will contribute significantly to boosting the participation of the learners. This research article will discuss the applications of cognitivism in creating interactive courses. The creation of online courses is essential for helping the future of learning in academic institutes like schools, and colleges. There are numerous challenges for language learners at institutes as they have to learn other academic subjects and the English language is also considered a subject. They memorise to pass language subjects which defeats the purpose of studying language. To master language skills, language learners need to practice their language in everyday life which is practically difficult for learners. So, one solution is to present the theoretical concepts as an online course aided by a learning theory called cognitivism for learners. As a result, the classrooms will be a place to practice language skills. They can have conversations, discussions, pair work and group work.

Keywords: *Cognitivism, Interactive courses, Learning English Online, Flipped Learning*

PARENTAL ATTITUDE TOWARDS GENDER BIAS IN EDUCATION- A POPULATION-BASED STUDY FROM RURAL KASHMIR

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UITTR, Chandigarh University

Education is the most important and powerful tool which helps in the development of human personality more so for females. Women as a mother plays the most important role in shaping family and society as a whole. An educated female is well aware about her duties and rights. Usually in Indian subcontinent parents prefer to educate their sons over the daughters. This discrimination is more evident in rural areas. Fortunately, this discrimination is on the decline. Women constitutes nearly half of population and they form important human resource and source of income for the community. Discriminating this part of society in education is having a visible effect in growth and development of the society. This study is an attempt to study the attitude of parents towards gender discrimination in educating their children in rural Kashmir. A sample study was done in the rural population of two districts of Kashmir valley. A preset semi structured questionnaire was formulated by the author to know the attitude of parents toward education of their children with particular emphasis on gender discrimination. The questioners were distributed in sample population and questions were asked in local language and translated in English. The study shows that there is still gender based bias by parents in educating their children.

Keywords: - *Parental Attitude, Gender Bias, Rural Kashmir, Girl Education, Population Based Study*

ASSESSMENT OF PHYSICAL ACTIVITY FOR HEALTH PROMOTION IN RELATION TO EDUCATION AMONG WORKING ADULTS OF MOHALI CITY

Drishya Ale & Dr Prachi Avinash

Chandigarh University

In recent years, India has seen substantial changes in food and physical activity (PA) patterns. The switch is more noticeable in urban cities and raises the risk of several chronic lifestyle diseases like cancers, Diabetes, CVD etc., because of decreased PA. Other than the biological effects, PA has several psychological benefits like lowering signs of stress, anxiety, depression as well as boosting confidence and self-esteem. PA of any degree, which may also include light-intensity activity, can replace inactive time and promote positive health effects. Better education and educational technology have created sedentary work culture. Thus, the present study was conducted to assess and generate awareness about PA for health promotion, among working adults of Mohali city, including 300 adults. An AAG package (Assessment and Awareness Generation) was created, including assessment and awareness tools. It was concluded that working individuals with higher levels of education (70 per cent) and sedentary work culture (81 per cent) were less physically active (59 per cent), were overweight (30 per cent) or obese (5 per cent) and had an increased risk of degenerative diseases, as compared to persons with little to no formal education (30 per cent) and high-intensity workers (3 per cent).

Keywords: *Physical Activity, Health, Education, Degenerative Diseases, Awareness*

A CASE STUDY OF INSTRUCTIONAL LEADERSHIP PRACTICES IN AN ARMY SCHOOL AND A GOVERNMENT SCHOOL

D. Sudha & Dr. Kamaljeet Kaur

Chandigarh University

Instructional leadership (IL) practices, albeit an American concept, has started forming its roots in India too. These practices have proven key for a holistic growth of a school. IL practices differ from principal to principal and from management to management. The paper aims to examine two schools as a case study to bring forth the difference in the achievements of the students, professional development of the teachers and above all the strategies that help in paving the path of success. The two schools for the case study are (1) a private school managed by Indian Army and (2) a government school managed by Delhi Government's Directorate of Education. Using a scientific tool that has various dimensions to measure, the researcher would collect data. This would bring out the differences in the practices by the principals of the two schools. The data would be analyzed using statistical methods to establish the similarities and differences of the instructional leadership practices carried out by the heads of the two schools. The conclusion of the paper can be used to conduct further research on IL practices in private and government schools of Delhi.

Keywords: Instructional Leadership, Army School, Government School, Students' Achievements, Success Strategies

DIVYANGTA, RELIGION, AND CAST BIAS: INTERSECTING IN INEQUALITIES IN INDIA

Neelesh Kumar

Chhatrapati Shahu ji Maharj University, Kanpur

The number of persons with Divyang was 21.9 million in the 2001 and 26.8 million as per the 2011 Census. This is a substantially high population. Although the 2002 NSSO data places that rate of Divyang at 1.83% in India, the actual rate is much higher given that the WHO places the world average at 10%.Divyang is generally seen as a —defect‖ in the cases of persons born with disabilities and is also inextricably tied to the Hindu idea of ***Karma*** from a past life – a categorization that is also the basis for caste discrimination in Hinduism. According to **Mehrotra** explains, being born into a —good‖ caste is the fruition of having led a holy life in a past birth, while being born into a lower caste is the suffering that is the consequence of misdeeds in a past life. India has a many religious and complex religious history, with faith and spirituality playing an important role in everyday life. Hinduism is the majority religion, and there are many minority religions. India also has a complicated class system and entrenched gender structures, with Divyang being another important identity. Religious minority affiliation, caste, Divyang status and gender were all found to have the potential to add layers of discrimination and marginalization. The present study find the Divyangta, Religion, and Cast Bias: Intersecting in Inequalities in India. The study included sample country of India the information was gathering through techno after analysis of data given recommended that divyangta effect inequalities of person with Divyang.

Keywords- *Divyang, Religion, and Cast*

A STUDY ON GENDER INEQULITY IN HIGHER EDUCATION IN INDIAN CONTEXT

Dr. Shailesh Brahmbhatt[1] & Khushbu N Makwana[2]

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This study considers the gender inequality that exists among every region, social class and prevents the growth of Indian education systems. The reality of gender inequality of higher education in India is very complex and diversified, because it exists in every field like education, employment opportunities, income, health, cultural issues, social issues, economic issues etc. An attempt has been made to find out those factors which are responsible for this problem in Indian education systems. So, this paper highlights the multi-dimensional context of gender inequalities prevalent in Indian education systems. Overall, the study indicates the inequality in economic, social, cultural and legal biasness which are of a great challenge for policy-makers and social scientists to establish proper equality in the entire social field. The researchers have tried to suggest some relevant strategies and policies implication for reducing this gender inequality and to promote the dignified position for Indian women.

Keywords: *Higher Education, Gender, Cast, Religion, Inequality*

EXPLORING GENDER BIAS IN PUNJAB'S EDUCATIONAL SYSTEM: AN EMPIRICAL STUDY

Dr. Mohd Aarif Rather, Gurpreet Kaur & Aprajita

Chandigarh University

Gender bias remains a critical concern in Punjab's educational system, impacting student's experiences and opportunities. This empirical study explores the pervasive nature of gender bias in Punjab's educational institutions, employing a mixed-methods approach of quantitative surveys and qualitative interviews to analyze its prevalence and impact on students, educators and the educational system. The study investigates various dimensions of bias in access, treatment and educational outcomes, uncovering nuanced insights into the challenges faced by stakeholders. With a focus on empirical findings, the study provides valuable data to aid in developing strategies and interventions to mitigate gender bias in Punjab's educational framework. The paper would contribute to the ongoing discourse on gender equity in education and offers tangible recommendations for fostering a more inclusive and equitable educational environment in Punjab.

Keywords: *Gender Bias, Punjab, Educational System, Empirical Study, Mitigation.*

PSYCHOMETRIC EVALUATION OF PARENTAL AUTHORITY QUESTIONNAIRE ON ADOLSCENTS

Samiul Biswas

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A parenting style is a psychological concept that stands for the ideal methods a parent should employ to raise their kids. Spending time with the child is not always as crucial as the quality of the parenting. Bury (1991), 30 – item Parental Authority Questionnaire (PAQ) is a widely used tool for assessing parenting styles. The researcher applied the PAQ on adolescents in the Indian context.Teenagers in school (ages 14 to 18) provided the data. SPSS version 23 was used to perform descriptive statistics and Cronbach's α to assess internal consistency. EFA was used to investigate the factor structure of the tool, and CFA was used to confirm the factors that were retrieved.Three factors were identified by an exploratory analysis: "permissive," "authoritarian," and "authoritative." Using CFA, three components were recovered, and all thirty items were kept with strong internal consistency and validity indices.The thirty-item, three-factor PAQ scale is a valid and reliable instrument for assessing teenage parenting practices in the Indian context. It is recommended to investigate the predictive validity of the PAQ-30 and norms development as per Indian adolescents is recommended.

Keywords: *Parenting Style, Adolescents, Evaluation*

FOSTERING INCLUSIVE EDUCATIONAL LEADERSHIP THROUGH INTERCULTURAL COMMUNICATION: EMBRACING DIVERSITY AND EQUALITY

S. Monalisa

Lovely Professional University

This paper navigates the dynamic landscape of educational leadership, spotlighting the vital fusion of intercultural communication within the frameworks of equality, diversity, and inclusion (EDI). In today's interconnected world, educational leaders confront multifaceted challenges demanding adept intercultural competencies to nurture inclusive learning spaces. This analysis critically assesses the intersection of EDI and intercultural communication within educational leadership paradigms. The exploration encompasses various dimensions, emphasizing the pivotal role of culturally responsive leadership in cultivating an inclusive ecosystem. Highlighting contemporary trends, it identifies innovative strategies employed by educational managers to embrace and honour cultural diversity. Additionally, the article investigates hurdles hindering the successful integration of intercultural communication in educational settings. Moreover, it offers practical insights and best practices for implanting intercultural communication skills into leadership models. Emphasizing collaborative approaches, professional development initiatives, and policy reforms, it aims to foster a more inclusive educational environment. Supported by theoretical frameworks, this study advocates for transformative leadership that embraces diversity as fundamental to educational excellence. In summary, this article underscores the inseparable link between intercultural communication and effective leadership, spotlighting its pivotal role in crafting equitable, diverse, and inclusive educational landscapes.

Keywords*: Educational Leadership, Contemporary Trends, Intercultural Communication*

STEM EDUCATION FOR SUSTAINABLE DEVELOPMENT: BRIDGING GAPS AND ADVANCING SDG GOALS FOUR FOR EQUITABLE QUALITY EDUCATION

Dr. Sangeeta Suman

Sri. Paramhans Shikshan Prashikshan Sansthan Mahavidyalaya, Ayodhya

Quality Education pursuits, the fourth Sustainable Development Goal (SDG) which necessitates innovative teaching methods that equip students for the challenges of the twenty- first century. This study examines how important STEM (science, technology, engineering, and mathematics) education is to reaching SDG 4's goals. The study explores the components of STEM education and their importance in promoting critical thinking, problem-solving, and innovative skills. It is based on the historical evolution of STEM education. The study explores the relationship between STEM education and the more general SDG 4 objectives, highlighting the role that STEM competencies play in creating a sustainable and inclusive future. Gender inclusion in STEM education receives particular emphasis, with measures to promote girls' involvement and inequities addressed. Effective STEM education faces a number of difficulties and impediments, from social and cultural issues to financial limitations. A more inclusive STEM education environment is made possible by the research's ideas for resolving these issues and advancing equity. With an eye towards the future, the report offers predictions for trends and opportunities in STEM education as well as suggestions for stakeholders, educators, and legislators looking to advance STEM education for sustainable development. This study also highlights the significance of international collaboration.

Keywords: *Quality Education, STEM Education, Sustainable Development*

IMPACTING EXECUTIVE FUNCTIONS OF STUDENTS WITH VISUAL IMPAIRMENT THROUGH YOGA

Dr. Ranjeeta Saini & Dr. Rippandeep Kaur

Chandigarh University

Executive functions are important for physical as well as mental health of children. Researches have shown that children with disabilities and early life stress have reduced executive functions. Yoga is well accepted as a physical activity, as beneficial as or better than exercises at improving the levels of cognition, fitness and health outcomes. The purpose of this study was to prepare the Yoga intervention program for Students with Visual Impairment. Thirty-nine visually impaired adolescent students were taken as sample. The treatment tool (Intervention program) and the measuring tool (Executive Functions Scale for students with visual impairment) were prepared and standardized by the researcher herself. The intervention program consists of yogic prayer, warm up exercises, yogasanas, pranayams, meditation etc. The results of Yoga intervention program were found positive which shows that yoga is effective in improving the Executive Functions of Students with Visual Impairment.

Keywords: *Yoga, Executive Functions, Visual Impairment, Intervention Program*
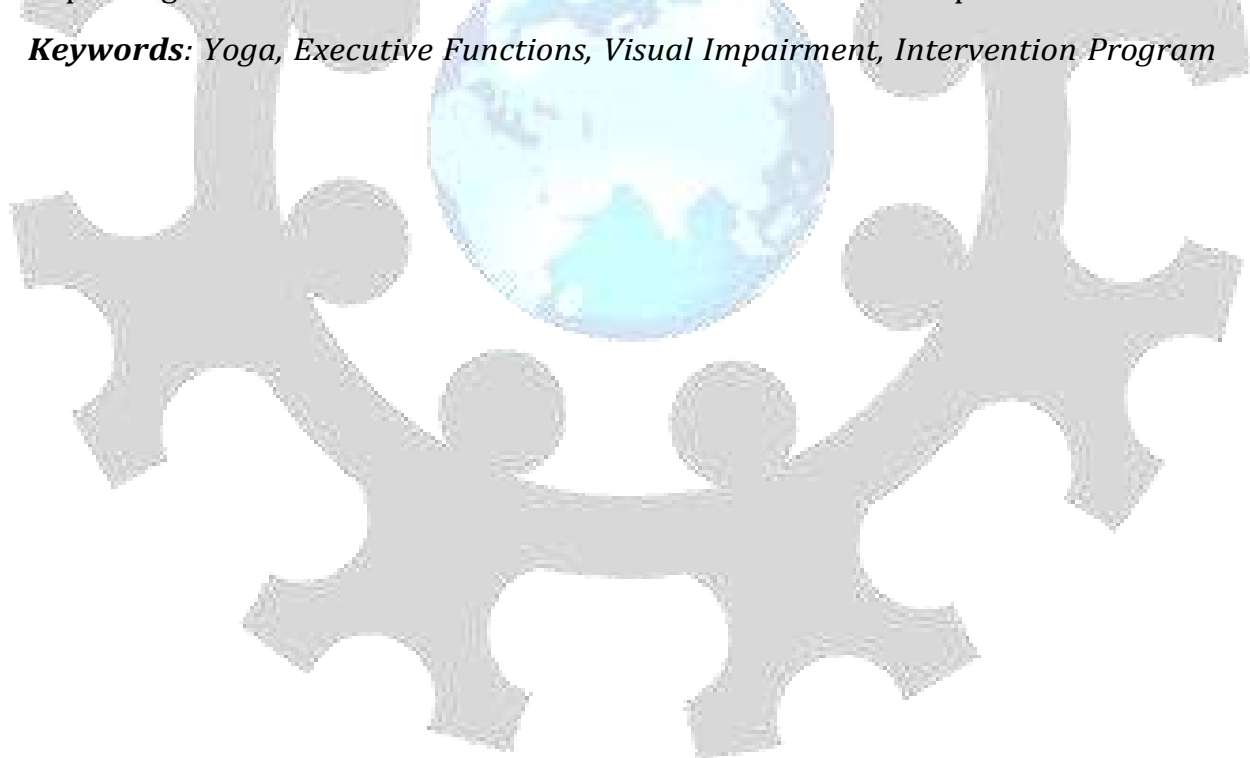
AI'S IMPACT ON SOCIAL INTEGRATION, WELL-BEING AND ACADEMIC PERFORMANCE OF INTERNATIONAL STUDENTS OF CHANDIGARH UNIVERSITY, MOHALI

Dr. Babhuti Kashyap

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The impact of artificial intelligence (AI) on the experiences of international students has drawn a lot of attention in this age of swift technological progress. This study examines the complex effects of artificial intelligence on fostering a feeling of belonging and community among international students enrolled at Chandigarh University. This study explores how artificial intelligence (AI) enhances the social integration, academic performance, and general well-being of populations of international students by looking at the creative uses of AI in academia and support services. When continuing their education abroad, international students have many difficulties, including adjusting to a new academic and cultural setting. Their feeling of community and belonging is essential to overcoming these obstacles. New approaches to assisting overseas students with their academic and social integration have been made possible by recent advancements in artificial intelligence. The purpose of this study is to investigate the several ways in which AI contributes to this student population's feeling of community and belonging. AI-driven educational technologies, including intelligent tutoring systems and adaptive learning platforms, have revolutionized how international students access academic support. This research examines how AI offers personalized, data-driven assistance in subjects and coursework, facilitating a more seamless academic transition for international students. Case studies illuminate the effectiveness of AI in tailoring educational content to individual needs and promoting academic achievement. AI is a boon to improving cross-cultural communication and overcoming language obstacles. Our investigation explores how chatbots, virtual assistants, and AI-driven language translation tools facilitate efficient communication between overseas students and their peers, teachers, and administrative personnel. We investigate how AI may help students from diverse backgrounds collaborate and build cross-cultural friendships. Also, International students' psychological health correlated with their social connectedness and sense of belonging. We examine how AI-driven mental health and counseling services might offer easy and timely available support, consequently improving students' emotional well-being, self-esteem, and general happiness through surveys and qualitative data. We also examine the role of AI in promoting cultural empathy and understanding. The research suggests that AI has a lot of promise to improve the experience of international students despite having drawbacks like algorithmic biases, data privacy, and the moral obligations of organizations using AI. We stress the significance of ethical considerations while continuing to assess and improve AI application. Quantitative method will be used with 60 girls and 60 boys of Chandigarh University.

EDUCATIONAL LENS: DESIGN THINKING AS A CATALYST FOR CRITICAL THINKING IN IBDP

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In an age where critical thinking is paramount, incorporating innovative pedagogies such as Design Thinking (DT) holds significant promise for shaping contemporary education. This paper delves deep into the seamless integration of DT within the International Baccalaureate Diploma Programme (IBDP), underscoring its pivotal role in nurturing critical thinking abilities among students. Through meticulously examining the existing literature, including peer-reviewed journals and conference proceedings, this study seeks to illuminate the breadth and depth of DT's influence within educational contexts, particularly within the IBDP.The review endeavors to reveal how DT creates a learner-centric environment that encourages inquiry and problem-solving and unleashes creativity. Drawing insights from empirical studies and theoretical frameworks, this paper offers a comprehensive perspective on how DT transcends traditional learning boundaries, empowering students to acquire indispensable 21st-century skills. By fostering an environment where students actively engage in real-world problem-solving, DT equips them with practical skills vital in the digital era.Furthermore, this exploration underscores the enduring value of DT in modern education and lays a solid foundation for future research and practice in similar educational settings. The synergy between the IBDP and DT exemplifies how innovative pedagogies can enhance the educational settings.

Keywords*: Critical Thinking, Design Thinking, International Baccalaureate Diplomaprogramme*

ROLE OF 21ST CENTURY SKILLS IN EDUCATION FOR SUSTAINABILITY: AN EMPIRICAL STUDY

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India which is second largest global workforce and is a developing country, quality education is of utmost importance for its economy and future prosperity. Countries like India which has huge potential to provide a global workforce need to ensure that by 2030 they produce a skilled workforce that will assume active roles both locally and globally in facing and resolving global challenges to lead productive lives as per outcome targets of sustainable development goals. To achieve this there is need for change in didactics for the innovative creative and imaginative teaching-learning process so as to inspire the learner's as well learning process. This paper highlights the importance of 21st-century skills and the necessity to equip our learners with them to make them adaptable in changing world besides signifying the need for change in didactics for an effective teaching-learning process for the sustainability of education as per outcome targets of SDG's.

Keywords: Sustainability, Skills, Innovative, 21st Century, Didactics

FROM GENDER BIAS TO GENDER AWARENESS IN EDUCATORS: A NON-BINARY APPROACH

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Having a clear insight about gender diversity, including sex, gender identity and sexual orientation issues can help educators in spreading gender awareness. When discussions arise concerning gender inequality or the inclusion of diverse genders, these terms consistently come to mind. The educational policy makers and government always question about how having proper awareness about gender diversity can help the process of reforming relationships and achieving gender neutrality. This study addresses the importance of gender awareness among educators which can result in creating a gender neutral educational environment for the sexual minority students as well as the cisgender students. This paper offers evidence based answers to the myths and false beliefs about the LGBTQ+ individuals on the ground of biological, psychological and educational research. Lastly, in order to find out the pre-existing opinions of the educators about the gender diversity a survey was conducted on 50 educators. On the basis of the survey report we were able to find out the level of gender awareness among educators which can further help in planning better sex education including gender diversity. Lastly, it can help in promoting gender bias free educational environment.

Keywords*: Gender diversity, Education, Gender bias, LGBTQ+, Third gender, Gender awareness.*

FOSTERING SUSTAINABLE DEVELOPMENT THROUGH ADOLESCENTS ENGAGEMENT IN VOCATIONAL EDUCATION

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Sustainable development may be defined as a method to production and distribution that satisfies fundamental human needs and improves the quality of life without compromising the capacity of future generations to satisfies their own requirements and while at the same time reducing the amount of damage done to the environment at each stage of the product's life cycle. The linear linkages that exist between vocational education and sustainable development are becoming increasingly significant as a direct result of the influence that technological improvements have had on the amount of time it takes to manufacture various commodities. Education and teaching are ongoing processes that are necessary for people to maintain their awareness of the interdependence of sustainable development. The future of vocational education in India will continue to be a contentious matter of discussion for the foreseeable future. It is imperative that governments pay attention to both public and private forms of vocational education and training in order to ensure the long-term viability of the systems that are now being employed for the development of skills. Many theoretical works emphasize the significance of vocational education as a means of lowering the unemployment rate among young people. If Indian politicians are serious about providing employment opportunities for the country's young people, they need to give financing for vocational education centers a higher priority.

Keywords: *Sustainable Development, Vocational Education, Adolescents, Teaching*

EMPOWERING MINORITY ADOLESCENTS: VOCATIONAL EDUCATION AND CAREER GUIDANCE FOR INFORMED DECISION-MAKING LEADING TO ENHANCED EMPLOYMENT OPPORTUNITIES

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In an era of educational and employment transformations, vocational education and career guidance programs are pivotal in guiding adolescents through the intricacies of the job market. This research delves into the nexus between Curriculum Relevance and program success, gauged by job placement rates, career progression, and participant satisfaction. Our hypothesis posits a significant positive relationship between Vocational Education and program success. Utilizing a quantitative research approach, questionnaires were distributed to carefully chosen respondents within the vocational education and career guidance sphere. Through multiple regression analysis, considering independent variables like Qualified Instructors, Industry Partnerships, Support Services, and Government Policies and Funding, we unveil a statistically significant positive relationship ($p < 0.05$) between Curriculum Relevance and program success, accentuating the pivotal role of curriculum design. Moreover, our study indicates that Qualified Instructors, Industry Partnerships, Support Services, and Government Policies and Funding significantly contribute to shaping program outcomes. These findings not only affirm the critical role of a relevant curriculum but also underscore the importance of these independent variables in ensuring the success of vocational education and career guidance programs. The study's contribution extends to the realms of education, workforce development, and career guidance, providing insights that empower adolescents to make informed decisions for enhanced employment prospects in today's ever-evolving job market.

Keywords*: Vocational Education, Career Guidance Programs, Curriculum Relevance, Success Factors, Job Placement Rates*

EMPOWERING WOMEN: EXPLORING THE DYNAMICS OF FEMALE EMPLOYMENT, LITERACY, AND DEPENDENCY RATIO IN INDIAN STATES

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This study explores the complex network of variables influencing women's status in Indian society, concentrating on the connections between female employment, female literacy, and the dependency ratio in different Indian states. Women's empowerment becomes a critical metric of societal advancement and sustainable development as their roles in the labor market continue to change. This is an important agenda for Sustainable development goal 5 laid down by UN for 2030. This study looks at how female employment rates relate to female literacy rates and dependency ratios in various states using a thorough literature review and extensive data analysis. We shed light on the complex ways that women's economic engagement, educational attainment, and demographic dependency intersect by examining these intertwined dynamics. The study's conclusions highlight the importance of female literacy as a driver of more opportunities for women to find work. Furthermore, it draws attention to how socioeconomic and cultural variables have shaped these connections, exposing regional differences and inequalities within the Indian setting. Beyond merely providing empirical evidence, these findings have important implications for stakeholders and policymakers who work to promote social development, economic growth, and gender equality. In the end, the article emphasizes how crucial it is to approach women's empowerment holistically, taking into account not only the economic factors but also the larger educational and demographic contexts. Through the process of dissecting the relationships among female employment, literacy, and dependency, we add to a more sophisticated picture of the ways in which various Indian states are moving toward a more equitable and inclusive society.

Keywords: *Women Empowerment, Female Literaty, Female equality, Dependence ratio, Sustainability, Inclusive growth*

FROM SPECIALIST TO GENERALIST: A TRANSDISCIPLINARY APPROACH TO DESIGN EDUCATION

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In an era of rapid technological developments and unprecedented burgeoning global challenges, the conventional bounds that once defined our creative and problem-solving abilities are blurring. While it is evident that technological advancements are transforming the way we produce and thus redefining our daily lives, the world is in a crisis with a multitude of complex global challenges questioning our practices and survival of future life. From climate change to economic disparities to extreme health concerns, the challenges are growing in numbers and complexity. The problems of today are unique in themselves and thus demand innovative solutions, in intent, thought and action beyond the disciplinary barriers, fostering cross-pollination across design and allied domains. The conventional domain specific approach to creativity and problem-solving are unable to effectively address these multifaceted challenges. This requires a collaborative mindset, diversity in thought, and inclination to pursue non-existent knowledge intersections, ultimately paving the way for more holistic and effective solutions to the complex issues of our time. This paper discusses a transdisciplinary approach to design education, allowing students to expand their horizons of learning and evolving and become specialised generalists.

Keywords: *Technological Developments Transdisciplinary Approach, Design Education*

A STUDY THE EFFECTIVENESS OF ACTIVE LEARNING STRATEGY OF SCIENTIFIC ATTITUDE ON ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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The main purpose of the study was to check the effectiveness of Active Learning Strategy. Objectives of the study were: 1. To compare the adjusted mean scores on Achievement of students of Experimental group and Control group and 2 was To study the effect of Treatment, scientific attitude and their Interaction on Achievement of students. The treatment was based on teaching with Active Learning Strategy and lesson plan prepared from selected units of Science Subject for IX class students. To check the achievement of students in science on the basis of teaching methods and to study the effectiveness on the variables, active learning strategy and traditional method were compared in this research. The interaction effects of the treatment with other independent variable that was scientific attitude also studied. The present study used experimental research in nature; the study was designed by Campbell and Stanley 1963. The Sample comprised of 132 students of Secondary School Student. For assessing scientific attitude the standardized tool scientific attitude Ability Scale has developed by Dr. Shailaja Bhagwat, was used by the researcher and Achievement of science subject of class IX was developed by the researcher. Data were analysed with the help of one way ANCOVA and two way ANCOVA but assumption of ANCOVA were not fulfilled then researcher moved of Picked Point Analysis and Quade's Rank ANCOVA. Finding of the study was In comparison to the Traditional method, teaching with the Active Learning Strategy was found to be significantly effective for student's achievement in science subject and the treatment given through Active Learning Strategy was found to be significantly more effective than Traditional teaching methods in terms of scientific attitude.

Keywords: Active Learning Strategy, scientific attitude, Achievement, Science, Secondary School Students

ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT IN INDIA

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In our country, Industrial Development is being carried out in full swing while ignoring the Environment. This is also causing widespread Pollution in our Environment. For this, we have to make all the citizens of our country very aware about Environmental Education.Most of the citizens of our country are quite ignorant about Environmental Protection. What dangerous effect will Pollution have on them in future? Many citizens are unaware of this. They have no worries about Environmental Protection in the future.We have to make all the citizens of our country aware about Environmental Education through Training Programs, Workshops, Media and Newspapers etc. Help will also have to be taken from Reputed Non-Governmental Organizations working on Environmental Protection. All citizens must plant one Tree near their homes.To propagate Environmental Education, it is very important to establish Environmental Education Departments in all the Universities of India. Apart from this, it is also necessary to have Experts related to Environmental Science / Environmental Education in all Universities. Most of the Universities in our country do not have an Environmental Education Department. Apart from this, even in the Universities where there is a Department of Environmental Education, there are no Experts related to Environmental Science / Environmental Education. Only a Nominal Environmental Education Department has been created. In such a situation, we cannot even imagine a successful Environmental Education in the future as per the standards.We have to make continuous efforts for a strong and successful Environmental Education in our country. We have to make our Environmental Education according to the present demand and future times from now on. So that continuous work can be done for the Development of Environmental Education from present to future also.

Keywords: *Strong Environmental Education, Successful Environmental Protection, Extensive Forest Conservation, Development of Green Buildings, Unlimited Tree Plantation Work*

FOSTERING SELF-DIRECTED LEARNING THROUGH MOBILE ASSISTED LANGUAGE LEARNING (MALL)

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With the ability to interact with language learning materials at any time and from any location, mobile assisted language learning has emerged as a popular method in language instruction in the recent years. When it comes to time and location, MALL is a perfect answer to language learning obstacles. Apart from tailored instruction, MALL offers group learning experiences that let students engage, converse, and work together with teachers and fellow learners. This paper tries to examine the idea of using mobile assisted language learning to foster collaborative learning so as to master the English language and to provide a comprehensive overview of collaborative learning and its potential impact on the educational landscape. First of all, students can communicate and engage with one another through mobile easily and it promotes a sense of community and involvement among students. An immersive language learning experience is also ensured for ample language practice, peer review, and cultural exchange. Additionally, by allowing students to actively participate in their learning pursuit, MALL fosters independence and self-directed learning. MALL allows researchers to determine the extent to which mobile devices are being utilized to facilitate social interaction and group learning. This paper will focus on how the reading materials are shared, how ideas are communicated, how to provide support for one another and how to foster a positive learning environment for learning English and also it will discuss the impact of collaborative learning on students' academic performance, social skills, and overall learning experience.

Keywords: *Self-Directed Learning, Mall, Collaborative Learning, English Language, Immersive Experience.*

NAVIGATING THE SURVEILLANCE LANDSCAPE IN PRIVATE SCHOOLS OF DELHI: UNVEILING THE GAZE

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Surveillance is the act of monitoring and collecting data about an individual's activities or behaviours to influence, direct, or control them. Unfortunately, surveillance is often used as a tool to exercise control over women, making them among the worst-hit victims of surveillance. Given the pervasive nature of surveillance's impact on women, this study aims to shed light on the challenges faced by female teachers due to intrusive observation and constant monitoring at the workplace. As workplaces, the private schools in Delhi have undergone significant changes in their surveillance methods and practices. Technology now plays a vital role, and digital spaces are used to closely monitor and micro-manage teachers, often reinforcing traditional gender normative behaviours expected of them. This research explored the surveillance methods and practices on the ground in order to look at the perspective of female teachers to comprehend the prevailing surveillance landscape in the private schools of Delhi. The insights gained from interviewing female teachers highlighted the unique challenges they face and further set the direction of surveillance studies to consider women's experiences, vulnerabilities, desires and aspirations in a society grappling with ever-intrusive surveillance.

Keywords*: Surveillance, Privacy, Challenges, Insights*

EXPLORING THE ASSOCIATION BETWEEN LOCUS OF CONTROL AND ULTIMATE LIFE SATISFACTION AMONG UNIVERSITY STUDENTS OF BIHAR

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This research study is focused on investigating the relationship between an individual's sense of control over their lives, which is commonly referred to as locus of control, and their overall life satisfaction. The study is primarily focused on university students in Bihar, India, with the aim of gaining valuable insights into the various factors that contribute to their overall well- being. To achieve this objective, the research involved a comprehensive examination of the participants' perception regarding their control over their lives and their levels of satisfaction with various aspects of their lives. The study used a purposive-cum-incidental sampling method to select 280 university students who were assessed using N. Hasnain and D. D. Joshi's Locus of Control Scale with 36 items, to measure the internal and external dimensions of Locus of Control. The study also utilized Q. G. Alam and R. Srivastava's life satisfaction scale, which has 60 items that are divided into six areas - Health, Personal, Economic, Marital, Social, and Job to measure the ultimate life satisfaction of university students. The findings of this research study could potentially provide valuable information for educators, policymakers, and mental health professionals to support the well-being of university students in Bihar. The study revealed that an individual's sense of control over their lives directly impacts their overall life satisfaction. It was also found that university students in Bihar have a relatively high internal locus of control, which indicates that they believe they have control over their lives. However, the study also revealed that various factors still contribute to their overall well-being, including their health, economic status, and social and personal relationships. Therefore, it is crucial to develop interventions that focus on enhancing the locus of control of university students and addressing the various factors that contribute to their overall well-being. The study also found that the student's satisfaction with their lives correlated with their control over their lives, which implies that students who have a greater sense of control over their lives tend to be more satisfied with their lives.

Keywords: Locus of Control, Ultimate Life Satisfaction, Well-Being and University Students, Gender.

EXPLORING THE CORRELATION BETWEEN TEACHER COMPETENCE AND SELF- EFFICACY OF SECONDARY SCHOOL TEACHERS: A QUANTITATIVEANALYSIS

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In the present study the aim of the researcher is exploring the Correlation between Teacher Competence and Self-efficacy of secondary school teachers: A quantitative analysis. Population of the study consists of senior secondary school teachers. Simple random sampling method had been used for the data collection and as the sample of 170 senior secondary school teachers were selected. Standardized tool for self-efficacy and teacher competency scale used for the data collection. Data analysis has been conducted using analysis of variance (ANOVA). The researchers found that there are no significant differences in self-efficacy among male teachers with high, moderate, and low competency levels. The analysis also is relevant to female secondary teachers, showing no significant differences in self-efficacy between those with high, moderate, and low competence levels. Secondary government teachers show that there are no significant differences in self-efficacy within this group based on competence levels. Teachers in private secondary schools, still show an apparent pattern. The results of the study show that private teachers with high, moderate, and low competency levels differ significantly in their level of self-efficacy. Moreover, it shows that the difference is only between high and low levels of self-efficacy; neither high nor medium levels of self-efficacy are significantly different from one another.

Keywords: *Classroom Management, Self-Efficacy, Social Awareness, Teaching Effectiveness, Social Behaviour.*

A JOURNEY OF INTERVENTIONS THROUGH ARTIFICIAL INTELLIGENCE LEADING TO LEARNING EXPERIENCES: A SYSTEMATIC LITERATURE REVIEW

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A booming new field of study that combines AI with education has emerged in response to the recent increase in demand for education, and this has led to an extension of the body of knowledge on Artificial intelligence in Education. In the light of this perspective, the present systematic literature review has been undertaken which contains the contextual researches from a period of 2014 to 2023. The purpose of this systematic review is to examine the impact of AI integration on the learning experiences in classrooms. The data is analysed using prisma model approach and the results are displayed through infographics and tables. By synthesizing existing literature, it was found that the intersection of AI in classrooms resulted in fostering personalized learning experiences. Furthermore, the review underscores that the inclusion of AI tools in teaching-learning environments correlates with improved academic performance and positively influences students' attitudes toward AI. This contribution adds valuable insights to the ever-evolving field of AI in education.

Keywords: *AI Interventions, Education, Personalised Learning Experiences, Academic Performance, Students' Attitude towards AI*

CONTEMPORARY TRENDS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT: CAPACITY BUILDING FOR EMPOWERING RESEARCH

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This paper examines contemporary trends in educational leadership and management, with a particular focus on building capacity for empowering research within educational institutions. By reviewing various leadership theories and styles, such as transformational, servant, and transactional leadership, the study provides foundational insights into how leadership practices can shape research agendas and promote a robust research culture. Methodologically, the paper employs a comprehensive literature review and analysis of case studies that illustrate the impact of leadership on research productivity and innovation. The findings suggest that leadership styles significantly influence research outcomes, with empowering leadership practices leading to increased motivation, engagement, and performance among researchers. The paper concludes by emphasizing the importance of leadership in fostering an environment conducive to research and calls for strategies that enhance psychological empowerment and autonomy among educators. The implications for policy and practice within educational sectors are discussed, highlighting the role of leadership in driving forward research and innovation.

Keywords: *Educational Leadership, Capacity Building, Research Empowerment, Leadership Styles, Psychological Empowerment*

STEM EDUCATION: PROSPECTS AND CHALLENGES IN SCHOOLS OF DELHI

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This study explores the landscape of STEM (Science, Technology, Engineering, and Mathematics) education in school of Delhi, India. The study aims to provide a comprehensive analysis of the prospects and challenges associated with the implementation of STEM education. The prospects and challenges of STEM education in Schools of Specialized Excellence (SoSE) are examined through the survey and using the Questionnaire and semi-structured interview of its potential to foster critical thinking, problem-solving skills, and innovation among students. This study delves into the initiatives taken by government of Delhi, to integrate STEM subjects into their curricula and the impact of these efforts on students' academic and cognitive development. At present there are 36 SoSE schools affiliated with DBSE in five different domains in Delhi. In these 36 schools, 12 are specialized in STEM domain. The challenges for effective implementation of STEM education are resource constraints, teacher preparedness, and the adaptation of traditional teaching methods to accommodate the interdisciplinary nature of STEM subjects. The study also investigates the influence of socio- economic factors on students' access to quality STEM education and the subsequent implications for educational equity. Additionally, the research explores the role of technology in enhancing STEM education in Delhi schools, including the integration of digital tools and platforms. The study investigates how schools are leveraging technology to create interactive and engaging learning experiences that align with the dynamic nature of STEM fields. By examining both the prospects and challenges, this abstract contributes valuable insights for educators, policymakers, and stakeholders invested in the advancement of STEM education in the diverse educational landscape of Delhi. The findings aim to inform evidence- based strategies to further enhance the quality and accessibility of STEM education, fostering a generation of students equipped with the skills necessary for success in an increasingly technology-driven world.

Keywords: *STEM Education, Delhi SoSE Schools, Interdisciplinary Education.*

FUTURE EDUCATORS ABILITY IN UTILIZING ARTIFICIAL INTELLIGENCE FOR TEACHING: PSYCHOMETRIC PROPERTIES AND VALIDATION OF ARTIFICIAL INTELLIGENCE LITERACY SCALE IN INDIAN SETTING

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Schools are strongly suggested to shift from the traditional didactic method of teaching to smart education inorder to improve the learning experience of learners. In this line, over the last 40 years, technological advancements have had a tremendous influence on education and new learning breakthroughs. Though literature throws light in the direction of its numerous benefits, competency in its usage plays a vital role in its inculcation. One such technological advancement is Artificial Intelligence which requires specific competencies and a sound literacy by the educators in school settings for its usage. The objective of this work was to test the validity and reliability of the *Artificial Intelligence Literacy Scale by* Bingcheng Wang, Pei-Luen Patrick Rau & Tianyi Yuan, 2022, in the Indian context. With a sample size of 200 B.Ed students from West Bengal, India, this study followed the routine stages such as construct validity analysis in the form of Exploratory Factor Analysis, followed by Confirmatory Factor Analysis in AMOS and SPSS V23 software. The original scale with 12 items across four constructs got retained throughout the stringent validation process and resulted in a high reliability score proving its apt nature for future usage to measure AI literacy.

Keywords: *Artificial Intelligence, Scale Validation, User Competency, Teachers, India*

THE EFFECTS OF PARENTAL FACTORS ON THE SCHOLASTIC ACCOMPLISHMENT OF THE MINORITY MUSLIM STUDENTS: SPECIAL REFERENCE TO GENDER, SOCIO ECONOMIC STATUS AND EARLY CHILDHOOD CARE AND EDUCATION

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The exponential increase of competitiveness in academics has highlighted the critical necessity for parental involvement in their child's education as school education alone cannot envisage all educational objectives. This is even more necessary for the minority Muslim students who exhibit poorer academic outcomes than their peers who hail from advantageous groups. Educationalists deem strengthening this factor can help shorten the achievement gap existing between these groups. On the other side, the demographics that the students are imbued with such as their gender, socio economic status and status of exposure to Early Childhood Care and Education will determine the pathway. The investigators have attempted to analyse the impact of parental support and parental academic monitoring along with the students' demographic variables on the academic performance of 151 Muslim students in the state of West Bengal, India, by incorporating an analytical research design and multistage sampling technique. The validated version of Perceived Parental Support scale and Perceived Parental Academic Monitoring Scale by the investigators in Indian context were used after yielding high reliability quotients. The results indicated that the variables had a positive corelation and varied within socio economic status. Gender and status of Early Childhood Care and Education were insignificant.

Keywords: *Education, Parental Support, Parental Academic Monitoring, Academic Performance, Muslim.*

PERCEPTION OF DIET STUDENT TEACHERS TOWARDS ICT BASED CLASSROOM

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NEP 2020 envisions a comprehensive strategy for integrating ICT into the teaching- learning process, aiming to prepare students for 21st-century challenges through the transformative power of technology in education. Recognizing the importance of ICT, this study explores the perceptions of student teachers at the District Institute of Education and Training in Odisha regarding the integration of Information and Communication Technology (ICT) in classrooms. Employing a qualitative approach, the research utilizes surveys using google form to gather data from student teachers of four DIETs, investigating their beliefs, experiences, and perceptions related to the use of ICT tools in educational settings. The study delves into key themes, including the perceived benefits and challenges of integrating ICT, the extent of ICT training during teacher education programs, and the overall readiness of student teachers to incorporate technology into their teaching practices. Preliminary findings reveal diverse perspectives among DIET student teachers, with some expressing enthusiasm for the potential of ICT to enhance engagement and personalized learning, preparing students for the digital age. The study's outcomes contribute to the broader discourse on technology in education, offering insights that can shape teacher preparation programs and improve the integration of ICT in classrooms.

Keywords: *Perception, DIET, Student Teacher, ICT, Classroom*

TRAINING SUSTAINABILITY-CONSCIOUS INTERIOR DESIGNERS - A REVIEW OF DESIGN EDUCATION IN INDIA

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When a designer holds the responsibility to create the space, it is important for the designer to know the responsibility they hold towards the environment. In the current times with climate crisis and its repercussions to all habitats on our planet, it becomes of utmost importance that future designers become aware of how their actions, decisions and attitudes affect the environment. By 2050, as per recent UN Population projections more than 70% of the world's population will be urban. Increased urban population means need of more built up spaces. With India being the most populated nation gearing to be amongst the top three economies of the future world the built-up space per capita is expected to grow manifold. In terms of sustainable design, interior designers must lead from the front and this needs to begin from design education on sustainable design. A design student and the future designer should be well-versed in sustainable design practices through the course of her education. It is essential to assess instruction methodology for the inclusivity of sustainable design. The shift from "Green" to "Eco-" to "Sustainable" in design indicates a broadening of the field's theoretical and practical horizons and, to some extent, a more critical perspective on ecology and design. For this study the top interior design programs in India were examined to evaluate the inclusion of the fundamental principles of sustainable interior design in their course overviews, objectives, curricula, or descriptions. Though a mere review of the curricula does not ensure required knowledge set and perspective orientation of the students towards sustainable design, such an evaluation is the first step towards building appropriate capacities in the future designers. Transdisciplinary design, which involves a collaborative and participatory process that engages multiple stakeholders in the design process, including users, experts, policymakers, and community members, is a direction for future education. Given the broad scope of sustainability, it may seem difficult to incorporate it within an existing curriculum. However, when approached with transdisciplinary approach, the integrative potential into curricula is substantial when effectively utilized. This paper further explores the interventions in Interior design curricula and pedagogy to promote sustainable practices.

Keywords: *Trans-Disciplinary Design, Interior Designers, Design Education*

DIGITAL MEDIA TOOL FOR MEDIA RELATIONS BY PUBLIC AND PRIVATE SECTOR UNIVERSITIES

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The digital media tools are drastically changing the conventional way that organizations interact with publics. For the organizations working in Public and private sector, the access is given to a larger audience to improve working efficiency. The website exhibits an organization inside out and the communication with the various stakeholders. The websites of different educational institutions, universities of both public and private sector are using websites to attract the stakeholders and communicate with the potential and existing students. The universities are also using these websites to create, establish and maintain the image. It is also used by universities to maintain relationships with media personnel. University website is the gateway to an educational institution and the for the media relations. There are limited studies on usability of university web sites as technological advancement tool for media relations.

Keywords *- Digital Media Tools, Public Sector University, Private Sector University, Media Relations and Public Relations.*

FROM VISION TO ACTION AND EVALUATION: ROLE OF GOVERNANCE AND STAKEHOLDER ENGAGEMENT FOR NURTURING GREEN SCHOOLS IN INDIA

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The concept of ‚Green School' highlights developing a school culture that values ecological sustainability by treating Education for Sustainable Development (ESD) not as a separate activity but holistically, i.e., by integrating it into the school culture and, involving the entire school community. The researchers studied manuals, guidebooks, case studies, or reports and similar other nineteen resources on green schools from across the world, and analysed the qualitative data based on the principles of framework analysis, to identify the best strategies on the themes of Energy, Food, Water, Waste, and Biodiversity. Further using the ‚Whole School Approach' and the themes identified, a thematic framework was prepared, and tools were developed for the primary data collection from a sample of five Jawahar Navodaya Vidyalayas of Delhi NCR region. The paper presents the governance strategies of a green school that encompasses its vision, mission, objectives, and values, guiding its strategic plans and implementation of green practices. Action plans aid in the greening process, delineating roles, auditing, goal-setting, community engagement, and reporting achievements. The school's greening team involves all stakeholders to instil a sense of responsibility towards the environment. Monitoring and evaluation strategies employ various data types—quantitative (like energy audits, and attendance records) and qualitative (such as student work samples, and meeting minutes)—to assess progress and identify areas for improvement, fostering comprehensive change.

Keywords*: Governance, Green Schools, Education for Sustainable Development*

CONSTITUTIONAL PROVISIONS FOR MINORITIES AND UNDERREPRESENTED GROUPS IN EDUCATION: A COMPARATIVE ANALYSIS

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The present study provides comparative analysis of the constitutional provisions for minorities and underrepresented groups in education across several nations. It explores the examines the legislative frameworks and their ramifications, shedding lights on the initiatives taken to guarantee that everyone has equitable access to high-quality education. The goal of the study is to find similar themes, distinctions, and areas for improvement by examining the historical background, important legal texts, and of these laws. . The paper examines the historical background, key legal texts, and practical implications of these provisions, aiming to identify common themes, differences, and areas for improvement.

Keywords*: Minority, Constitutional Provisions, Education, Underrepresented, Analysis.*
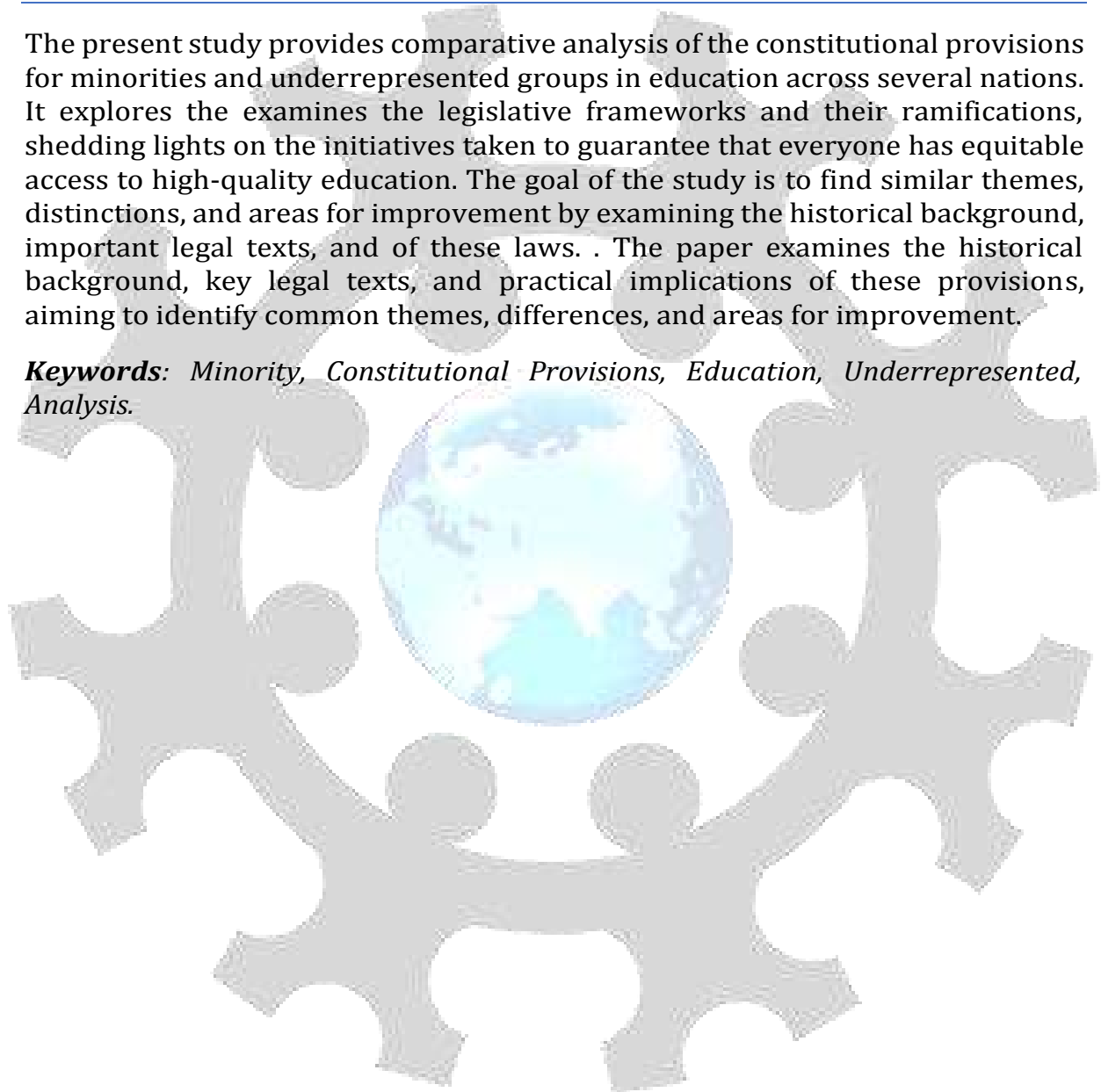
EXAMINING THE EFFECT OF ACHIEVEMENT MOTIVATION ON STUDENTS STUDYING AT ARTS AND COMMERCE COLLEGES

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Within contemporary psychology, educational psychology is regarded as a significant subfield. In it, a child's behavior towards an elderly man is examined scientifically within the framework of his educational environment. Psychiatrists examine people's behavior to treat mental illnesses. Anthropologists investigate how men behave in various cultural contexts. Everyone aims to comprehend and forecast behavior. The study of behavior is the focus of numerous scientific fields, including psychology. Psychologists investigate many facets of behavior that researchers in other fields also investigate. This study aimed to examine the relationship between Arts and Commerce college students on their achievement motivation in this research paper.

Keywords: *Students, Achievement Motivation, Arts, Commerce, Relationship.*

IMPORTANCE OF EATING BEHAVIOUR AND SPORTS EDUCATION IN PHYSICAL WELL-BEING OF SCHOOL GOING CHILDREN

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Chandigarh University

Children's health and academic performance are greatly influenced by their diet. This study focuses on the importance of a healthy and adequate diet for children, specifically examining the impact of lunch meals and physical activity on their well-being. The study emphasises on the eating behaviour, nutritional value of home packed school lunch and interest in physical and sport activities of 7 to 12 years old school going children. Total 226 students were included in this study and survey questionnaire included the questions about performance of sports activity and eating habits of children. BMI percentile was taken into account to measure the physical health of children. Most of the participants fell in healthy weight category while twenty point eight percent (20.8%) of respondents were underweight, nine point three percent (9.3%) respondents were overweight and six point six percent (6.6%) were obese. According to obtained data about eating behaviour, instant noodles (Maggie) was eaten weekly by 40.3% of students, and 26.1% of students were consuming chips daily. Nineteen point five percent (19.5%) of students want eat processed food in their lunch, 34.5% of students want to have fast food packed in their tiffin and only 3.1% and 4.9% students want to have fruits and vegetables respectively in their lunch. When respondents were asked about whether they like to play games on mobile phones/computers or outside sports then, most of the respondents (60.3 %) answered that they like to play digital phone or computer games. Additionally, the study also emphasises the role of schools, parents, and health professionals in promoting healthy eating habits, promoting physical activity through sports among children and creating an environment that supports children's nutritional well-being.

Keywords*: Eating pattern, nutritional value, children, sports education, physical activity.*

GENDER INEQUALITY IN EDUCATION

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In educational institutions, gender inequality has been experienced. Girls have been discriminated against in terms of various aspects as compared to their male counterparts. The primary aspect in terms of gender inequality has been experienced is in participation. The students are required to participate in number of areas in educational institutions. Girls were provided with less participation opportunities as compared to their male counterparts and hence, it led to prevalence of gender inequality. In rural communities, this problem has been more severe as compared to urban communities. Gender inequality in education is regarded as the major impediment within the course of overall progression of the system of education. Therefore, it is vital to formulate measures and programs that are focused upon making provision of equal rights and opportunities to girls, not only within the course of acquisition of education, but also in the implementation of other job duties. The parents at home and teachers in school need to provide equal participation opportunities to girls. The main areas that have been taken into account are, factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.

Keywords: *Communities, Education, Gender Inequality, Individuals, Learning Materials,*

GLOBAL COLLABORATION IN DIGITAL CLASSROOMS: BRIDGING THE EDUCATIONAL BORDERS

Harpreet Kaur, Simarjeet Kaur, Dr. Mohd Aarif Rather & Dr. Kamaljeet Kaur

Chandigarh University

In the era of digital classrooms, global collaboration is emerging as a transformative force in education, transcending traditional boundaries and fostering a more interconnected learning landscape. This paper would explores the imperative for global collaboration, highlighting its potential to enhance student learning outcomes, promote cross-cultural understanding and prepare students for a globalized workforce. Also, the paper examines the diverse technologies that facilitate global collaboration, from virtual classrooms to collaborative online platforms. It delves into empirical studies and case analyses to demonstrate the impact of such collaboration on student learning, cultural awareness, and interpersonal skills.Addressing the challenges and opportunities associated with implementing global collaboration initiatives, the paper explores issues such as technological infrastructure, digital literacy and cultural sensitivities. It emphasizes the role of educators in creating a conducive environment and integrating international perspectives into the curriculum. Drawing on successful models, the paper provides insights into best practices, highlighting the significance of partnerships between educational institutions, governments and technology providers. It also addresses ethical considerations such as data privacy, inclusivity and the potential for reinforcing existing inequalities.

Keywords: *Global Collaboration, Digital Classrooms, Educational Borders, Technological Infrastructure, Cross-Cultural Understanding.*

THE IMPACT OF DIGITALIZATION ON STUDY HABITS AMONG MINORITY STUDENTS

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This research delves into the transformative impact of digitalization on study practices among minority student populations in Punjab. In an era characterized by rapid technological advancements, the educational landscape is undergoing substantial changes. This study specifically examines how digitalization influences the study habits of minority students in Punjab, considering factors such as access to digital resources, engagement with online learning platforms, and the incorporation of technology in educational environments. By conducting a thorough analysis, this research aims to provide nuanced insights into the evolving dynamics of study practices within this demographic. The investigation acknowledges the unique challenges faced by minority students in accessing and leveraging digital tools for educational purposes, while also exploring the potential advantages offered by technology in enhancing their learning experiences. The sample size for the present study will be 200 students from the various regions of Punjab. Through interviews, surveys, and a comprehensive review of existing literature, this research aims to contribute valuable knowledge to the broader discourse on the intersection of digitalization and education, with a specific focus on minority student in the Punjab region. The findings are anticipated to inform educational policymakers, institutions, and educators about the ways in which digitalization can be effectively harnessed to support and enhance the study habits of minority students in Punjab.

Keywords*: Digitalization, Study Habits, Minority Students, Digital resources, Technology*

A COMPARATIVE ANALYSIS OF GROUP DYNAMIC IN TENNIS: A STUDY OF All INDIA TENNIS ASSOCIATION AND INTER UNIVERSITY TENNIS MALE PLAYERS

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Team cohesion was the sum of the forces that causes member to remain a part of the team. Team cohesion was a dynamic process, which was reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objectives. The purpose of the study was to compare the team cohesion between all India tennis association players & inter university (west zone) tennis male players. To achieve the purpose of the study, the data was collected from 50 tennis players (25 AITA & 25 inter university) who have participated in the tournament. To assess the team sports cohesion of tennis players the standardized Group environment questionnaire constructed by Albert V Carron was administered to the players before the game. The data collected was treated with independent sample t-tests statistical technique to achieve the purpose. The results shows AITA tennis male players found significant in individual attractions to group task (ATGT) and group integration social (GIS) and there is insignificant difference in individual attraction to group social (ATGS) and group Integration task (GIT).

Keywords: *Team Cohesion, Individual Attractions to Group task. Group Integration Task, Individual Attraction to Group Social, Group Integration Social.*

AMENDING FEMALE EDUCATION IN SOCIO-CULTURAL & PSYCHOLOGICAL ASPECTS FROM VEDIC TO POST-MODERN IN INDIA THROUGH THE SELECT NOVELS OF PREETI SHENOY

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In India Education and Culture are intimately and integrally connected, whereas Psychology is a key aspect of those two. Educational Psychology helps identify and address the unique learning needs and abilities of Children and Young minds with the adaptability of our society. These programs include numerous theories and many experts like B.F.Skinner, Jean Piaget, and John Deway identify a few main schools of thought which are behaviorism, constructivism, experientialism, and social contextual learning theories. From the Vedic to thepresent era, women are the primary caretakers of children and elders in India. Later, Savitribai Phule overcomes obstacles like the caste system and male supremacy. She dismantled all the barriers and fought for women's education in India. Preeti Shenoy is one of the great female writers of the present era like Phule. Most of her works reflect the psychological suffering of women through the socio-cultural barrier and their recovery from the sufferings which they had faced in Society in the name of culture through education. Shenoy's novels like Wakeup Life is calling and The Secret Wishlist reflect the struggles faced by the protagonists. This paper focuses on the burden given by society to women from ancient to modern and the search for solutions through women's education in India.

Keywords: Women's Education, Ancient to Modern, Present Culture, Young Women, Socio-Cultural Problem.

NAVIGATING LINGUISTIC DIVERSITY: THE COMPLEXITIES OF LINGUISTIC INEQUALITY IN INDIAN EDUCATION

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Through this paper, I have discussed the relationship between language policy and education in India after independence. The relationship between language and education has become a concern of discussion since the British era. This discussion has been done on the areas of Hindi Heartland (Orsini 2012: 2), which represents North India. This paper primarily discusses the effects of linguistic diversity on education in North India. In many ways, the tribal people of North India are linguistic minorities because they speak a unique language. Numerous linguistic minorities struggle academically due to language barriers. Although Punjabi, Awadhi, Bhojpuri, Rajasthani, Haryanvi, and Maithili are also spoken in North India, Hindi is thought to be the primary language there. Students who attend school in these languages typically perform a little poorly academically than those who study in English. Another issue is that while schools provide rigorous instruction in subjects like English, they do not provide the same rigorous instruction in the local language. NEP 2020 also discusses the three-language formula, wherein it is recommended that students receive instruction in their mother tongue through class five. To ensure equal opportunities and students; holistic development while maintaining the local language, this paper focuses on the strategic implementation of language policies.

Keywords: *Linguistic Diversity, NEP 2020, Language Policy, Education, School, Mother Tongue*

DIGITAL LEARNING ENVIRONMENTS: VIRTUAL MOBILITY & ONLINE EDUCATION

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Information technology has revolutionized the structure of education system. The usage of virtual learning environment for teaching and learning process is one of the concepts that are changing the frontier of knowledge acquisition in today's educational arena. The flexibility of online learning space can offer developing countries great opportunities in supporting varied learning methodologies. If used wisely the presence of a virtual learning environment (VLE) and online education can alter the dimensions of existing learning and the teaching relationships in a drastic way. This paper will explore how Institutes/Organizations and their students/ employees can benefit from appropriate use of technology in ways that help them learn in an environment which is more conducive as compared to the traditional methods. This paper will further highlight the potential pitfalls of using VLE. The ultimate goal of VLE is to transfer knowledge gained in a virtual environment to an actual real-world setting. The paper will explore that whether the cognitive skills acquired in a VLE are transferable to the real world or not. It will put an emphasis on both positive & negative consequences of online education.

Keywords: *Virtual Learning Environment (VLE), Information Technology (IT), flexibility, online, education*

DIGITAL PEDAGOGY FOR TEACHERS IN THE ALPHA GENERATION

Nisha Saini

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To create better teachers in India in the modern digital age, the country's teacher education system has to undergo significant reforms and incorporate more sophisticated digital pedagogy. These days, digital pedagogy—a cutting-edge approach to teaching and learning with ICT—is replacing simple pedagogy. With digital pedagogy, the emphasis is shifted from ICT skills and tools to a way of functioning in the digital age. The use of electronic tools such as cloud computing, productivity software, multimedia, and other electronic basics to improve or alter the educational experience is known as "digital pedagogy." This approach reworks teaching and learning to give the digital generation rich, varied, and adaptable learning experiences. It is essential to create a new integrated pedagogy in teacher education as well as how advancements in ICT offer drastically different learning opportunities. The goal of teacher education should now be to equip student teachers with the necessary knowledge and abilities to use and integrate the right technology in an appropriate way. It is imperative for educators to incorporate technology, pedagogy, and subject matter expertise into their classroom instruction. This paper aims to investigate the relationship between digital technologies and pedagogy, the reasons for the significance of digital technology for pedagogy, and the kinds of digital tools that can be incorporated into current teaching approaches to elevate the teacher-student interaction. It also discusses how technology has become increasingly important in education and when used effectively, it can enhance this relationship.

Keywords: *Digital Pedagogy, Digital Technology, Teacher Education, Information & Communication Technology (ICT), Digital Generation.*

EDUCATION AS A TOOL FOR SURVIVAL: A SOCIO-CULTURAL PERSPECTIVE OF LLOYD JONES' *MISTER PIP*

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It is a known fact that the main purpose of education is to help a person to get knowledge and improve confidence in life. But do we really believe education changes ones' life? New Zealand author Lloyd Jones has proved that one good book can change ones' perspective of life completely. In Mister Pip, Jones gives life to the Victorian text *Great Expectations* by Charles Dickens. This fictional work clearly explains how education can help to escape reality and encounter the future with clarity. Being the only white person in the war-torn island, Mr. Watts start teaching Great Expectations to the children in the Bougainville Island. This paper focuses on how this Victorian novel helps in the development of Matilda, the 11 year old protagonist. This novel offers a female *Buildungsroman* view and reflects the imaginative power of literature. It also explains about how a person transcends through literature and how far the real world is unpredictable outside literary fiction. Matilda uses her education to save her life and chooses education as her profession also.

Keywords: *Women Education, Escaping Reality, Buildungsroman, Survival, Socio-Cultural Problem.*

EDUCATIONAL TECHNOLOGY AND INCLUSIVE EDUCATION

Dr. Amritpal Kaur

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Inclusive education, in fact, is an integral component of the Government of India's flagship Sarva Shiksha Abhiyan program for achieving Universalisation of Elementary Education. Inclusion or integration is an important part of equal opportunity in education. Notwithstanding this good intent, many Children with Disabilities continue to miss out on opportunities for learning and have difficulty in accessing even basic education. Information and Communication Technologies play a vital role in dismantling the traditional access barriers and promote equal opportunities to education. In focussing more specifically on the use of ICT for special needs students. The point is to carry into effect the principles of equality, diversity and inclusive education. It has a tremendous role to play in bridging the gap between learners and education by addressing their needs in a constantly changing world. This is a revolutionary approach to learning process. Technology makes classroom environment more stimulating with the use of audio- visual aids, talking calculators, modern software and apps helping children overcome challenges in a streamlined pattern without discrimination. Learners are more engaged and participate actively in the classroom. It helps by aiding different learning styles, improving collaboration, increasing our connect with students, and overall preparing students for the future. This paper is focus on the incorporation of technology competences for Inclusive education.

Keywords: Inclusive Education, Technology, ICT, UEE

EFFECTIVENESS OF DIGITAL MODULES ON ACHIEVEMENT IN MATHS IN RELATION TO GENDER AND LOCALE

Jyoti and Dr. Guneet Kaur Cheema

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—Digital modules‖ typically refer to self-contained units of online learning materials designed for specific topics or learning objectives. The researcher constructed digital modules for three specific units of mathematics. The researcher worked on digital modules for three weeks to experiment. The research was carried out in six distinct schools in three different districts of Punjab, namely Sangrur, Mohali, and Roopnagar, each of which has a smart classroom facility. One government and one private school were picked from each district. One school is in an urban region, while the other is in a rural area. Each district was assigned 100 pupils. The experimental group had fifty participants while the control group had fifty participants. In all, 300 student's data were gathered, comprising 150 females and 150 boys between the ages of 13 and 14 in the eighth grade. The researcher compared the post-test and gain scores of the experimental and control groups.The t statistic for gain achievement scores is 2.41 with 298 degrees of freedom, yielding a p-valve of 0.016. This implies a statistically significant difference in Gain Achievement Scores between the experimental and control groups. Similarly, the t statistic for Post Scores Achievement is 2.70 with 298 degrees of freedom, yielding a p-valve of 0.007. This indicates a statistically significant difference in post-test achievement between the two groups.

***Keywords**: Digital Modules, Achievement, E-Content, E-Learning, and Effectiveness of E-Content.*

ENHANCING STUDENT ACHIEVEMENT: EFFECTIVE STRATEGIES FOR SUCCESS IN EDUCATION

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This paper explores the complex relationship between student achievement and academic success. It aims to identify and evaluate effective strategies for fostering success in education, considering the significant role of student achievement in shaping individuals and society. The study aims to review existing literature on student achievement, critically analyze success strategies used by students, educators, and parents, and provide practical insights for optimizing these strategies for better educational outcomes. The literature review synthesizes theoretical frameworks and empirical studies to provide a comprehensive understanding of factors shaping academic success. Success strategies include individual study habits, time management, interpersonal relationships, and positive teacher-student relationships. The study also highlights the impact of school culture on student motivation and achievement, emphasizing the need for inclusive and supportive learning environments. The research consolidates current knowledge on student achievement and offers practical insights for educators, parents, and policymakers. By recognizing and optimizing success strategies, stakeholders can work together to create an educational environment that empowers students to reach their full academic potential. Future research should focus on refining and expanding our understanding of the dynamic interplay between success strategies and student achievement.

Keywords: *Student Achievements, Strategies, Success, Pedagogy Model, Educational Goals, NEP-2020*

EXPLORING CULTURAL AND SOCIAL DYNAMICS: IMPACT ON EDUCATION IN MODERN TIMES

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In this paper, new ideas of culture and social aspects in modern times, including the impact of gender, caste, religion etc. on education, has been discussed. The feminist movement talked about gender equality and emphasized changing the status of women's education. Along with this, the Indian Constitution has given on caste equality due to which educational opportunities have become accessible to all castes. Conversely, in modern times, there has been a change in the structure of the family in the context of society in big cities, where the trend of the nuclear family has increased. Where both the parents go to earn and hire a maid to take care of their children, in this nuclear family the child is not only provided with financial resources by the parents but the maid also takes care of the child. On the other hand, there is no one to take care of that poor mad child. Thus, due to this change in society, inequality in education also begins to grow. There has been a change in the age of marriage in society, earlier there were a lot of child marriages but now child marriages are decreasing, due to which students are getting an education at an older age. This paper addresses many issues of cultural and social aspects and it has been shown what effects they have on education.

Keywords*: Education, Gender, Caste, Religion, Feminist Movement*

EMPOWERING CITIES AND COMMUNITIES FOR SUSTAINABLE DEVELOPMENT: THE ROLE OF SMART CITY MISSIONS AND ENVIRONMENTAL EDUCATION

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Ravindranath Tagore University, Bhopal

This research paper explores the potential of smart city missions and environmental education in promoting sustainable development. By combining technology, data, and educational initiatives, these collaborations can create sustainable urban environments and empower individuals and communities to live harmoniously within them. The study will delve into the key components of smart cities, the importance of education for sustainable development, and the potential of these initiatives in shaping the future of urban living. This paper explores the role of smart city missions and environmental education in promoting sustainable development. Smart cities are characterized by their use of technology and data to improve the quality of life and address environmental challenges. Education for sustainable development (ESD) is a crucial component of smart cities, as it empowers individuals and communities to create sustainable and harmonious societies. The integration of smart city missions and environmental education can lead to several benefits for sustainable development, including enhancing awareness and understanding of environmental issues, promoting sustainable practices and behaviours, encouraging community engagement and participation, and supporting the achievement of the Sustainable Development Goals. As the world continues to urbanize, the integration of smart city missions and environmental education will become increasingly important in achieving sustainable development goals.

Keywords*: Sustainable Development, Smart City Mission, Environment Education*

INVESTIGATING THE EFFECTIVENESS OF BLENDED LEARNING IN ENHANCING 5TH GRADE STUDENTS' ACHIEVEMENTS IN ENVIRONMENTAL SCIENCE

Vandana & Dr. Rippandeep Kaur

Chandigarh University

This research aims to evaluate the impact of blended learning on the academic performance of 5th-grade students in the field of environmental science. Blended learning, a pedagogical approach combining traditional classroom methods with online resources, has gained prominence in educational settings. The study employs a mixed-methods design, incorporating quantitative assessment measures and qualitative feedback from both students and teachers. A diverse sample of 5th-grade students will participate in the blended learning program, with a control group engaged in traditional classroom instruction. Academic achievements will be measured through pre-and post-assessment tests, considering both content knowledge and critical thinking skills. Additionally, student engagement, satisfaction, and perceptions of the learning experience will be explored through surveys and interviews. The findings from this research endeavour seek to provide insights into the effectiveness of blended learning in the context of 5th-grade environmental science education, contributing valuable information to educational practitioners and policymakers aiming to enhance learning outcomes through innovative pedagogical approaches.

Keywords*: Blended Learning, Pedagogical Approach, Academic Achievement, Environmental Science*

STEM EDUCATION, PEDAGOGY AND CULTURAL RELEVANCE – AN ANALYSIS OF THE PEDAGOGICAL IMPLICATIONS FOR STEM EDUCATION IN THE CONTEXT OF HIGH IMPACT TEACHING STRATEGIES

Vandana & Dr. Rippandeep kaur

Chandigarh University

In an era marked by unprecedented global connectivity, the intersection of STEM education, pedagogy, and cultural relevance stands as a beacon for uniting learners worldwide. The study explores the nuanced strategies employed in the delivery of STEM content, emphasizing high-impact teaching strategies that leverage technology and collaborative methodologies. By weaving cultural relevance into pedagogical frameworks, educators can enhance engagement and bridge cultural gaps, creating a more enriched learning experience. Through a comprehensive examination of the symbiotic relationship between global connectivity, STEM education, and pedagogical innovation, the study sheds light on the potential for cultivating a community of learners who are not only well-versed in STEM disciplines but also culturally adept and globally connected. As educators harness high-impact teaching strategies, the ripple effects extend beyond the classroom, shaping a generation prepared to meet the challenges of an interconnected world.

Keywords: *Stem Education, Teaching Method, Student Engagement, Education Equity, School Education.*

INDOCTRINATION OF VALUES THROUGH A TALE – THE POWER OF STORYTELLING PEDAGOGY

Prekshi Saini & Dr. Anshu Mathur

Amity Institute of Education, Amity University, Noida

Values- the moral and ethical key element in the foundational structure of an Individual empowers the sole identity to think, act, and reflect in a spiritually right direction; however, society is leaving behind the essence of values that is eventually escalating the bad elements and bringing the toil in the sustenance of peace and harmony. The purpose of the study is to use education as a tool to create a wiser society for which the primary step is the integration of effective pedagogy. This exploratory study linked the morals and stories bringing out values as the outcome, therefore storytelling pedagogy was employed in the teaching-learning process in secondary classrooms. Observation tools and semi-structured interviews were conducted with 60 out of 150 learners selected by simple random sampling in three schools taking Social Science as the base teaching discipline. The study's findings show a positive shift in the learners' thinking patterns; the type of questions learners were asking had a component of values. If this pedagogical technique is blended into the teaching-learning process then many global issues can be resolved by achieving sustainable living, war-free lives while encouraging solidarity.

Keywords: Storytelling, Social Science, Sustainability, Morals, and Values

NATIONAL EDUCATION POLICY 2020 AND INCLUSIVE EDUCATION: A REVIEW

Dr. Kotra Balayogi

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The National Education Policy 2020 (NEP 2020) which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system and the new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040. Inclusive education is no longer a privilege, it is the need of the hour. For a developing country like India, education is the topmost aspect of growth and will fail as a country if education is still not being accessible to each and every individual in every corner of the country. Over the years, the Government of India came with various policies on education inclusive education such as the PwD Act 2016. All the policies emphasized the right of the child from diverse backgrounds and abilities to access formal education but still, the disparities continued and after 34 years, finally India have long waited new National Education Policy and the present study is an attempt to review the new provisional changes for 21st century Inclusive Education in NEP 2020.

Keywords: Curriculum, Gender Equality, Inclusive Education, India, National Education Policy 2020, Special Needs Students, Special Educational Zones

MEDIA LITERACY EDUCATION IN INDIAN SCHOOL CURRICULUM

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Media literacy comprises the skill set required to create, understand, and interpret the meaning of the text supplied by the media at various stages. It can be defined as a critical understanding of media texts and the creative ability to produce them. (Duran & James, 2007). In 1972 UNESCO suggested incorporating media literacy programmes in the school curriculum. The Grunwald Declaration (*Grunwald Declaration on Media Education*, 1982) was another framework to support media literacy programs at the school and university levels. Based on international advocacy and the local requisites, The ‚literacy of reading' was emphasized in the National Curriculum Framework-2005 in ‚Indian School Curriculum'(NCERT, 2008). This paper is an analytical study of the ‚Curriculum offered by CBSE' about the media literacy component and the time allocation at various stages. This paper will evaluate the mapping of learning output and time allocation to the Media Literacy coefficients at various levels. It will also map the media literacy indicators and their fulfillment in the syllabus at various levels.

Keywords: *Media, Media Literacy, School Curriculum, Media Literacy Indicators and Learning output*

A STUDY OF GENDER DISPARITY IN PROFESSIONAL EDUCATION COURSES IN INDIA WITH SPECIAL REFERENCE TO PUNJAB

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The present study employs mixed method research to asymmetrical representation of girls in in professional courses. The study looks at the policy perspectives on the basis of constitutional provisions, reports of various national and international agencies, and formulation of various schemes at national level and in the state of Punjab to find out the reasons for the disparity. Case-study method is used on twelve girls to seek information about the reason for less number of girls in professional courses. The study also looks into the perception of students, teachers and parents in order to find out different social, economic and cultural factors related to gender disparities in higher education.

Keywords*-Gender Disparity, Professional Courses*
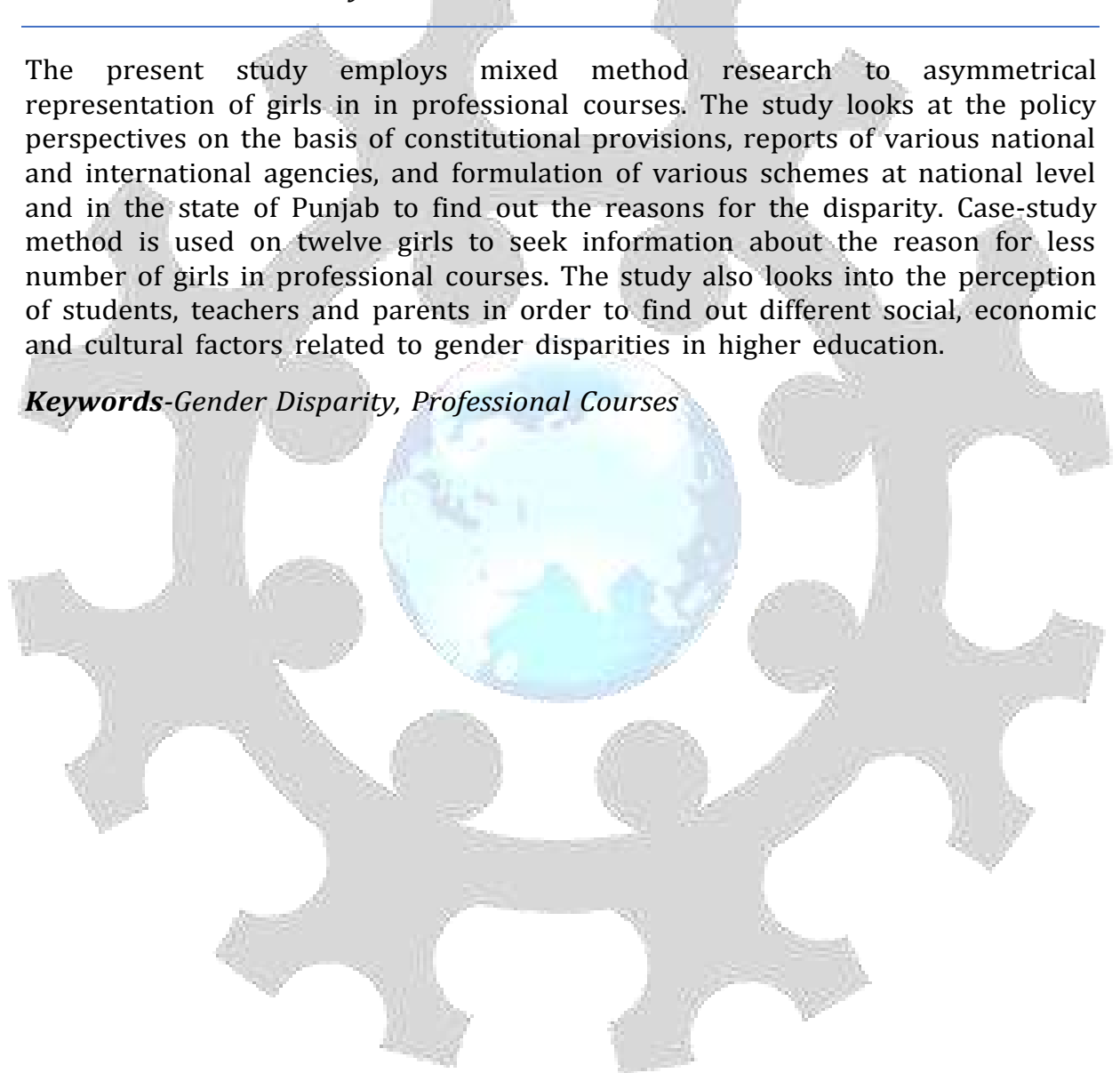
ROLE OF THE BILINGUAL TEACHING IN PROFESSIONAL DEVELOPMENT IN BHARAT: STRATEGY AND MODEL

Sonia Sagar

Dayalbagh Educational Institute Agra

In Bharat Professional Development is the one of the important topic for development in our country. Many universities, many researchers and many Educational bodies are focuses on this aspect, because Bharat have own history in developmental aspects. It's takes much more time for freedom from Britishers. After that India faces different difficulties in different sectors. For example - Industrial Sector, Political Sector, Educational Sector, Vocational Sector and other professional development also. Other Development are adjustable through time to time but Professional Development is one of the major sector which is needed to study in Education. And in present time Bharatiya people showing much more consciousness about this sector which is creates more Opportunities in professional areas. And Billingual Teaching is plays important role in Professional Development in Bharat. They have many different strategies and models which we can use in this area for inhance level of professional development. NEP-2020 proposes reforms in all areas of higher education, including its structure, curriculum and pedagogy, teaching-learning strategies, learning resources and technology-enabled learning, vocational education and skilling and employability, 21st century learning and social and life skills, optimal learning environment and learner support, formative and summative assessment, internationalization, research and scholarship, governance and leadership, and regulation and accreditation.

Keywords - *Bilingual Teaching, Professional Development, Strategy, Model, Bharat*

EDUCATIONAL STATUS OF TRIBALS OF JAMMU AND KASHMIR: A CASE STUDY OF WOMEN (GUJJARS) IN DISTRICT BUDGAM

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Akal University

The education of Scheduled Tribes has become a vital component for the planned development of human resources in India. However, it has been observed that the literacy rates and education levels among Scheduled Tribes residing in Jammu and Kashmir are considerably lower than the national average. For instance, the Gujjars, who lead a nomadic lifestyle in District Budgam, migrate with their livestock to higher altitudes during seasonal journeys. This study utilizes both primary and secondary sources of data to understand the educational challenges faced by thesecommunities.Unfortunately, census data from 2011 reveals that only 25.5% of Scheduled Tribe women in Jammu & Kashmir were literate compared to 34.8% nationally. This disparity can be attributed to several factors such as unawareness, conservative societal norms, traditional lifestyles, poverty, and lack of basic infrastructural facilities that pose significant obstacles to achieving educational attainment. Moreover, the conservative nature of society and stereotypes still prevalent in these sections further exacerbate the issue.To address this problem effectively, it is imperative that government bodies alongside not-for-profit organizations make concerted efforts to expedite progress towards improving education amongst Scheduled Tribes residing in Jammu and Kashmir. This paper aims to examine some fundamental issues faced by women belonging to the Gujjar community on a daily basis in District Budgam within the Union territory of Jammu & Kashmir; how can these deprived sections be brought up-to-speed with progress?In conclusion, it is high time that measures are taken to bridge this gap and ensure equal opportunities for all individuals irrespective of their social background or cultural practices. The government must work towards providing better access to quality education along with adequate infrastructure facilities for students belonging to Scheduled Tribes residing in Jammu and Kashmir so that they can break free from age-old traditions and contribute towards building a better future for themselves and their communities as well as for our country as a whole.

Keywords*: Scheduled Tribe, Educational Status, Women, Jammu and Kashmir and Budgam*

THE ROLE OF ARTIFICIAL INTELLIGENCE IN PERSONALIZING EDUCATION FOR DIVERSE LEARNING NEEDS

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With student populations becoming increasingly diverse, there is a growing need for personalized educational experiences that can adapt to varied learning styles, capabilities, and interests. This paper reviews the emerging role of artificial intelligence (AI) in enabling more personalized approaches to instruction and learning. Through adaptive learning platforms, intelligent tutoring systems, and student modeling techniques, AI holds vast potential to make learning more inclusive, effective, and tailored to individual learners' strengths and needs. This paper synthesizes key research on the abilities of AI-driven education technologies to support personalized learning, promote better academic outcomes, and enhance equity in education. Findings indicate that AI-based personalization can lead to improved engagement, motivation, and learning gains, especially for disadvantaged students and those with learning differences. However, further development is still needed to increase accessibility, avoid bias, and assure transparency in AI education systems. With ethical guidelines and research-driven design, AI can be positioned as a critical tool for meeting the needs of diverse 21st century student populations.

Keywords*: Artificial Intelligence, Personalized Learning, Adaptive Learning, Inclusive Education*

THE VISION AND SUCCESS STRATEGIES OF STUDENTS BY IMPROVING WRITING AND TECHNOLOGICAL SKILLS

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Writing is the visible aspect of literacy. The way in which the student is introduced to writing may determine his attitude throughout his life. It is important to explore the interrelatedness of language skills especially the link between oral and writing skills. Among the four basic skills in language teaching, writing skills is the last stage of the skills. This article focuses on the vision and strategies of improving writing skills. Rural students in India are facing a lot of difficulties while writing English language. These problems arise because the students are not adequately familiar with English language and they do not have enough practice of it. The skill of writing is not only important but also an important productive skill. Teaching English writing skills involves in developing writing and communication competence of the learner which is quite a challenging task. Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to develop their writing skill, therefore more time should be devoted to it in classroom.

Keywords: *Writing, Language, Improvement, Development, Technology*

THE IMPACT OF DIGITAL LITERACY ON JOURNALISTIC PRACTICES IN JAMMU AND KASHMIR: A COMPREHENSIVE STUDY

Harjinder Singh

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In the era of digital transformation, journalists play a crucial role in navigating and disseminating information within a rapidly evolving media landscape. In the contemporary media landscape, the transformative influence of digital technologies has redefined the role of journalists, necessitating a paradigm shift in traditional reporting methods. The Jammu kashmir, with its rich cultural tapestry and diverse socio-political dynamics, stands witness to this evolution. As journalists navigate an increasingly digitized information ecosystem, the imperative of digital literacy becomes paramount.In digital age, information abundance and rapid technological advancements, digital literacy is not only a requisite skill but also a cornerstone for effective journalism. The study aims to gauge the extent to which journalists in Jammu kashmir are equipped with the essential digital skills, including the ability to critically assess online information, navigate digital tools, and leverage social media for news dissemination. By delving into the journalists' perspectives on digital literacy, examining their perspectives, challenges, and opportunities in adapting to the demands of the digital age. This research seeks to shed light on the nuances of their digital engagement and its impact on the quality and reach of journalistic endeavors.By assessing the impact of digital literacy on journalistic practices and identifying areas for improvement, the research seeks to provide valuable insights for enhancing the digital preparedness of journalists in the Jammu kashmir.

Keywords: Digital Literacy, Journalism, Technological Advancement, Media Landscape, Jammu Kashmir Media

THE ALCHEMY OF WORDS: UNVEILING AI'S IMPACT ON THE FUTURE OF LITERATURE

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The future of literature teeters on the brink of an extraordinary metamorphosis, propelled by the advent of artificial intelligence (AI). This paper embarks upon an odyssey of inquiry under the enthralling banner of "AI and the Future of Literature," delving into AI's trajectory within the domain of literature. It explores emerging trends, advancements in AI technologies, and their potential implications for the genesis, dissemination, and consumption of literary works. The ethereal realm of AI-assisted literary ventures is explored, scrutinizing the essence of AI-generated literature and its impact on authorship and creative expression. The question arises: will AI serve as a mysterious force that complements or competes with literature? Moreover, the labyrinthine issues and potentials of AI in literature are negotiated. The paper also examines how AI can be harnessed to identify and preserve literary treasures and the essence of human literary expression. Through intellectual dialogue and rhapsodic musings, this paper orchestrates a symphony of technology and writing, exploring captivating possibilities and challenging dilemmas that beckon us into the uncharted territory of AI's embrace of literature.

Keywords: *AI, Future of literature, Transformative Impact, AI-generated literature, Authorship, Internet Literature*

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND AUTONOMY AMONG COLLEGE STUDENTS OF PUNJAB

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This quantitative study is situated within the broader context of international research on young people's autonomy during the transition to adulthood. The primary focus is on investigating the relationship between psychological well-being and autonomy, with a particular emphasis on exploring potential age-related variations in these variables. Utilizing Ryff's Psychological Well-Being Scale and Bernal et al.'s Transition to Adulthood Autonomy Scale (EDATVA), the study engaged a sample of 1,148 individuals aged 16–21 patiala, Punjab. The findings reveal significant and positive correlations between almost all dimensions of the Psychological Well-Being Scale and the EDATVA scale. Notably, moderate correlations are observed between self-organization on the EDATVA scale and aspects such as purpose in life (r = 0.568; p = 0.01) and environmental mastery (r = 0.447; p = 0.01) on the Psychological Well-Being Scale. Additionally, autonomy on Ryff's scale exhibits the highest correlation (r = 0.382; p = 0.01) with understanding context on the EDATVA scale. Age-related distinctions are evident, as the older age group (18–21) consistently scores higher than the younger counterpart (16–17) across all dimensions on both the EDATVA and Psychological Well-Being Scale. These results align with prior research, emphasizing age-specific variations in the scores for both autonomy and psychological well-being. This study not only contributes to our understanding of the intricate relationship between these variables but also prompts future investigations into the independent roles of psychological well-being and autonomy across diverse demographic segments.

Keywords: *Psychological Well-Being, Autonomy, College Students, Punjab*

INTEGRATING ART THERAPY IN ART EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Chandigarh University

Art education is of paramount importance in advancing sustainable development as it cultivates individuality, creativity, and a sense of accountability regarding the environment and subsequent generations. The integrative approach of art education possesses the capacity to transform educational institutions and curricula by means of interdisciplinary initiatives that transcend academic disciplines and create exclusive learning environments.By integrating art therapy into the curriculum, art education could be perceived as a form of social intervention that aims to foster organic solidarity. Incorporating an ecological identity into human development and addressing the psychological effects of the current ecological crisis are two areas in which art therapy can be especially beneficial. Art therapy possesses wide-ranging scope, as it is not limited to the stimulation, rehabilitation, and development of children with physical and mental disabilities; it is also employed in education, prevention, and one's own growth.The art therapist's role is crucial because it involves identifying and addressing both the explicit and implicit elements of the child's progress, encouraging the child to produce emotionally expressive materials without influencing him, while promoting the growth of the child's creativity. The integration of art and therapy in the school needs to be prioritized, and more practitioners are required.

Keywords: Art Education, Art Therapy, Sustainable Development, Ecology, Creativity

ASSESSING NATIONAL EDUCATION POLICY 2020: PROSPECTS AND CHALLENGES

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The National Education Policy (NEP) of 2020 marks a transformative milestone in the landscape of education in India, presenting a comprehensive vision for the nation's learning ecosystem. Rooted in the principles of inclusivity, flexibility, and relevance, the NEP 2020 envisions a paradigm shift in the way education is conceived, delivered, and experienced. As we stand at the intersection of tradition and innovation, this research paper aims to critically examine the prospects and challenges inherent in the implementation of the National Education Policy. The NEP 2020 embodies a holistic approach, spanning early childhood to higher education, with a commitment to fostering creativity, critical thinking, and holistic development. This ambitious policy framework reflects the aspirations of a nation striving for global competitiveness while remaining deeply rooted in its cultural and historical ethos.While the policy promises to address long-standing issues and bring about positive change, it is not without its complexities and challenges. This paper seeks to dissect the multifaceted facets of the National Education Policy 2020, analyzing its potential benefits, assessing the hurdles in its path, and offering insights that contribute to the ongoing discourse on educational reform in India.

Keywords: National Education Policy, Challenges, Transformative Educational Landscape, Positive Change, Holistic Approach.

INDIAN STUDENTS' DIASPORA IN THE WORLD: A CASE STUDY ON EDUCATIONAL MIGRATION FROM SIRSA, HARYANA

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Sirsa, a district in Haryana, has emerged as a significant contributor to the international student community, with its residents pursuing higher education across the globe. This case study aims to unravel the factors driving this educational migration, examining the socio-economic, cultural, and educational influencers that propel students from Sirsa onto the global academic stage. Through a comprehensive analysis of migration patterns and demographic characteristics, the study seeks to provide insights into the motivations and aspirations that prompt students from this region to cross borders in pursuit of knowledge. The research goes beyond statistical analysis, aiming to capture the individual stories and experiences of Sirsa's educational migrants. By conducting interviews, surveys, and delving into personal narratives, the study sheds light on the challenges, successes, and contributions of these students in their host countries. Furthermore, it explores the impact of their education abroad on their home community, investigating whether the knowledge and skills acquired overseas are effectively integrated upon their return. The findings of this case study have broader implications for educational institutions, policymakers, and communities at large, offering a nuanced understanding of the interconnectedness of global education. Ultimately, this research aims to provide valuable insights into the multifaceted dimensions of educational migration from Sirsa, Haryana, and its significance within the broader context of the Indian student diaspora worldwide.

Keywords: *Migration, Diaspora, Sirsa, Students*

INNOVATIVE PEDAGOGICAL APPROACHES FOR THE DIGITAL AGE

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In the digital age, innovative pedagogical approaches have become imperative to meet the evolving needs of learners in a technology-driven society. Traditional education models are being redefined as educators integrate digital tools and platforms to create dynamic and interactive learning experiences. Blended learning, which combines traditional classroom instruction with online resources, offers a flexible and personalized approach. Flipped classrooms invert the traditional teaching model, with students accessing content online before class and using in-person time for collaborative activities. Project-based learning leverages digital tools to foster creativity and problem-solving skills, engaging students in real-world applications of knowledge. Gamification introduces game elements into the learning process, making education more engaging and motivating. Virtual and augmented reality technologies enable immersive experiences, transporting learners to simulated environments for hands-on exploration. These approaches collectively enhance student engagement, encourage critical thinking, and prepare learners for the digital challenges of the 21st century.In the digital age, innovative pedagogical approaches have become imperative to meet the evolving needs of learners and capitalize on the transformative potential of technology. Blending traditional teaching methods with digital tools, educators can create dynamic and interactive learning environments that foster critical thinking, collaboration, and creativity. Adaptive learning platforms leverage artificial intelligence to tailor instruction to individual student needs, providing personalized learning experiences. Project-based learning, augmented reality, and gamification are additional strategies that engage students by making education more immersive and enjoyable. Online collaboration tools enable students to connect globally, fostering a sense of interconnectedness and cultural awareness. The flipped classroom model, where instructional content is delivered online and class time is dedicated to application and discussion, optimizes face-to-face interactions. These innovative approaches not only cater to diverse learning styles but also prepare students for the skills required in the 21st century, such as digital literacy, problem-solving, and adaptability. As education continues to evolve alongside technological advancements, embracing these pedagogical innovations is crucial for cultivating a generation of learners ready to navigate and contribute to the digital landscape.

Keywords: *Innovation, Digital Age, Pedagogical Approaches, Learning Platforms*

INCORPORATING FINANCIAL LITERACY AND STOCK MARKET KNOWLEDGE IN INDIAN STUDENT CURRICULUM: PROSPECTS AND THE ROAD AHEAD

Shefali

Chandigarh University

The Indian educational system has historically placed a strong emphasis on academic courses while frequently ignoring more useful areas like financial literacy. However, it is more important to teach pupils financial literacy skills at a young age as financial markets gain popularity and people have to make more financial decisions. This study emphasizes how important it is to include stock market knowledge and financial literacy in the curricula of Indian students. It looks at the possible advantages of this kind of integration, such as giving students the knowledge and skills to manage their money, encouraging a culture of saving and investing, and advancing stability and prosperity in the economy. There are a number of obstacles in the way of combining stock market expertise and financial literacy. These obstacles include the requirement for qualified teachers who can impart financial concepts in an effective manner, the development of curriculum materials that are age- and culturally-appropriate, and the construction of dynamic and captivating learning environments. Potential tactics and ways to overcoming these obstacles are also covered in the paper. It looks at how to improve financial literacy education through the use of technology, such as instructional applications and online resources. It also highlights how crucial it is for academic institutions, financial regulators, and industry professionals to work together to create thorough and efficient curricular frameworks. The findings of this study add to the current discussion about improving Indian students' stock market and financial literacy. India can cultivate a financially responsible and knowledgeable generation that is capable of making wise financial decisions by providing kids with real-world financial skills. This can thereby support national stability, economic progress, and individual financial well-being. In summary, there are a plethora of opportunities and possible advantages associated with integrating financial literacy and stock market knowledge into the Indian student curriculum. India can establish an education system that equips students with the necessary skills to handle the intricacies of personal finance and investments, so contributing to a more successful and safe community, by tackling the obstacles and utilizing suitable tactics. This study investigates the significance of providing students with fundamental financial information and abilities to successfully navigate the complicated world of personal finance and investing, with an emphasis on the future and the path ahead.

Keywords: *Financial Literacy, Stock Market, Personal Money, Educational Technology*

GROWTH OF INDIAN TRACK AND FIELD ATHLETES FROM MINORITY GROUPS AT INTERNATIONAL GAMESCONSIDERING ASIAN GAMES AND WORLD ATHLETIC CHAMPIONSHIPS DURING 2018-23

Prasan Kapoor

ChandigarhUniversity

India has raised few great icons in track and field athletic events at the global stage over the years. With over 100 medals coming at the recent Asian games 2023 by Indian sportsmen, performance of Indian athletes has gradually improved. The study tries to find out the data on how many athletes represented India from minority sections. The Quantitative form of research compares the number of Indian athletes who participated in the previous two Asian Games and World Athletic Championships and analyse the growth rate in the representation of players who belonged to minority section of India. The data will further list out the winners separately. The research relies on secondary data comprising of the list of Indian athletes and to ensure reliability, data of participants along with winners will be collected only from official websites of international games and published media reports. This research will list out factors responsible for underperformance of Indian athletes at international games and areas which needs improvement to enhance minority participation. The study will enable to highlight the importance of equal opportunity, representation and participation of all sections of Indian society at the international sporting events.

Keywords: *Sports, minority, international games, athletics, India, track and field.*

ENHANCING VOCATIONAL AND SKILL-BASED EDUCATION FOR 21ST CENTURY WORKFORCE DEVELOPMENT

Dr Reepu

Chandigarh University

The 21st-century global economy is undergoing rapid transformations fueled by technological advancements and changing industry demands. This paper explores the evolving role of education in preparing individuals for the workforce, emphasizing the critical need for practical skills and adaptability. Traditional education systems face challenges in meeting these demands, leading to a growing emphasis on vocational and skill-based education as a strategic approach to bridge the gap between academia and industry. The paper delves into the historical roots of vocational education and its modern evolution, highlighting its expanded scope beyond traditional trades to encompass diverse fields. It discusses the imperative for enhancing vocational education, considering economic and technological transformations, addressing unemployment and underemployment, and examining the challenges and opportunities in overcoming stigmas and integrating technology. A significant portion of the discussion centers on the role of governments and policy interventions in fostering effective vocational education. It cites the exemplary German dual education system as a model for aligning education with industry requirements. The international perspective is emphasized, with a focus on organizations like UNESCO advocating for inclusive and equitable quality education globally. The paper concludes by stressing the collaborative efforts required for the global impact of vocational education. It addresses the challenges of stigmas and technological disparities and presents a vision for the future, highlighting the paper's intention to explore case studies, innovative pedagogical approaches, and emerging technologies in subsequent chapters.

Keywords: *Education, Government, Skill-based, Vocational education etc.*

SUCCESS STRATEGY AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS – A STUDY IN

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Debraj Roy College, Golaghat, Assam

The highest academic achievement of every student in any course of study is the dream of every parent as well as the teacher of the educational institution. Students from different socio-economic and cultural backgrounds come to educational institutions for higher study expecting a bright future. The students have to face different challenges like adjusting to the educational setup, to adjust in course and curriculum, with new friends, teachers as well and the environment of the institution. The students are the gems and jewels on which the future of a country depends and it is only the teacher who can shape the students as real gems and jewels through his strategy to make the students successful not only in their bright academic life but also in preparing them to become good human beings. Hence, in this study, the investigator tried to study the success strategy that can help students reach the highest academic achievement. Out of so many strategies, the investigator chooses the flipped classroom as a strategy for the student success.

Keywords: *Success, Strategy, Academic Achievement, College Students*
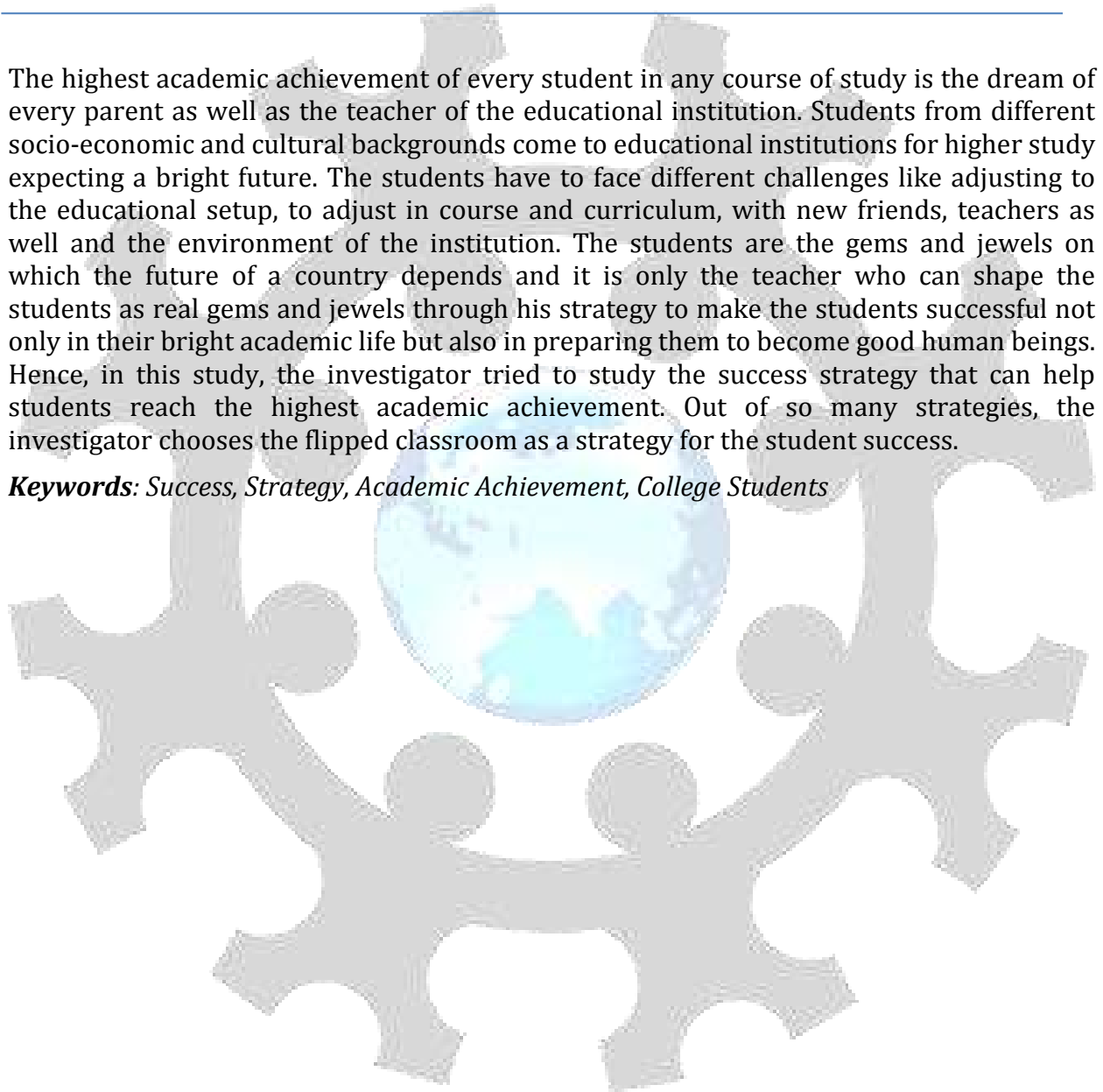
GLOBAL EDUCATION POLICY REFORMS AND PROFESSIONAL DEVELOPMENT OF DELHI GOVERNMENT SCHOOL TEACHERS

Priyanka

Dr. B.R.Ambedkar University, Delhi

Global education policy reforms have been shaping research, policy, and practice on teachers and instruction across the world. The impact of these policies is significant in different countries due to their similarities as well as their differences. However, the current paper is more concerned with understanding the convergence in the policy domain owing to global imperatives. Neoliberal policies and ideologies have become dominant in global education policy-making, this has led to the creation of new policy networks that emphasize market solutions and the privatization of education (Ball, 1998). This paper will explore how globalization, neoliberalism, and market-driven economy have influenced the purpose of education and how liberal goals are overshadowed by profit-driven motives. Additionally, it will discuss New Public Management (NPM) as a driving force behind organizational changes in educational institutions and teacher professional development.

Keywords: *Professional Development, Global Education Policy Reforms, Teachers, Policy, Globalization*

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