



I.N.M. PG College, Meerut, India

**“Contemporary Global Trends and Transformations in
Humanities, Social Sciences, Sciences and Education”**



Dr Swarna



One Day International Multidisciplinary Conference

May 05, 2024, Sunday

**“Contemporary Global Trends and Transformations in
Humanities, Social Sciences, Sciences and Education”**

A Book of Conference Proceedings

Editor:

Dr. Swarna

ISBN: 978-93-95789-62-2

Organized by

IQAC, I.N.M. PG College, Meerut India

**International Council for Education Research and Training
(ICERT)**

Visit us at: www.icert.org.in

Email: conferences@icert.org.in



First Editions: May 2024

Copyright: International Council for Education Research and Training (ICERT)

ISBN: 978-93-95789-62-2

Price: Rs. 200

Disclaimer:

The authors are solely responsible for the contents of the abstracts and papers compiled in this book. The publisher and editors don't take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the editors or publisher to avoid discrepancies in future.

Published and Printed By:

**International Council for Education Research and Training
(ICERT)**

Visit: www.icert.org.in



It is indeed a memorable day that a one-day International Multidisciplinary Conference on “Contemporary Global Trends and Transformation in Humanities, Social Sciences, Sciences and Education”, is being organized by IQAC, I.N.M. PG College, Meerut in collaboration with ICERT on May 5, 2024. This conference serves as a unique platform for intellectual exchange and collaboration across the humanities, social sciences, sciences, and education sectors. The theme of the conference, encapsulates the multifaceted challenges and opportunities shaping our world today. From cultural shifts and societal transformations to scientific advancements and educational innovations, the topics to be explored are both wide-ranging and impactful.

As college Secretary, I am committed to supporting the success of this conference and ensuring that all participants have a rewarding and enriching experience. Whether through logistical support, administrative assistance, or facilitating communication, my team and I are here to help make this event a resounding success.

I would like to express my gratitude to Principal, convenor, organizing committee, sponsors, and volunteers for their dedication and hard work in planning and executing this conference. Their efforts have been instrumental in bringing together such a diverse and esteemed group of participants.

To the presenters, I extend my best wishes for your presentations and discussions. Your research and insights are vital to advancing our understanding of contemporary global trends and informing future actions and policies.

To all participants, I encourage you to seize this opportunity to engage with one another, exchange ideas, and forge new collaborations. Together, we can explore innovative solutions to the challenges facing our world and contribute to positive change on a global scale.

I wish you all a productive and inspiring conference experience!

Shri Arun Kumar Gupta

Chief Patron/Secretary

I.N.M. PG College, Meerut



It is with great pleasure and anticipation that I extend my warmest welcome to each of you to the International Multidisciplinary Conference on “Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences and Education”, organized by IQAC, I.N.M. PG College, Meerut, in collaboration with ICERT.

This conference represents a significant milestone in our collective pursuit of knowledge and understanding. In an era characterized by unprecedented change and complexity, the exploration of contemporary global trends and the quest for transformative solutions require interdisciplinary collaboration and innovative thinking. By fostering dialogue, sharing insights, and forging partnerships, we have the opportunity to catalyze positive change and shape a more sustainable and equitable future for all.

As Principal, I am deeply grateful to the convenor, organizers, sponsors, and participants whose dedication and commitment have made this conference possible. Your contributions have ensured that this event serves as a platform for meaningful exchange, collaboration, and learning.

Throughout the conference, I encourage each of you to actively engage with one another, to challenge assumptions, and to explore new ideas. Let us embrace the spirit of inquiry and collaboration as we seek to deepen our understanding of contemporary global trends and chart a course towards a more prosperous and inclusive world.

In closing, I extend my best wishes for a productive and enriching conference experience. May your interactions be fruitful, your discussions insightful, and your contributions impactful. Together, let us harness the power of collective wisdom and innovation to address the challenges of our time and build a brighter future for generations to come.

I wish the conference a grand success!

Prof. Anita Rathi

Patron/Principal

Ismail National Mahila PG College, Meerut



I am thrilled to be part of this dynamic gathering of scholars, researchers, and practitioners from diverse fields who are dedicated to exploring the complex issues shaping our world today. In this edition of the conference souvenir, I have curated a collection of insightful articles, research papers, and thought-provoking essays that reflect the breadth and depth of contemporary global trends and transformation. From climate action and sustainable development to technological innovation and social justice, the contributions within these pages offer diverse perspectives and cutting-edge insights into some of the most pressing challenges and opportunities of our time.

As an editor, my aim is not only to showcase the latest research and scholarship but also to spark meaningful dialogue and inspire collaborative action. I believe that interdisciplinary exchange is essential for addressing the complex and interconnected issues facing our world, and it is my hope that the content presented in this souvenir will serve as a catalyst for further exploration and collaboration among conference participants.

I extend my heartfelt gratitude to all the authors who generously contributed their work to this publication. Your dedication to advancing knowledge and driving positive change is truly commendable, and we are honoured to feature your contributions in this souvenir.

I would also like to express our appreciation to the organizing committee, sponsors, and volunteers whose tireless efforts have made this conference possible. Your commitment to excellence and your unwavering support have been instrumental in ensuring the success of this event.

As we embark on this intellectual journey together, I invite you to immerse yourselves in the content of this souvenir, engage in lively discussions, and forge connections that will enrich your conference experience. May the ideas presented here inspire you, challenge you, and ultimately, empower you to make a difference in the world.

Dr. Swarna

Convenor/Editor

I.N.M. PG College Meerut



World is changing rapidly, and with these changing dimensions, education, teachers and teaching are considered among the most influential forces for improving inclusion and quality as envisioned in UN SDGs. With major challenges in imparting quality education for all learners, educators globally transforming themselves towards multilingualism in classroom, educational technology, and other mega trends that shape them to work in diverse and complex ways.

It is necessary to better prepare education for the transformations underway in economic, social and technological spheres. Tackling some of the greatest challenges of the Agenda for Sustainable Development, interdisciplinary research expands the pool of talented researchers, bringing in fresh perspectives, talent and creativity. It is with profound pleasure, humility, and anticipation that I.N.M. PG College Meerut India and ICERT, both prominent academic institutions jointly organizing International Multidisciplinary conference, and releasing the Conference Proceedings, for the research papers presented during the Conference

On behalf of the conference organizing team, I extend a very warm welcome to all readers. I take the opportunity to thank our authors, editors, and reviewers for their contribution to the conference.

I welcome you to this special issue for the conference proceeding of the abstracts, full papers and also congratulate all the researchers whose abstracts/ articles are published in this issue, and express my sincere thanks to their supervisors for providing their authentic guidance and noble contribution to the research community.

Best Regards,

Dr Sandeep Kumar

Secretary, International Council for Education, Research and Training
ICERT, India and USA



Education must evolve to continue to deliver on its mission of supporting individuals to develop as persons, citizens and professionals. A better understanding about the ways our world is changing is a key first step in this direction. So, observing ongoing trends helps us reflect about the potential of education to shape them. By providing the competencies needed to operate in the modern world, education has the potential to influence the life outcomes of the most disadvantaged. It can help combat the increasing fragmentation in our societies, and empower people to realise change in their communities. This one-day international multidisciplinary conference at I.N.M. PG College Meerut is platform to brainstorm on the contemporary trends and challenges in education globally.

It gives me great pleasure to welcome and extend my best wishes to the conference delegate. These Collaborative efforts are supporting the education organization in address the global dynamics in education, research, and in different disciplines. It is heartening to witness the consistent efforts of ICERT in bringing together students, teachers, researchers, scientists, engineers, and other professionals on a common platform. Such initiatives play a crucial role in fostering collaboration, facilitating the exchange of ideas, sharing experiences, and fostering the development of new innovations. Moreover, these programs contribute significantly to the promotion of Global integration across all levels.

I am confident that this Conference will serve as an excellent platform for participants to share their innovative experiences, gain insights from experts across diverse fields, and stay abreast of current trends and challenges in their respective domains.

I extend my heartfelt wishes to all participants, and organizing committee for continued success of the conference.

Prof. (Dr.) Aruna Anchal

Director and Head,

Research and Publication Division

International Council for Education Research and Training, ICERT, India and USA



It is a matter of immense pleasure to be part of One Day International Multidisciplinary Conference on “Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences and Education” on May 05, 2024, at I.N.M. PG College, Meerut, India, collaborative assignment of I.N.M. PG College, Meerut India, and International Council for Education, Research and Training (ICERT).

Education is key to achieving the Sustainable Development Goals (SDG). Educators, or other specialists, have developed innovative educational proposals or have implemented ideas and various tools for new sustainable approaches for the communities. Education, Research, Science and Social Sciences have a major contribution to the sustainable development goals established by Agenda 2030 of the United Nations, especially concerning goal 4 “Quality education”. The conference aims to invites studies that propose innovative research that makes a contribution to the development of competencies and values related to sustainability.

I appreciate I.N.M. PG College, Meerut India and team ICERT who extended their valuable support to UN SDGs to achieve equity and open opportunities to researchers by providing a global platform for exchange of ideas and innovations. I also extend my best wishes to all participants and researchers who are going to share their valuable research at the conference.

Dr Simran Mehta

Chief Executive Officer, Core Committee,

Director and Head, Account Division,

International Council for Education Research and Training, ICERT, India and USA



About the conference

IQAC, I.N.M. PG College Meerut India, and International Council for Education, Research and Training (ICERT), are jointly organizing One Day International Multidisciplinary Conference on "**Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences and Education**" on May 05, 2024 at I.N.M. PG College Meerut India in blended/ hybrid mode.

About the conference: Objectives & Sub-Themes

The conference will provide the ideal opportunity to meet academics, practitioners, and experts in education, research, leadership, social sciences, humanities, management, science, art, culture, inclusive education, environmental education, engineering, law, health and public policy, to share their experience and projects to receive quality feedback.

Professional, academicians, scholars, researchers, psychologists, special educators, practitioners, and Postgraduate/ Graduate students are invited to submit their abstracts to be considered for presentation at the Conference. Speakers and presenters will share new concepts, best practices, knowledge, experience, theories, and solutions, with a focus on promoting learning, professional development, education, and inspiration among professionals and academics in their respective fields.

The conference focuses on (but is not limited to) all areas of theoretical and empirical research in the following fields:

Arts, Culture, Humanities, Science, Law, Management, Social Sciences, Technology, Health, Engineering, Mass Media, Journalism, School Education, Higher Education, Banking, Economics, Languages, Commerce, etc. **A few sub-themes are given below, but not limited to:**

- Humanities, Arts, and Social Sciences, Social-Media and Social Networking
- Neta Ji Subhash Chandra Bose: Ideas of Nationalism and Gender Equality
- Ensuring safety for children with disability
- Media & Disability
- Neta Ji Subhash Chandra Bose and Youths of present
- Gender & Disability
- Industry and Pollution
- Labour, Employment and Law at workplace
- Pesticides and effect on health
- Understanding Inclusion of persons with disabilities in Poverty Alleviation Programmes
- Physical Education, Recreation, leisure & Sports for people with disabilities
- Parents as equal partners in the intervention process for children with disabilities
- Data Science and Machine Learning
- Understanding transition in the life of persons with disabilities across life span, infant, children, adolescent and old age
- Veer Savarkar's ideology and opinions on India freedom movements



- Role and contribution of Veer Savarkar in Indian freedom struggle: An historical analysis
- Life and legacy of Veer Savarkar
- Application of Technology in Education and Training
- Contribution of Neta Ji Subhash Chandra Bose to Indian Society
- Community Based Rehabilitation
- Social Security and Legal Aspect in Disability Rehabilitation
- Research in Disability Rehabilitation
- Disability rights and status in India, policy & programs
- India: The New Emerging Power of The World
- Basic research & documentation for persons with disability
- Gender Dimensions of Disability in the Global Context
- Pre vocational & Vocational Skills programs for persons with disability
- Teaching Social Sciences, Management, Humanities with New-Emerging Standards
- Sciences, Technology and Changing Societies
- Emotional Well-Being, Psychological Health and Academic Affairs
- Neta Ji Subhash Chandra Bose ideas and Indian youth
- Higher Education, Policy, Research and Community Development
- E-Learning, Technology and Mass Education
- Teaching English, Critical Writing and Literacy Education
- Banking Laws and Regulations
- Press and the Freedom of Information exchange and dissemination
- Education, Learning, Demographics and Pedagogy
- International Trade Laws
- Covid-19 Pandemic & Post Pandemic: Technologies and Education
- Biodiversity: Dynamics & Crisis
- Sustainable Ecosystem and Environmental Management
- Environmental Geography and Environmental Impact Assessment
- Air, Water, Soil & Noise Pollution and Control Strategies
- Creativity & Innovation in the digital economy
- Legal Issues in Digital Economy
- Economic Challenges and Opportunities in the New Normal
- Financial Management in the new normal
- Sustainability of Organizations during and post-pandemic
- Artificial Intelligence, Cognitive Computing and Green Energy
- New Trends in Hospitality Sector
- Artificial intelligence, big data & analytics in communication industries
- Power of social media in media entrepreneurship
- Shift in Global Economic Policies to Achieve SDGs during the Post-COVID19 Era
- Changing Public Policies for Inclusive Development of Village / Town / Metropolitan Cities
- Chemical engineering and biotechnology
- Challenges and prospects of South Asian countries
- The emergence of new global political-socio-economic communication
- Changing trends of foreign trade in the context of developing countries
- Parenting, social support, Addiction and stigmatization



- Psychological and social impact of virtual networks
- Social factors in adolescence and its development
- Indian Trade and commerce with other countries
- Technology and Innovations in HR
- Perspectives of Identity, Migration and Displacement in literature
- Epidemic and Pandemic in literary History
- Gender issues and border in literature
- Role of Women and Tribes in pandemic and social sustainability
- Reskilling the workforce to emerge stronger from the Covid -19
- Cultural narrative & Myths
- Identity, Post-Truth & Media
- Communication, Culture & new norms
- Advertisement, Print Media, Social-Media, Television Media and Public Relations
- Language Education & Teaching
- Humanism and Identity in literature: Hindi and the World
- Hindi in the global context
- Language, Culture & Society
- Psychological intervention in the treatment of psychotic symptoms
- Promotion of school mental health programmes
- Changing nature of India-US relations
- Data-driven Analytics and Business Management
- The role of (cross)disciplinary differences in teaching and learning processes
- Psychological assessment in persons with mental retardation and associated conditions
- Understanding and managing developmental disabilities
- Learning Disability: Assessment, Diagnosis and Intervention
- Learning Disability and its Differential Diagnosis
- Biomedical and Civil Engineering
- Learning Disability: Inclusion and Technology
- Socio-Emotional Aspects of Learning Disability
- Strategies for Sensori-motor development in young children with special needs
- Health and the environment
- Entrepreneurship and Innovation
- Experiential learning and Inclusive Education
- Approaches to Curriculum Development in context to inclusive education
- Integrating Therapy with school activities
- STEAM Education
- Pollution Control
- Human Environment
- Environment and Development
- Climate, Energy and Environment
- Environmental engineering and the ethics of science
- The environment and technological advancement
- Environmental sustainability
- The challenges of modern English literature
- Professional jargon on social media
- Languages and Cultural Identity



- AI and Languages
- Literature, religion and Gender
- Digitalization in publication
- Challenges of authors
- Neuro-linguistic programming and languages
- Applied Mathematics

Any other relevant topics related to the main theme or disciplines mentioned above, and UN SDGs.

Only original and previously unpublished work on a range of topics related to the conference theme will be accepted.

Call for Research Papers: Well researched papers on the theme/ sub-themes of the conference are invited from academicians, research scholars, students, professionals from different institutions. Abstracts of individual paper presentation proposals should be in about 300-500 words, in doc/word format. The participants should include in the abstract, details as to the title, name of author(s), University/Institution, and keywords. A proceeding book of the conference including all abstracts (all presenters) with ISBN, papers presented during the conference, and full papers as per choice, will be provided to all research presenters.

Best Paper Presentation Award: A Certificate of Best Paper Presentation, Best paper presentation award, will be awarded to two best presenters from each technical session. Paper Publication: Authors who will present their research papers in the conference will be eligible to send their research paper (same as presented or different) for publication in ICERT International Multidisciplinary Journals, peer reviewed academic/ scholarly, open access journals with DOI. To know more about the journal, please visit www.icert.org.in

Submission Guidelines:

- Full length papers should not exceed 6000 words don't add endnotes or footnotes.
- For English Full paper: It should be typed in Microsoft Word. The font should be "Times New Roman" with "12" size for matter, 16 size in bold for title, 14 size in bold for main headings & 12 size in bold for sub-headings, having line spacing of 1.5 inch and one-inch custom margin on all sides & A4 Size Paper.
- For Hindi Full paper: It should be typed in Microsoft Word in "Unicode" with font size 14 for content, 16 bold for title & 14 bold for headings, having line spacing of 1.5 inch and one-inch custom margin on all sides.
- A Uniform Style for Citation should be strictly adhered to while submitting full length papers.



- All in-text citations must be hyperlinked with the references (cross-reference). Use the word reference tab for cross-referencing and hyperlinking. We also recommend you use Mendeley or other referencing tools.
 - Submit a brief profile of the author on the Word file/ doc file, which should not exceed more than one page, and try to keep it as brief as possible.
 - Each article must be submitted with an impact statement of not more than 150 words.
 - References/ bibliography must be serialized as 1, 2,
 - Provide write you orchid ID, google scholar, academia, or other identifiers if you have one in your profile.
 - Must check grammar under the review tab of MS Word
 - You could read more Submission Guidelines | ICERT
- You could read more about the journal here Edumania | ICERT

Awards (International Felicitation)

Shiksha Ratan Award 2024

Applications are invited from professionals, academicians, research scholars health professionals-teaching faculty, industry professionals-trainer/ leaders, and social reformers/ educationist for the prestigious international award “Shiksha Ratan Award 2024”, for their excellence in education, innovations in academics, research, social welfare, will also be presented by the ICERT to recognize prominent personalities for their respected achievements & contribution in their respective fields and society as per the category and the eligibility.

ICERT award “Shiksha Ratan Award” recognize prominent personalities for their valuable contribution toward society empowerment, achieving social inclusivity, education and excellence in social services.

Eligibility Criteria:

1. The application must have the minimum 30 yrs. age
2. The applicant must have demonstrated keen learning attitude, and achievements in life.
3. Applicants must have adequate experience in education, industry, social welfare or other discipline.
4. Must mention your social contribution and achievement in the profile before uploading in registration form.
5. Your profile must consist of
 - (i) Your full name as per your academic/ government approved identity document, and DOB.
 - (ii) Current work affiliation and job title, and contact info.
 - (iii) Educational qualification including degree, courses etc., with dates, and institution names,



- (iv) Current and past employment with institution name, dates, and title
 - (v) Award citation and honours if any
 - (vi) Research experience with journal name and ISSN number with volume and issue number
 - (vii) Social welfare activities with evidences, social profile links/ identifiers, etc.
- Award nomination is not a matter of award recognition claim, all nominations will be screened by the Award Screening Committee, the committee decision will be final and selected members will be informed via ICERT email: awards@icert.org.in

Conference Committee

Chief Patron: Sh. Arun Kumar Gupta, Honourable Secretary, I. N. M. PG College, Meerut

Patron: Prof. Anita Rathi, Principal, I.N. M. PG College, Meerut

Dr S.K. Singhmar, Chairman, ICERT

Dr Sandeep Kumar, Secretary ICERT

Chief Advisor: Prof. Deepti Kaushik, IQAC Coordinator, I.N.M. PG College, Meerut

Convenor: Dr. Swarna, Assistant Professor, Department of English, I. N. M. PG College, Meerut

Organizing Secretary: Dr Simran Mehta, Head & Director, Account Division, Core Committee Member, ICERT

Dr Saima Pervez, Executive Director, Public Relations Division, ICERT

Conference Coordinators

Ms Mahima Thakur, Assistant Professor, I N.M. PG College, Meerut

Parnit Tomar, Assistant Professor, Gandhi Vidya Niketan College, Budhpur, Ramala

Advisory Board

Prof. Deepa Tyagi, Head, Department of Hindi, I.N.M. PG College, Meerut

Prof. Reena Gupta Head, Department of Music, I.N.M. PG College, Meerut

Dr. Mamta, Head, Department of Physical Education, I.N.M. PG College, Meerut

Dr. Vineta, Head, Department of Psychology, I.N.M. PG College, Meerut

Organizing Committee Members

Ms. Nikhat Umaira, Assistant Professor, Department of Political Science, I.N.M. PG College, Meerut

Dr. Monika, Assistant Professor, Department of Economics, I.N.M. PG College, Meerut

Dr. Diksha Rani, Assistant Professor, Department of Economics, I.N.M. PG College, Meerut

Dr. Mamta Singh, Assistant Professor, Department of Economics, I.N.M. PG College, Meerut

Dr. Kavita Agarwal, Assistant Professor, Department of Economics, I.N.M. PG College, Meerut

Dr. Sarika Sharma, Assistant Professor, Department of Education, I.N.M. PG College, Meerut

Dr. Mani Bhardwaj, Head, Department of Commerce, I.N.M. PG College, Meerut



Ms. Nisha Gupta, Head, Department of Home Science, I.N.M. PG College, Meerut

Conference Contact & What's app Helpline
+91 9811077122, +91 9911041115, +1 (814) 384-5976
E-mail: conferences@icert.org.in
www.icert.org.in

About The College

Ismail National Mahila (PG) College is a premier institution for woman's higher education in Meerut. In 1909, the college was founded by the famous writer, philosopher and educationist Mohd. Ismail 'Meerathi' as a primary school. In 1940, it was upgraded to High School and in 1952 up to Intermediate. In 1962, the college gained the status of a degree college and got affiliated to Agra University. In 1984, it became a Post Graduate College. Now it has Commerce at UG and PG level. The B.Ed. Department was incorporated in 2007. The Science Faculty started in 2014-2015. Our proud is that this college is Accredited by NAAC with 'A' grade. To crown the above, the college has to its credit the award of 'College with Potential for Excellence'.

About ICERT

International Council for Education, Research and Training is an autonomous leading professional research & training organization working in different countries under U.S. Federal Government, United Nations (UN), and Government of India. The council is an international professional body with several educators, researchers, consultants, and students as members. ICERT not only develops Educational Training Programs but also promotes research and training in education globally. This is an institution of learning and training facilitating education, research and social welfare initiatives. The Council functions under the overall supervision of the Core Committee ICERT, a committee of professionals from different domains constituted by the council members and all core committee members are the members of the council. The council has various statutory committees, divisions, which are advisory in nature. The recommendations of all the committees are placed for approval before the Core Committee of ICERT. With the motto: Knowledge, Wisdom and Prosperity we at ICERT are working with the mission to promote the advancement and application of scientific researches & knowledge to benefit society.

Table of Contents

Contents	Page No
Chief Patron/ Secretary's Message	3
Patron/ Principal's Message	4
Convenor's Message	5
Message by Secretary, ICERT	6
Message by Director & Head, ICERT	7
Message by Core Committee Member, ICERT	8
About the Conference	9-15
Abstracts	22
Education and Empowerment of Women in Ancient India: Exploring a Glorious Past Mrs Ankita	23
Ergonomics, Students' Well-being, and Technology-Enhanced Learning at Usmanu Danfodiyo University, Sokoto, Nigeria Nura Bawa	24
Issues and Prospects of Implementation of Artificial Intelligence in Colleges of Education in Nigeria Sule MUHAMMAD	25
Survival Analysis Models Of Factors Influencing Breast Cancer Survival Okorafor Uneke, Dr. Akarawak Eno Emmanuella, Professor Hamadu Dallah & Oyovwe Godwin Choja	26
Assessment Of Health Knowledge, Practices and Risk Factors Associated with Intestinal Helminthes among Students of Imo State Polytechnic, Omuma Oru East Local Government, Nigeria Gerald M. Ugagu	27
Assimilating Sustainability and Employability Skills into Building Technology Curricular in Nigerian Tertiary Institutions: Strength and Opportunities Samaila Hamza, Jamilu Mustapha Chedi, Haruna Angulu	28

Table of Contents

Teachers' Professional Development and Performance Improvement in Private Secondary Schools in Covid-19 Era in Rivers State	29
EHIBUDU, MARGARET UGOCHI	
Understanding and Managing Developmental Disabilities in Nigeria	30
Dr. Ali Nuhu Abubakar	
Malnutrition and associated factors among patients with cirrhosis at a tertiary care center in Addis Ababa Ethiopia: An ordinal logistic regression analysis	31
Edgeit Abebe Zewde & Metages Damtie Melaku & Aklog Almaw Yigzaw	
Streets as Developmental Tools for The Transformation Of Inner-City Slums	32
ADENIJI, Temitope Abigail and MURITALA, Akeem Olawole	
Structural and electronic effects on the exchange interactions and stability of binuclear core in di-nuclear bis (phenoxo)-bridged copper (II) complexes	33-34
Dr. Pratibha Agarwal	
An Investigation into The Impacts of Dredging on Aquatic and Terrestrial Lives In Oto-Awori Local Council Development Area, Lagos State, Nigeria	35
Oga, Omoyemi Azeez	
Assessment of the barriers to AI integration in teacher education programme through Deiph method Nigerian Universities lecturers' experience	36
Egbai, Julius Michael Ph.D & Eke Ogbu Eke (Ph.D) & Ijeoma Ubochi	
Availability and Usability of Instructional Materials in Teaching and Learning of Physical Geography in secondary Schools in Nassarawa Educational Zone in Kano State Nigeria	37
AHMODU, Jacob Shaibu	
The Role of Green Creativity in Enhancing Climate Change Education in Nigeria	38
Benjamin Anabaraonye, Beatrice. O. Ewa & Gideon. U. Nwafor	
English Premier League Viewership on Super Sport and Academic Performance of Nasarawa State University Students	39
Molindo Williams Archibong & Dr Anthony Ogande	
Exploring the Impact of Strategic Human Resource Management Variables (Innovation) on the Operational Efficiency of Commercial Banks in Nigeria	40
Otosi F. Basse, Faithpraise, Fina O, Ubi Ije	
Literature, Religion and Gender	41
Dr. Deepa Tyagi	
5G Network as an Engine Driver in Enabling Internet of Things in Educational Institutions	42
Onyedimekwu Okechi, Ume Leonard Emenike (Ph.D) & Tew Patricia Adaku D.	
Women's Participation in International Politics and Democracy: A Comprehensive Analysis	43
Ms. Indu	

Table of Contents

Influence of Social Media on Self-Esteem of Female Undergraduates Mr. Joseph Kayode ADEYEMI	44
Contemporary Matrix in Alternative Dispute Resolution and Crises Incident Management as a Conflict Handling Styles of Criminal Justice System against to Litigation OLUSEGUN ALABA ADEBAYO	45
Entrepreneurship and SDG Goals 1 and 8: An Online Exploration Survey and Review Sonjokasi Mafuru Katikiro	46
Exploring Temperature-Dependent Density of CuO-Engine-Oil Nanofluids in the presence of Suction and Heat generation moving through a vertical flat plate Lateefat Olanike ASELEBE, Olusegun Adebayo AJALA, Adebowale Martins OBALALU	47
A Holistic Ayurvedic Approach of Management of Svitra W.S.R. To Leucoderma (Vitiligo) Dr. Jajbir Singh	48
Biblical Evaluation of Cognitive Behavioural Therapy for Holistic Healing and Restoration Janet Omotola Adeyanju	49
Lecturers' Profile: Its Relevance in English Language Teacher Preparation Programme in Selected Public Colleges of Education in Southwestern Nigeria Sheriff Olamide Olatunji, PhD	50
Evaluation Of The Impact Of Webinar On Teaching Mathematics To Undergraduate Students Dr Udobia Elijah Etukudo & Dr Foluke Bosede Eze	51
विकासात्मक विकलांगताओं को समझना और उनका प्रबंधन करना Km Shaista Begum	52
Adapting to Diversity: Exploring Differentiated Instruction and Assessment in ESL at the Tertiary Level K. Sasidhar & Dr. G. Aruna	53
Netaji Subhash Chandra Bose: Ideas of Nationalism and Gender Equality Dimple Juneja	54
The Role of Social Media in the Digital Age: A Study on Adolescents Anita Sharma, Tammana Sharma & Neha Rajput	55
Evolution of Advanced Media Technology and Broadcast Journalism Moriamo Busola AKINYERA & David Olayinka ALAWODE	56
A study on the attitude of secondary school teachers towards information and communication technology (ICT) Zhokedu Zhotso & Dr. Pradipta Kumar Pattnaik	57

Table of Contents

Tsunami 2004 and the unscathed Andaman tribes – A study of ethnic knowledge and belief Jyoshita Anand	58
Exploring The Impact of Internet of Things (IOT) Technologies on Tax Compliance: Opportunities, Challenges and Policy Implications Venkatasubramanian Ganapathy	59
Teacher Education and Teaching-Learning Process: A Comprehensive Phenomena Mr. Binoy Biswas & Prof. (Dr.) Suparna Sanyal Mukherjee	60
Mughal Road in Kashmir: A Historical Perspective Nisar Ahmad Bhat	61
Reskilling The Workforce to Emerge Stronger from The Covid-19 Malyavantham Sri Lakshmi Harshini & K. Hema Divya	62
The Environment and Technological Advancement Parul Tomar	63
Insurgency, Banditry Kidnapping and De-radicalization in our contemporary society Gbaeren Felix Tersoo PhD	64
Examining the Efficacy of Social Media Guidelines in Countering Trolling: Insights from Indian Broadcast Journalists Manju Yadav & Dr. Piyashi Dutta	65
Maximizing Early Childhood Education: How Guidance and Counselling Drive Success and Tackle Obstacles Dr Olayinka M. Ayannuga	66
Christian Ethical Response to The Challenges of Digital Borrowing in Nigeria Adewale Abiodun Fadare	67
Assessment of Impacts of Climate Change on Oil Producing Communities in Ahoada West ZUDONU, Onisoman Chuks, Ph.D; Ndukwu, Didacus Emeka; Iroko, Patricia E	68
Customer Perception Towards Digital Banking Services of Select Public and Private Sector Banks Dr. G. Vijaya Bharathi & D. Kausar Fathima	69
Partnerships, Matrimony and September, 11: The Seismographic Narratives of <i>The Good Life</i> by Jay McInerney Mahima Thakur	70
Teacher's Perspectives on Integrating AI Technologies for Large Class Sizes in Secondary Education in Nigeria Ibebuike, Ursula O, Obi, Patricia N, Duru, Ngozi D, Urenyere, Rachael U	71

Table of Contents

English Language Teaching (ELT): Analysing Strategies and challenges from the Indian Perspective Garima Sharma	72
Gender Disparities in the Recognition of Qualifications among Nigerian Foreign Graduates Aliyu Abubakar Mirnga, Ph.D, Abubakar Sadiq Haruna	73
Enhancing Content-Based Medical Image Retrieval Using Attention-Enhanced ConvNets and SIFT Feature Extraction L. Anish, Dr. S. Thiyagarajan	74
Sex, Sexuality and Sexual Harassment: A Study in the Rise of the Fourth Wave of Feminism Dr. Nikhilesh	75
Entrepreneurial Mindset: Cultivating Innovation for Success in the Digital Age Ms. Himani Singh	76
Absurdism and Meaninglessness in Samuel Beckett's Waiting for Godot Geeta Sharma & Dr. Ravindra Kumar	77
Artificial Intelligence tools in Learning English language and Teaching. How can be AI used for Language Learning? Dr. B. Tulasi Rani	78
An Evaluation of School Field Trips in Secondary Schools of Delhi Mr. Deepak Kumar	79
Emotional Intelligence and Its Impact on Academic Performance of the Students Trapti Tak	80
Reviving Ayurveda: Indigenous Medicine's Resistance and Resurgence in Colonial United Provinces (1900-1950) Dr. Shivangi	81
Social concerns in Kamala Markandaya's Nectar in a Sieve, A Handful of Rice, and A Silence of Desire Anuradha, Dr. Awdhesh Kumar	82
Delineating Identity and Race in Paul Beatty's 'Slumberland': An Analytical Comparison Priya Pathak & Professor Mamta Upadhyay	83
Revitalizing Mass Education: Swami Vivekananda's Vision in the Context of NEP 2020 Runcy Jacob*, Rajnee Gaur	84
China's great power ambition: prospects, limitations, and aspirations Prateek Atal	85
Effect of Audio-Visual Intervention and Cooperative Learning on Keyboard Mastery in Computer Studies among Junior School Students in Ede, Osun State ¹OLAWALE Marufat Adenike; ²SAM-KAYODE Christianah Olajumoke (Ph.D.) & ³AGADA Allwell	86

Table of Contents

Misuse Of Artificial Intelligence in Elections Jayant	87
SWOT Analysis of UPSTRC with special reference to challenges faced by UPSTRC in present scenario between Public and Private Transportation a Comparative Analysis Mr. Bishan Singh	88
Cultural Consciousness and Gender Identity in Samuel Selvon's Select Fiction Dr. Preeti Singh	89
प्राचीन भारतीय शिक्षा एवं राष्ट्रीय शिक्षा नीति का तुलनात्मक अध्ययन डॉ॰तपस्या चौहान	90
Importance of brain gym exercises for motor development of young learners Preeti Manan	91
Role of NEP 2020 in achieving the Sustainable Development Goal 4 Quality Education Payal Jain	92
Full Paper	93
Empowering Female Undergraduates with Technical and Vocational Education Training Skills (TVETS) to Overcome Social Economic Challenges in Nigeria Dr. Philip Festus Ukata, Silas-Dikibo, I. Deborah	94
Research Professors' Perceptions on the Impact of Artificial Intelligence on Research Competence of Students Kristina D. Caluag	107
Adapting to Diversity: Exploring Differentiated Instruction and Assessment in ESL at the Tertiary Level K. Sasidhar & Dr. G. Aruna	114
Mughal Road in Kashmir: A Historical Perspective Nisar Ahmad Bhat	122
Sexual Harassment: A Feminist View Point Dr. Nikhilesh	126
Diasporic Sensibility and Cultural Consciousness in Amitav Ghosh's The Shadow Lines Km Sarita & Dr Swarna	136

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by
I.N.M. PG College Meerut India
International Council for Education, Research and Training (ICERT)



One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Education and Empowerment of Women in Ancient India: Exploring a Glorious Past

Mrs. Ankita

PhD (Home Science) Scholar, NIILM University, Kaithal, Haryana

Abstract

This comprehensive research article delves deep into the multifaceted history of women's education and empowerment in ancient India. Spanning across various epochs, from the Indus Valley Civilization to the illustrious Gupta dynasty, it meticulously examines the progressive ideals and societal values that laid the foundation for gender equality and the pursuit of knowledge. Drawing from a rich tapestry of primary sources – the sacred Vedas, enlightening Upanishads, and captivating epics – as well as archaeological evidence, this study illuminates the educational opportunities that were availed to women, their active participation in intellectual discourse, and their indelible contributions across myriad spheres of life. Through a nuanced comparative analysis, the complexities and intricate nuances surrounding the status of women in ancient Indian society are brought to the fore. By curating a diverse array of case studies that spotlight notable female figures, delving into the intricacies of legal and social norms, and critically analyzing literary representations, this research endeavours to craft a holistic understanding of the multifarious factors that facilitated women's empowerment, the formidable challenges they surmounted, and the enduring legacy of their remarkable achievements.

Keywords: Women empowerment, Ancient India, Women Education

Ergonomics, Students' Well-being, and Technology-Enhanced Learning at Usmanu Danfodiyo University, Sokoto, Nigeria

Nura Bawa

Department of Curriculum Studies and Educational Technology, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

Abstract

Ergonomics is the study of designing equipment and devices that fit the human body, its movements, and its cognitive abilities. In the context of students in the 21st century, ergonomics is important because of the increasing amount of time that students spend using technology, such as computers, tablets, and smartphones. Poor ergonomics can lead to physical discomfort, pain, and even long-term injuries, such as carpal tunnel syndrome and back problems. This article assessed the relationship between students, some ergonomic factors they may come into contact with during their stay at the university, and how the relationship can be improved. The study adopted a correlational survey research design. All the undergraduate students from the faculty of sciences formed the population of the study. 357 students were randomly selected to participate in the study. The determination of the sample size was guided by Research Advisors (2006). An instrument titled "Ergonomics and Students' Health" was developed and used for data collection. It was validated, and it was used to conduct a pilot study. A reliability index of 0.98 was obtained using Chronbach Alpha at the 0.05 level of significance. Descriptive and inferential statistics were used for data analysis. Results from the study found that most of the students do not see ergonomics as a factor of concern. A negative relationship was also found between ergonomics and students' health conditions at the university. It was concluded that ergonomics is a silent issue with numerous negative health effects that needs urgent responses from both students and university management. It was therefore recommended that the university management take the necessary measures to improve the ergonomic conditions of its students.

Keywords: Ergonomics, students, health, 21st century.

Issues and Prospects of Implementation of Artificial Intelligence in Colleges of Education in Nigeria

Sule MUHAMMAD

Department of Educational Foundations, Faculty of Education, Federal University Gusau

Abstract

This study investigated the issues and prospects of implementation of artificial intelligence in colleges of education in Nigeria. The paper discussed the concept of artificial intelligence (AI). The paper highlights the prospects of artificial intelligence (AI) to Colleges of Education Staffs in Nigeria which included; enhances teaching and learning processes through personalized education, adoptive learning platforms, and intelligent tutoring systems. AI tools can assist educators in curriculum development, assessment and student performance analysis. AI intelligence can streamline administrative tasks, optimize resource allocation, and support decision making processes within educational institutions. AI integrating into education requires investment in infrastructure, training for educators, and consideration of ethical implications to ensure equitable access and quality education for all students in colleges of education in Nigeria. The paper also highlights among others the challenges of the Implementation of Artificial Intelligence in Colleges of Education in Nigeria which were included; infrastructure limitations, resource constraints, and the need for training and capacity building. The paper concluded that Artificial Intelligence has the potential to revolutionize the education system, improving access, quality, and outcomes for students and educators alike. The implementation of Artificial Intelligence in colleges of education in Nigeria is faces more challenges such as infrastructure limitations, resource constraints, and the need for training and capacity building. The paper suggested among others that; The staffs of Colleges of Education in Nigeria should embrace new and emerging technologies such as artificial intelligence technologies and other smart technologies, provision of innovative in research, Stakeholders should kindly provide financial support to colleges of education in Nigeria for the provision of artificial intelligence and also to digitalized library and lecture rooms, Government and Philanthropists should kindly provide adequate facilities, school authorities should kindly adhere and establish of ethical guidelines in using of Artificial Intelligence in the colleges, Tet fund and other philanthropists should kindly assist in the provision of power supply and standby generators in the colleges of education in Nigeria.

Keywords: Artificial Intelligence, Challenges, Colleges of Education, Implementation, Issues, Nigeria, Prospects.

Survival Analysis Models Of Factors Influencing Breast Cancer Survival

Okorafor¹, Uneke

Department of Statistics¹, Yaba College of Technology, Yaba, Lagos.

Dr. Akarawak², Eno Emmanuella

Department of Statistics², University of Lagos, Nigeria.

Professor Hamadu³, Dallah

Department of Actuarial Science and Insurance³, University of Lagos, Nigeria.

Oyovwe⁴, Godwin Choja

Department of Statistics⁴, Yaba College of Technology, Yaba, Lagos.

Abstract

This study aimed to fit parametric models to breast cancer survival data and identify the most appropriate model for analysis. The study analyzed medical records of breast cancer patients. Survival time was defined as time from diagnosis to death or last follow-up. Various parametric survival distributions (Exponential, Weibull, Gompertz, Log-normal) were fit to the data, accounting for potential predictors like age, gender, tumor stage, and surgery type. Model selection was based on Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) values. The survival time distribution exhibited right-skewness, with most deaths occurring within 1,000 days of diagnosis. While no statistically significant association was found between age and survival, females seemed to have a higher risk of death (HR = 2.824; CI: 1.006 - 7.928). The Weibull distribution provided the best fit (AIC: 869.0787; BIC: 902.8804), outperforming other models in balancing model complexity and goodness-of-fit, aligning with Ajith (2020). Additionally, significant differences in survival were observed based on surgical techniques and tumor stages. Modified radical mastectomy and tumor stage III showed statistically significant associations with survival. While gender might influence mortality risk, age appears less impactful. Specific surgical techniques and tumor stages significantly affect survival and should be considered in analysis. The Weibull distribution emerged as the most appropriate model for this breast cancer survival data. These findings suggest early intervention, tailoring treatment to individual factors, and incorporating the Weibull model for accurate survival predictions are crucial for improving breast cancer outcomes.

Keywords: Survival, distributions, models, predictors, explanatory.

Assessment Of Health Knowledge, Practices and Risk Factors Associated with Intestinal Helminthes among Students of Imo State Polytechnic, Omuma Oru East Local Government, Nigeria.

Gerald M. Ugagu

¹Department of Science Laboratory Technology, Imo State Polytechnic, Omuma, Oru East Nigeria

Abstract

A study was carried out on 620 students of Imo State Polytechnic Omuma using structured questionnaire between May and October 2023 to assess the health knowledge, practice and risk factors associated with intestinal helminthes. The demographic result of the study showed that male (56.5 %) respondents were more than female (43.5 %). The study also showed that 375(60.5%) and 245(39.5%) of respondents were within the age group of 17-20 years and 21-30 years respectively. Considering the type of toilet facilities utilized among the correspondents, 43% of the correspondents reside in accommodation with water closet facilities, 35.5% utilizes pit latrine while the other 22.5 % of the respondents resort to indiscriminate defecation in nearby bushes due to lack of toilet facilities in their residential accommodation. The study further observed that (55%) of the respondents used soap and water to wash their hands, while (45%) use only water. 40.1 % of respondents admitted passing out worm (*Ascaris lumbricoides*) before as against (59.9%) that never experience it. Poor hygiene (12.3%), contaminated food (25.2%), improper cooked food (7.2%), are some of the major reasons highlighted by respondents on the knowledge of causes of worm infection among other opinion, while (8.8%) respondents has no idea on the causes of worm infection. It was observed that (8.1%) of the student claim that worm are natural and everybody has worm, while (0.8%) of students attributed it to the eating of mango fruit, sugary things (11.5%), eating of excess meat (5.5%), starvation (0.6%) while (8.8%) do not know the exact cause. 32.5% of respondents admitted being re-infected after treatment, stating that this might be due to not obeying hygiene rules and regulation. 20.5% believed that once they are treated, they cannot be re-infected again. 36.5% believed that it can be prevented while (10.5%) believed that it cannot be prevented. The respondents believed that government can contribute greatly to good water and environmental sanitation in the life of its citizen through health education, regular environmental sanitation practices and the provision of social amenities for the good of the people.

Keywords: Health Knowledge, Practices, Risk Factors, Intestinal Helminthes.

Assimilating Sustainability and Employability Skills into Building Technology Curricular in Nigerian Tertiary Institutions: Strength and Opportunities

Samaila Hamza¹, Jamilu Mustapha Chedi², Haruna Angulu³

^{1,2&3}Faculty of Education, Abubakar Tafawa Balewa University, Bauchi, Bauchi State, Nigeria

Abstract

This study focused on assimilating sustainability and employability skills into building technology curricular in Nigerian tertiary institutions: strength and opportunities. This targets to deliver applied and skills-based sustainability education to students from building technology discipline and offer students with the knowledge, understanding and skills to drive positive environmental transformation in their forthcoming workplaces. The findings proved popular mainly for students on building course, providing an alternative and complementary angle to their selected degree courses. Stakeholders in building perceived research of this nature to be useful to them in their future careers, possibly giving them an advantage in the job market. Curriculum improvement in this area can aid develop both sustainability-specific and generic employability skills. It is also an area where building technology experts can play a key role connecting the wider sustainability and employability programs in higher education and contributes to a more sustainable society by emerging the sustainability acceptance and skills of its teeming graduates.

Keywords: Sustainability skills, Employability Skills, Building Technology, Curricular, Tertiary Institution.

Teachers' Professional Development and Performance Improvement in Private Secondary Schools in Covid-19 Era in Rivers State

EHIBUDU, MARGARET UGOCHI

Teacher, Break Forth Junior High School, Nigeria

Abstract

The study was carried out to ascertain the extent private secondary school teachers in Obio/Akpor LGA of Rivers State are engaged in professional development to improve performance. Population of the study comprised of 2175 teachers in the 145-government approved private schools in Obio/Akpor Local Government Area of Rivers State. The descriptive survey design was used while the instrument for data collection was structured Likert type rating scale captioned Teachers' Development and Performance Scale (TDPS). The sample of the study consists of 400 teachers which was drawn using the multi-stage sampling procedure. Simple random sampling by ballot was used to draw 50 private schools from the entire population of 145 private schools. The reliability coefficient obtained from the study is 0.81. The instrument was analyzed using item by item analysis. Data generated from the respondents was analyzed using mean and standard deviation. Mean scores of 2.5 and above was regarded as very high extent (VHE) while mean scores below 2.5 was regarded as very low extent (VLE). It was found out that private school teachers were engaged in professional development before the pandemic with challenges which are inevitable. Based on the findings, the following recommendations among others were made: Teachers' professional development and performance improvement should not be a debatable issue, rather one that must be embraced by teachers if they are to flourish in the business of education, Professional development programmes should be robust and digitally encompassing.

Understanding and Managing Developmental Disabilities in Nigeria

Dr. Ali Nuhu Abubakar

Assistant Professor, Department of Human Resource Management, Maryam Abacha American University of Nigeria, Kano State – Nigeria.

Abstract

Developmental disabilities have a significant impact on individuals, families, and societies worldwide. This paper intends to explore the understanding and management of developmental disabilities in Nigeria, shedding light on the unique challenges and potential strategies to address them. By examining the current state of knowledge, healthcare services, and social support systems, this study contributes to the literature on developmental disabilities in Nigeria. The paper begins by providing an overview of the definition, types, and prevalence of developmental disabilities, with an emphasis on the Nigerian context. It examines the socio-cultural factors, including poverty, inadequate healthcare infrastructure and societal attitudes towards disability, that can contribute to the development and impact of developmental disabilities in Nigeria. Moreover, this research examines the accessibility and availability of healthcare services for individuals with developmental disabilities in Nigeria. It identifies the existing gaps and challenges in healthcare delivery, including limited specialized services, inadequate funding, and fragmented care. It also highlights the importance of early screening, diagnosis, and intervention in optimizing outcomes for individuals with developmental disabilities. Furthermore, the study explores the socio-economic and psychosocial aspects of managing developmental disabilities in Nigeria. It delves into the societal stigma, discrimination, and social exclusion experienced by individuals with disabilities and their families. The paper emphasizes the need for community awareness, public education campaigns, and the promotion of inclusive policies to foster acceptance, inclusion, and equal opportunities. Additionally, this research examines the role of education and rehabilitation services in managing developmental disabilities in Nigeria. It explores inclusive education approaches, appropriate school facilities, and individualized support for students with disabilities. It also highlights the importance of vocational training programs and job placement to enhance the socio-economic integration of individuals with developmental disabilities. In conclusion, this paper calls for a multi-faceted approach to understand and manage developmental disabilities in Nigeria. It emphasizes the need for collaboration among policymakers, healthcare professionals, educators, and community stakeholders to address the challenges faced by individuals with developmental disabilities. The study advocates for improved healthcare infrastructure, inclusive education, and societal acceptance to ensure equity and enhance the quality of life for those affected by developmental disabilities in Nigeria.

Keywords: Developmental Disabilities, Management of Developmental Disabilities, Healthcare Services, Socio-cultural Factors and Societal Stigma.

Malnutrition and associated factors among patients with cirrhosis at a tertiary care center in Addis Ababa Ethiopia: An ordinal logistic regression analysis

Edgeit Abebe Zewde

¹Department of Biomedical Sciences, College of Health Sciences, Debre Tabor University, Debre Tabor, Ethiopia

Metages Damtie Melaku & Aklog Almaw Yigzaw

²Department of Internal Medicine, College of Health Sciences, Debre Tabor University, Debre Tabor, Ethiopia

Abstract

Background: Malnutrition is a common problem in patients with cirrhosis and it increases the risk of mortality. This study aimed to assess malnutrition and associated factors among patients with cirrhosis at Tikur Anbessa Specialized Hospital Addis Ababa Ethiopia.

Methods: A cross-sectional study was conducted among 210 patients with cirrhosis at Tikur Anbessa Specialized Hospital. Royal Free Hospital Global Assessment tool (RFH-GA) was used to assess nutritional status. Data were entered in Epi-data software version 4.6.0.2 and analyzed with STATA version 17/MP. Ordinal logistic regression analysis was fitted to determine factors associated with nutritional status. Statistical significance was declared at P value <0.05.

Results: The prevalence of moderate malnutrition and severe malnutrition were 36.67% and 14.29% respectively. Patients with ascites were 5 times at a higher risk of being severely malnourished (AOR = 5.08; 95%CI = 2.66, 9.67). The odds of severe malnutrition decreases by 0.35 times for patients without a history of previous hospitalization (AOR = 0.35; 95%CI = 0.18, 0.68). The odds of being in the higher category of nutritional status (severe malnutrition) is 10 times higher for patients with hepatic encephalopathy (AOR = 10.43; 95%CI = 4.66, 23.31). As the level of creatinine blood urea nitrogen increases the risk of malnutrition increases by 2.57 times (AOR=2.57;95%CI=1.02, 5.78).

Conclusion: Malnutrition is high among cirrhotic patients at Tikur Anbessa Specialized Hospital. Ascites, history of hospitalization, creatinin blood urea nitrogen (Cr-BUN), and hepatic encephalopathy are significant predictors of malnutrition.

Keywords: Cirrhosis, Ethiopia, Malnutrition, Royal Free Hospital Global Assessment.

Streets as Developmental Tools for The Transformation Of Inner-City Slums

ADENIJI, Temitope Abigail and MURITALA, Akeem Olawole,

Department of Urban and Regional Planning, Federal Polytechnic Offa, Kwara- State,
Nigeria

Abstract

This article explores a review of empirical debates on informal settlements particularly efforts made to transform the inner-city slums of major cities globally. One of the main challenges being faced by urban planners and governments is how to provide a sustainable transformation approach that will meet the socioeconomic and environmental needs of the inhabitants and to curb the ever-increasing proliferation of these informal settlements. Relocation, demolition and clearance, redevelopment, upgrading, gentrification and rehabilitation are some of the efforts adopted by the governments in transforming inner city slums with little or no success achieved. This paper seeks a paradigm shift from the general perception of slums as isolated and neglected informal settlements to inclusive and integral urban settlements with the introduction of connecting streets and open spaces. Hence, making streets as the nexus between slums and the planned cities. Streets are key components in the development quality of life of slum dwellers irrespective of the type, especially in overpopulated settlements where the absence of streets is the core of several challenges encountered by slum residents and the entire urban space. Creation of streets, renovating existing ones should be considered as the resultant effect cannot be underestimated. This paper concludes with findings and recommendations. It is important in this phase where governments and concerned authorities device new and sustainable approaches to dealing with inner-city Slums with a view on improving the Livelihood of the inhabitants.

Keywords: Streets, Inner-city Slums, Transformation, Government, Informal settlement, Upgrade, Development and Paradigm.

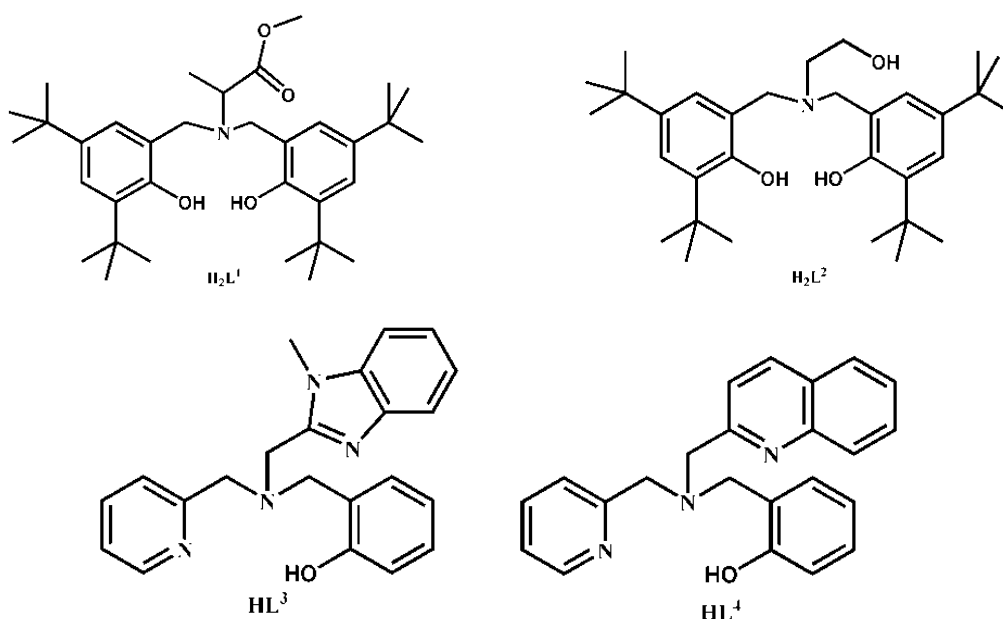
Structural and electronic effects on the exchange interactions and stability of binuclear core in dinuclear bis(phenoxo)-bridged copper (II) complexes

Dr. Pratibha Agarwal

Assistant Professor, Institute of Basic and Applied Sciences, Dr. BhimRao Ambedkar University, Agra.

Abstract

The primary concern of the work presented in this article is a neat demonstration of how structural and electronic effects the magnetic properties and stability of dinuclear core of dinuclear bis(phenoxo)-bridged CuII complexes. In this micro-review, we try to show that for magnetic interaction, the main role played by several structural parameters, such as the Cu–O–Cu bridging angle, the out-of plane shift of the phenoxo ring and the hinge distortion of the Cu₂O₂ central framework. The goal of the present paper is to study the influence of different structural parameters on the nature and magnitude of the magnetic exchange interactions and stability of binuclear core in dinuclear bis(phenoxo)-bridged CuII complexes (scheme 1)



Scheme 1

Keywords: Di-copper Centers, Bis(phenoxo), Magnetic properties, Stability of binuclear core

References

- [1] O. Kahn, *Molecular Magnetism*, VCH Publishers, New York, 1993.
- [2] R. J. Gordon, J. Campbell, D. K. Henderson, D. C. R. Henry, R. M. Swart, P. A. Tasker, F. J. White, J. L. Wood, L. J. Yellowlees, "Polyacidic multiloading metal extractants" *Chem. Commun.*, 4801-4803, 2008.
- [3] S. Khatua, S.H. Choi, J. Lee, J.O. Huh, Y. Do, D.G. Churchill, "Highly Selective Fluorescence Detection of Cu²⁺ in Water by Chiral Dimeric Zn²⁺ Complexes through Direct Displacement" *Inorg. Chem.*, 48: 1799-1801, 2009.
- [4] M. Mijanuddin, A. D. Jana, M. G. B. Drew, C. S. Hong, B. Chattopadhyay, M. Mukherjee, M. Nandi, A. Bhaumik, M. Helliwell, G. Mostafa, M. Ali, "Concomitant polymorphism of an antiferromagnetically coupled dicopper(II,II) complex with single strand helical assembly: Synthesis, structure, DSC, magnetic and heterogeneous catalytic studies" *Polyhedron*, 28: 665-672, 2009.
- [5] K. S. Banu, T. Chattopadhyay, A. Banerjee, S. Bhattacharya, E. Suresh, M. Nethaji, E. Zangrando, D. Das, "Catechol Oxidase Activity of a Series of New Dinuclear Copper(II) Complexes with 3,5-DTBC and TCC as Substrates: Syntheses, X-ray Crystal Structures, Spectroscopic Characterization of the Adducts and Kinetic Studies" *Inorg. Chem.*, 47: 7083-7093, 2008.

An Investigation into The Impacts of Dredging on Aquatic and Terrestrial Lives In Oto-Awori Local Council Development Area, Lagos State, Nigeria

Oga, Omoyemi Azeez

Biology Department, Lagos State University of Education, Otto/Ijanikin, Nigeria

Abstract

This study investigated the impacts of dredging on aquatic and terrestrial lives in Oto-Awori Local Council Development Area (OALCDA) of Lagos State, Nigeria. Descriptive Survey Design was adopted for the study. The target population of study comprised of all the residents of OALCDA. Two hundred respondents were sampled using simple random technique. The instrument for data collection was a structured questionnaire. The questionnaire was personally administered by the researcher and collected by him. Seven research questions and two hypotheses guided the study. Frequency count, bar chart, percentage and mean were used to answer the research questions while the hypotheses were tested at 0.05 level of significance using t-test and Chi-square. The findings of the study were as follows: plant and animal species were high before the commencement of dredging operation, but became low after its commencement. The main reason for embarking on dredging operation in the study area was found out to be for monetary gain from the sale of excavated materials. Relationship between aquatic organism loss and dredging was found to be significant. It was therefore recommended among others that there should be pre and post dredging environmental impact assessment to better understand the extent of impacts of dredging on living things and the environment, and proper awareness should be created on the consequences of dredging operations. Elected chairman of Oto-Awori Local Council Development Area and his team should raise awareness among the people on the impact of their actions on both aquatic and terrestrial species and initiate comprehensive remediation program with stringent monitoring. Higher institutions within the study area should partner with relevant bodies to organize seminars on educating the residents on what dredging is, purpose of dredging and its impacts on the ecosystem as a whole, since loss of medicinal and research species has an efficacy impact on the teaching and learning of science.

Keywords: Environment, Biotic and Abiotic Components, Aquatic and Terrestrial lives, Dredging, Oto-Awori Local Council Development Area.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Assessment of the barriers to AI integration in teacher education programme through Deiph method Nigerian Universities lecturers' experience

Egbai, Julius Michael Ph.D

Department of Educational Foundations, University of Calabar, Calabar, Nigeria

Eke Ogbu Eke (Ph.D) & Ijeoma Ubochi

Dept. of Curriculum & Instruction, Alvan Ikoku University of Education, Owerri, Imo State, Nigeria

Abstract

The study adopted survey design to examine Michael Okpara University OF Agriculture Umudike and Alvan Ikoku University of Education Owerri teacher educators' experience on the barriers to AI integration in teacher education programme in Nigerian universities through Deiph method. Researchers' made experience response questionnaire titled "Teacher-educators Questionnaire on the barriers to Ai integration in Teacher education programme in Nigerian Universities using Deiph method" (TQBAIEEP). TQBAIEEP was used for data collection. It had reliability coefficient of 0.8 5 determined using Cronbach Alpha. The data collected was analyzed using mean and standard deviation in answering research questions. The findings showed that teacher educators' experiences indicate that barriers to AI integration in teacher education in Nigerian universities exist at the institutional, technological, and socio-cultural factors levels. Recommendations were made which span institutional, technological, and socio-cultural dimensions, emphasizing cross-cutting strategies and capacity building. The Deiph method provides a structured framework for diagnosing, evaluating, identifying, and prioritizing the barriers.

Keywords: Assessment, barriers, artificial intelligence, teacher education, Deiph

Availability and Usability of Instructional Materials in Teaching and Learning of Physical Geography in secondary Schools in Nassarawa Educational Zone in Kano State Nigeria

AHMODU, Jacob Shaibu

Bayero University Kano, Faculty of Education, Department of Education, Kano State

Abstract

The study examined availability and usability of instructional materials in teaching and learning of physical geography in senior secondary school in Nassarawa Educational Zone, Kano State Nigeria. The purpose of the study was to determine the availability, importance and the factors affecting utilisation of instructional materials for teaching and learning of the subject. The researcher adopted Survey Research Design. Three objectives were stated and three research questions were asked. The population of the study was 125 secondary schools and the population of the geography teachers were 232. A sample of thirty (30) Government and private secondary schools were randomly selected from the population and sixty (60) geography teachers were purposefully selected to represent the samples. The instrument was 'Availability and Usability of Instructional Materials in Teaching and Learning of Physical Geography' (AUMITLPG), the instrument used in this study was vetted by experts in the field of Test and Measurement. Face and content validity of the instruments was determined. The instrument was tested on different population and analysed using Pearson Product Moment Correlation Coefficient (r) was The instrument was tested on different population and analysed using Pearson Product Moment Correlation Coefficient (r) was 0.85. Instrument reliability was determined using Cronbach Alpha coefficient, with a reliability level of $r = 0.82$. The researchers personally administered the instruments (questionnaire) to the subjects or respondents. The research questions were answered using the frequencies, percentages and means. Criteria mean set for accepting an issue or item is 3.00. The result shows that instructional materials that are available for the teaching and learning of physical geography in study area are not enough. This implies inadequate instructional materials for teaching and learning. The study also further discovered that instructional materials are very important to influence students' retention, acquisition of knowledge, competency, simplify and clarification of complex issue in physical geography. It also was observed that overcrowded class, cost of production and purchase of instructional materials were the major factors affecting effective use of instructional materials in the study area. Recommendations were made based on the findings that school administrators should made available instructional materials in teaching and learning in order to address mass failure and falling standard in educational system in the nation.

Keyword: Use of Instructional Material; Teaching and Learning, Availability and Physical geography.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

The Role of Green Creativity in Enhancing Climate Change Education in Nigeria

Benjamin Anabaraonye, Beatrice. O. Ewa
University of Nigeria, Nsukka, Nigeria

Gideon. U. Nwafor
Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria

Abstract

This study defines the concept of green creativity and climate change education. It further explores the critical role which green creativity will play in enhancing climate change education and achieving sustainable development across communities, cities, campuses and companies in Nigeria. This study also identifies that universities can contribute to the SDGs 4 & 13 much more broadly by supporting the advancement of the goals as well as the implementation of the SDG 4 & 13 framework itself by adopting green creativity in their operations. Green creativity will provide a strong foundation for concrete actions especially among the youths towards achieving the SDGs 4 & 13 in Nigeria. This study further highlights eco-poetry, eco-musicology and eco-photography as forms of green creativity which can be used in climate change education in Nigeria. It concluded with the clarion call for deeper research on identifying the role of green creativity in enhancing climate change education for sustainable development in Nigeria.

Keywords: Climate Change, Education, Green Creativity, Nigeria, Sustainability.

English Premier League Viewership on Super Sport and Academic Performance of Nasarawa State University Students

Molindo Williams Archibong¹ & Dr Anthony Ogande²

^{1,2}Department of Mass Communication,
Nasarawa State University, Keffi, Nigeria

Abstract

Background: The English Premier League (EPL) has its roots in an earlier league called the Football League. The Football League, also known as the power Football League for sponsorship reasons, is a league competition featuring professional association football clubs from England and Wales. Television, no doubt, has brought events and happening around the globe to homes and offices of people, viewing centres and other special places like football viewing centres.

Objective: The purpose of this research was to assess the influence of EPL viewership on Undergraduate of Nasarawa State University, Keffi in Nigeria.

Materials and Method: Cross-sectional survey research design was adopted, Using Taro Yamane (1967) formula, 399 were selected as sample size using the Taro Yamane formula from the entire population of students of the Nasarawa State University Keffi, which is 36,791. Simple random sampling was used to sample respondents and 399 questionnaires was administered. The data was gathered through close questionnaire face- to –face. Semi Structured Interview (SSI) and analysed using frequency and simple percentages.

Results: The study found that showed that there was high level of exposure to English Premier League on Super Sport by undergraduates of Nasarawa State University, Keffi. Undergraduates of Nasarawa State University sometimes view English Premier League as an extracurricular activity.

Conclusion: Although the undergraduates' preference of viewership of English Premier League is informed by the following reasons; to be well informed on sport, for entertainment purpose, Overcome Boredom, respectively. Consequently, it is recommended that the students viewing English Premier League need to ensure that they strike a balance between viewing English Premier League and their studies. They should only watch English Premier League as a tool to improve the academic performance especially when in schools.

Keywords: Academic Performance, English Premier League, Nasarawa State University, Super Sport, Students

Exploring the Impact of Strategic Human Resource Management Variables (Innovation) on the Operational Efficiency of Commercial Banks in Nigeria

Otosi F. Bassey¹, Faithpraise, Fina O², Ubi Ije³

¹Business Management, Faculty of Business Management, University of Calabar, Nigeria

²Computer Engineering, Faculty of Engineering and Technology, University of Calabar, Nigeria

³Business Management, Faculty of Business Management, University of Calabar, Nigeria

Abstract

The transformative potential of Strategic Human Resource Management (SHRM) elements, specifically focusing on innovation, and its dramatic impact on the performance of commercial banks in Nigeria are the topic of this article. This is in an era of rapid technology breakthroughs and rising competition. The goal of the study is to understand how strategic HR practices can support innovation and how that innovation then affects key performance metrics in the Nigerian banking industry. Using a straightforward random sampling technique and a descriptive survey design, the study selected 388 participants at random from the 97,026 commercial bank employees in Calabar Metropolis, Cross River State, who make up the entire population. A standardized questionnaire with a five-point Likert scale that was self-administered was used to gather the data. To evaluate the hypotheses, the data were examined using multiple linear regression analysis, hierarchical analysis, and mean rating. According to the research, innovation significantly impacted commercial banks' performance management. Therefore, in order to eliminate the arcade mentality among employees, it was advised that human resource managers in banks always try to use innovative techniques for educating and retraining staff members.

Keywords: Strategic human resource management, commercial banks, **Customer experience and engagement: (CEE)**, innovation, new technology, risk management, performance, talent acquisition.

Literature, Religion and Gender

Dr. Deepa Tyagi

Assistant Professor, JSS Academy of Technical Education, Noida

Abstract

Literature is the mirror of the society and its thoroughly applicable. Literature is almost in a written form but some are shared by word of mouth. Literature usually means a work of poetry, theatre or narrative. There are many different kinds of literature, such as poetry, plays, or novels. Religion can provide a framework for understanding the themes, symbols, and characters of a literary work. Religion and literature is the study of interrelationships between religious or theological traditions and literary traditions, both oral and written, with special attention to religious or theological underpinnings of, influences upon, and reflections in, individual "texts"

Literature often reflects the religious beliefs and values of a society, and gender roles and identities are frequently intertwined with religious narratives and symbols. Texts may portray gender in ways that reinforce or challenge traditional religious norms and expectations. Literature is the communication of thoughts, ideas and feelings through the written words from one to others. It is a transfer of a personal message between one individual, the writer, and any number of others, the reader. In literature, gender refers to how authors and characters define themselves and how society evaluates them based on their gender. Sex, gender, and sexuality shape narrative texts and readers' understanding of them in many ways.

In a nutshell the study of literature, religion, and gender offers a nuanced understanding of how these three interconnected elements shape individual and collective identities, beliefs, and experiences. It invites critical inquiry into the ways in which power, privilege, and resistance operate within cultural and religious contexts.

Keywords: interrelationship, theological, framework, privilege and resistance.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

5G Network as an Engine Driver in Enabling Internet of Things in Educational Institutions

Onyedimekwu Okechi^{1*}, **Ume Leonard Emenike (Ph.D)**² and **Tew Patricia Adaku D.**³
^{1,2,3}Department of Computer and Robotics Education, School of Secondary Education (Sciences), Federal College of Education (Technical), P.M.B Omoku, River State, Nigeria.

Abstract

The internet of things (IoT) is a great discovery in the field of information technology which has a wide range of applications. Many advanced nations had leveraged on the opportunities IoT technology offers to improve on their service delivery in the field of security, healthcare, manufacturing, aviation, education, finance, to mention but a few. The conspicuous challenge of adopting this technology hinges on the fact that it totally depends on the previous technologies such as high speed internet to power it. In this paper, the researchers had critically examined why the IoT technology had suffered low implementation and application in Nigeria especially in educational sector. The discovery clearly revealed that non-deployment of 5G network that will enable this all important technology in Nigeria is the pivot cause. The researchers mined secondary data from previous literatures and relevant bodies' literature repository such as International Telecommunication Union (ITU), 3rd Generations Partnership Project (3GPP), Nigeria Communication Commission (NCC), and so on. Finally, recommendations were made to debunk the myths that has hindered the deployment of 5G network in Nigeria.

Keywords: 5G Networks, 5G-Advanced, Telecom Networks, IoT, Smart Classroom.

Women's Participation in International Politics and Democracy: A Comprehensive Analysis

Ms. Indu

Department of Political Science, Indira Gandhi National Open University, Delhi (India)

Abstract

Women make up half of the world's population, yet they are still significantly disadvantaged economically, politically, and socially. In many Western democratic countries, women's political participation has increased significantly, but women are still left behind in terms of political participation. This paper examines women's political participation in a gender-segregated society where women have unequal social status as compared to men in a strongly patriarchal culture and political system. Over time, this disparity is decreasing as women become more involved in politics. Women's equal involvement in politics brings attention to women's issues and challenges in Parliament, leading to improved decision-making and accountability for women. In normative theories of democracy, the value of political equality is important; it is believed that women, being equal citizens, should have an equal share with men in public decision-making. On the other hand, empirical theories of democracy often describe it based on the presence of institutions like a multi-political party system and fair elections. In fact, the idea of empirical democracy covers various real-life factors, including culture, economics, and politics. This complicated view of empirical democracy is used to help us understand the descriptive representation of women in national parliaments. The aim of the article is to explain the factors that either helped or obstruct women from entering parliament in countries considered democratic. The study shows two main points: Firstly, the proportion of women in parliaments is affected by a variety of interacting factors. Secondly, it demonstrates that the combination of factors affecting the proportion of female legislators varies depending on how long the country has been practicing democracy. In nations where democracy is relatively new, the voting process plays a crucial role in determining the proportion of female parliamentarians. However, in long-term, established democracies, the primary reason lies in an egalitarian conception of gender roles. Similarly, the conclusion highlighted that empirical democracy is diverse, complex, and multifaceted. Therefore, analyses aimed at a better understanding of the representation of women in parliament must avoid using the same measures for all countries, as each country has its own unique reality.

Influence of Social Media on Self-Esteem of Female Undergraduates

Mr. Joseph Kayode ADEYEMI

Adekunle Ajasin University, Akungba-Akoko, Ondo State.

Abstract

The paper examined the influence of social media on the self-esteem of female undergraduates. The population of the study comprised all the female undergraduates of Adekunle Ajasin University, Akungba-Akoko in Ondo State. The study sample consisted of 100 female undergraduates. The participants were selected based on purposive sampling and willingness to participate and the data was obtained through structured questionnaire. A qualitative methodological design was used in order to allow meaning to emerge. The results were then presented in an interpretative and descriptive manner. Pearson Product Moment Correlation (PPMC) was used to determine the correlation coefficient which was 0.65. Three hypotheses were formulated to guide the study. The hypotheses were tested using t-test and regression analysis. The results showed that there was a significant relationship between social media and self-esteem of female undergraduates. There was a significant influence of age on the relationship between social media and self-esteem amongst female undergraduates. In addition, the study showed there was a significant relationship between the frequency of use of social media and self-esteem amongst female undergraduates. The study concluded that social media influenced the self-esteem of female undergraduates, social media has brought a lot of advantages to the society and has greatly increase social relationship among all people. However, the self-esteem of undergraduates has been greatly influenced, most especially female undergraduates, due to the fact that, there is little or no restrictions to the extent they go with it. It was recommended amongst others that there should be age limit in the use of social media to avoid counter-attack on moral development of adolescent.

Keywords: Self-esteem, social media, female, undergraduate.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Contemporary Matrix in Alternative Dispute Resolution and Crises Incident Management as a Conflict Handling Styles of Criminal Justice System against to Litigation

OLUSEGUN ALABA ADEBAYO

Air Force Institute of Technology, Kaduna, Faculty of Education, Department of Military Education Courses

Abstract

Legal, political, international, social, interpersonal, and family disputes are now handled (not always "resolved") with a variety of different processes, all with different purposes, structures, personnel, and types of outcomes. Increasingly, rather than resolving disputes in courts or other formal tribunals (with binary win-lose outcomes), disputes and conflicts may be resolved by negotiation (directly by the parties to the disputes or with their legal or other representatives), mediation (using the assistance of a third party to facilitate that negotiation), arbitration (using a third party outside of a court to make a decision with privately agreed-to rules), or some other hybrid of these processes, including mediation-arbitration (med-arb), arbitration-mediation (arb-med), consensus building (facilitated group decision making), restorative justice (alternative criminal reintegrates, restitutionary, and healing processes), transitional justice (such as using truth and reconciliation processes, indigenous conflict resolution processes [e.g., gacaca in Rwanda], whether formal or informal, to attempt to resolve post- conflict and mass atrocity wrongs and harms), and specifically tailored processes to a particular conflict or set of disputes (comprising the new field of Dispute System Design). Courts and adjudication (decisions by an officer of the state, either a judge or an administrative officer) continue to be used in both nation-state and international settings in particular kinds of cases, notably in modern international criminal law.

Keywords: ADR, Criminal Justice, Matrix, Conflict Management, Litigation.

Entrepreneurship and SDG Goals 1 and 8: An Online Exploration Survey and Review

Sonjokasi Mafuru Katikiro

Executive Director, Supporters for Vulnerable Children (SV Children), Dar Es Salaam,
TANZANIA

Abstract

Purpose: This paper investigates the relationship between entrepreneurship and Sustainable Development Goals (SDGs) 1 and 8, focusing on poverty eradication and decent work and economic growth. Through an online exploration survey and comprehensive literature review, we aim to understand the role of entrepreneurship in advancing these critical SDGs, identify challenges faced by entrepreneurs, and propose strategies for fostering entrepreneurial solutions to achieve sustainable development.

Methodology: We conducted an online exploration survey to gather insights from a diverse sample of 50 respondents on their perceptions of entrepreneurship's impact on SDGs 1 and 8. The survey included questions designed to assess attitudes, experiences, and challenges related to entrepreneurial activities aimed at poverty alleviation and economic growth. Additionally, we conducted a thorough literature review to contextualize our findings and provide a comprehensive understanding of the topic.

Findings: Analysis of survey responses and literature revealed significant insights into the intersection of entrepreneurship with SDGs 1 and 8. Survey participants expressed a strong belief in the potential of entrepreneurship to contribute to poverty reduction and job creation. However, challenges such as limited access to finance, market access and saturation, threats to online emerging markets and regulatory barriers (that are too many taxes, unfriendly entrepreneurial environment) were identified as significant obstacles hindering entrepreneurial efforts in achieving these SDGs particularly in Tanzanian context.

Conclusion: The findings underscore the importance of entrepreneurship in addressing SDGs 1 and 8 and highlight the need for targeted interventions to overcome barriers and leverage entrepreneurial solutions for sustainable development. Policymakers, practitioners, and entrepreneurs can benefit from the insights provided in this paper to design effective strategies and initiatives that harness the potential of entrepreneurship to drive progress towards poverty eradication and economic growth.

Keywords: Entrepreneurship, Sustainable Development Goals, SDG 1, SDG 8, Poverty Eradication, Decent Work, Economic Growth.

Exploring Temperature-Dependent Density of CuO-Engine-Oil Nanofluids in the presence of Suction and Heat generation moving through a vertical flat plate

Latefat Olanike ASELEBE¹, Olusegun Adebayo AJALA², Adebowale Martins OBALALU³

¹ Department of General Studies, Federal School of Surveying, Oyo, Nigeria.

² Department of Pure and Applied Mathematics, Ladoko Akintola University of Technology, Ogbomoso, Nigeria.

³ Department of Mathematics, Augustine University, Ilara-Epe, Lagos, Nigeria.

Abstract

The issue of energy loss in thermodynamic systems has posed a significant challenge to the power generation industry. To prevent engine failure, it is crucial to control the factors responsible for the loss. This study investigates the relationship between temperature-dependent density and thermophysical properties of CuO-Engine-Oil Nanofluids, focusing on their role in enhancing heat transfer dynamics. A systematic analysis was conducted to explore the impact of density variations on fluid behavior, velocity profiles, and temperature distributions along a vertical flat plate subjected to heat generation and suction effects. The physical system was modeled as a set of governing Partial Differential Equations (PDEs), which were simplified into a system of coupled nonlinear third-order Ordinary Differential Equations (ODEs) using similarity techniques. The resulting equations were numerically solved using the fourth-order Runge-Kutta method and the shooting method implemented in the mathematical software Maple 18.0. The study revealed a correlation between density variations, skin friction, and convective heat transfer rates. The key findings indicate that an increase in the density parameter amplifies both the velocity profile and surface temperature, subsequently affecting the thermal behavior of the nanofluid. Furthermore, the analyses revealed the influence of parameters such as the Prandtl number, Bio number, and suction on skin friction and heat transfer rate, providing a deeper understanding of the complex interplay between various parameters within these nanofluids. The insights gained from this research can be utilized to optimize nanofluid compositions and operating conditions, resulting in enhanced heat-transfer efficiency in engineering applications.

Keywords: Temperature-dependent Density, Suction, Heat generation, Nanofluid, Prandtl number, lubrication.

A Holistic Ayurvedic Approach of Management of Svitra W.S.R. To Leucoderma (Vitiligo)

Dr. Jajbir Singh

Associate Professor & H.O.D., Department of Swasthavritta & Yoga,

Lal Bahadur Shastri Mahila Ayurvedic College & Hospital, Bilaspur District Yamuna Nagar
State Haryana, India

Abstract

Leucoderma is known as Vitiligo. It is an acquired, idiopathic, dermatological disorder characterized by well circumscribed ivory or chalky white macules which are flush to the skin surface. Whereas, Leucoderma refers to such macules wherein the cause of such a change is known. It is common pigmentary disorder in which the pigment producing cells of the skin (melanocytes) are absent or non-functional. As a result, lighter patches of the skin appear on various parts of the body due to lack of melanin pigment. Lesions on the face and the back of the hands are common and prominent. Sites of injury or scarring are also commonly affected. It affects 1% of world's population. 3% to 4% of Indian Population. Although, it affects both sexes in adults and children equally, there is a higher reporting from the females which is likely because of the social stigma that is associated with the condition especially among young females of marriageable age. In Ayurvedic classical literature, the word kustha is used to describe obstinate skin diseases. Caraka, Susruta, Vagbhata, Kasyapa and other mention Svitra or Svetakustha as a skin condition characterized by the white patches. The word Kilasa and Svitra have been used to describe a skin condition analogous to Leucoderma or Vitiligo. The development of Svitra in an individual is said to be caused by wholesome regime including contradictory foods, suppression of natural urges, sinful acts and mis deeds of past life and so on. These causes lead to vitiation of three dosas i.e. Vata, Pitta, Kapha along with the involvement of Dusya (Rakta, Tvak, Ambu and Mamsa) resulting in the manifestation of Svitra.

Keywords: Leucoderma, Vitiligo, Melanin, Svitra, Svetakustha, Kilasa.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Biblical Evaluation of Cognitive Behavioural Therapy for Holistic Healing and Restoration

Janet Omotola Adeyanju, PhD.

Abstract

The study Biblically evaluates Cognitive Behavioural Therapy (CBT) for holistic healing and restoration for clients needing psychological and mental health. It explores the concepts and techniques used in CBT. The study also examined the consistencies and differences of CBT with the biblical understanding of motivation and change.

The study employed a descriptive research design and used observation and existing data from books and journals. The findings from the study revealed that CBT is an effective psychotherapy, but it may not bring holistic healing and restoration in all cases of psychological and mental illness. Hence, the study recommends integrating CBT with Biblical Spiritual Tools for holistic healing and restoration of clients.

Keywords: Cognitive Behavioural Therapy, Biblical, Evaluation, psychotherapy.

Lecturers' Profile: Its Relevance in English Language Teacher Preparation Programme in Selected Public Colleges of Education in Southwestern Nigeria

Sheriff Olamide Olatunji, PhD

Department of Arts and Social Sciences Education, National Open University of Nigeria,

Abuja

Abstract

This study investigated the relevance of lecturers' profile in English Language teacher preparation programme in selected public colleges of education in southwestern Nigeria. The study adopted the survey research design. Purposive sampling technique was used to select three out of four federal colleges of education in the southwestern Nigeria and three out of eight state colleges of education in southwestern Nigeria. Purposive sampling technique was also used to select School of Languages where lecturers in the Department of English in three federal and three state colleges of education were selected for the study. All English language lecturers in the six colleges of education participated in the study making a total of 72 lecturers. The demographic on Lecturers' Perception of English Language Curriculum Questionnaire ($r=.86$) was used for data collection. Data collected were analysed using frequency count and percentage. Findings of the study revealed that that 5 (6.9%) of the lecturers had B.A.Ed., 33 (45.8%) had M.A., 11 (15.3%) had M.Ed., 23 (31.9%) had Ph.D., while none of the lecturers had B.Ed. and B.A. with PGDE. Also, 3 (4.2%) of the lecturers had below 5 years of experience, 31 (43.0%) had 5-10 years of experience, 26 (36.1%) had 11-15 while 12 (16.7%) had 16 years and above of teaching experience. The profile of lecturers of English language teacher preparation programme in colleges of education to a large extent conform with the National Minimum Standards. Based on the findings, it was recommended that managements of colleges of education in Nigeria should continue to ensure that qualification of lecturers that teach English language courses conform with the National Minimum Standards. Government should organise in-service trainings such as workshops, seminars and conferences for lecturers so as to acquaint them with new developments in education.

Keywords: Relevance, Lecturers' Profile, English Language, Teacher Preparation programme, Colleges of Education

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Evaluation Of The Impact Of Webinar On Teaching Mathematics To Undergraduate Students

Dr Udobia Elijah Etukudo

Department Of Mathematics Education, Federal College Of Education (Technical), Omoku, Rivers State, Nigeria

Dr Foluke Bosede Eze

Department Of Science Education, Federal University, Otuoke, Bayelsa State, Nigeria

Abstract

Webinar is an application of video conferencing to communicate to a group of persons and have discussions as if all are in the same place. It a very useful tool for distant learning and educational based communication, popularly used by marketers. Employing webinar in education has advantage of helping teachers and students achieve their goals at their comfort zones. In this study, 250 undergraduates (50 students majoring in mathematics and 200 students who offer mathematics as compulsory courses) and 50 mathematics university lecturers formed the sample on the impact of webinar on the teaching of mathematics. The subjects are persons who are acquainted and familiar with webinar. 14-items like scale questionnaire was used for the study. Data collected were analyzed using chi-square test at 0.05 level of significance. The result reveals that webinar is an acceptable medium for teaching mathematics, with reservations. The proviso being that it should be used where direct one – to – one interaction is not possible. Secondly, the webinar package should be very rich so that while discussing, it would be easy to understand faster and avoid waste of resources on data.

Keywords: evaluation, impact, webinar, teaching, mathematics, undergraduates.

विकासात्मक विकलांगताओं को समझना और उनका प्रबंधन करना

Km Shaista Begum

Lecturer, Ismail National Mahila P G College Meerut

सारांश

विकासात्मक विकलांगताओं को व्यापक श्रेणी की विकलांगताओं के रूप में वर्गीकृत किया गया है जो मुख्य चार क्षेत्रों के विकास को प्रभावित कर सकती हैं जैसे: शारीरिक सीखना व्यवहार तथा भाषा। विकास संबंधी विकलांगताओं के लक्षण बच्चों के विकास के सभी चरणों में दिखने की अधिक संभावना होती है। ये आमतौर पर किसी व्यक्ति की 22 वर्ष की आयु से पहले दिखाई देते हैं। हालांकि कुछ लक्षण जन्म से पहले भी बच्चों में मौजूद हो सकते हैं। विकासात्मक विकलांगताओं के कुछ उदाहरणों में ऑटिज्म स्पाइना बिफिडा डाउन सिंड्रोम सेरेब्रल पाल्सी रेट सिंड्रोम भ्रूण अल्कोहल सिंड्रोम विकार दृश्य हानि और गंभीर श्रवण हानि के साथसाथ एडीएचडी जैसी न्यूरोडाइवर्जेंट स्थितियां शामिल हैं। विकासात्मक विकलांगता वाले बच्चों को अपने जीवन के विभिन्न पहलुओं जैसे गतिशीलता आत्म देखभाल स्वतंत्र रूप से रहना सीखना और ग्रहणशील तथा अभिव्यंजक भाषा में अतिरिक्त सहायता की आवश्यकता होती है। विकासात्मक विकलांगता शब्द व्यापक स्थितियों को शामिल करता है और इस शब्द का उपयोग विभिन्न संस्कृतियों और देशों में अलग-अलग तरीकों से किया जाता है। इसलिए इसका सटीक अनुमान नहीं लगाया जा सकता है कि दुनिया भर में कितने बच्चों में विकासात्मक विकलांगता है। हालांकि यह अनुमान लगाया गया है कि 5 वर्ष से कम उम्र के बच्चों में कम से कम 53 मिलियन बच्चों में विकासात्मक विकलांगता है। विभिन्न प्रकार की स्थितियों को कवर करने वाली विकास संबंधी विकलांगताओं के कारण इन कारणों को इंगित करना आसान नहीं होता है। हम आमतौर पर इन कारणों को दो श्रेणियों में बांट सकते हैं। आनुवांशिक कारण और पर्यावरणीय कारण। आनुवांशिक कारण भी विकासात्मक विकलांगता का कारण बन सकते हैं। इन कारकों के लिए अनुवांशिकी मातापिता से विरासत में मिल सकती है या वे स्वतः स्फूर्त हो सकते हैं। अनुवांशिकी के कारण होने वाले सिंड्रोम में अक्सर विशेष विशेषताएं होती हैं जैसे डाउन सिंड्रोम जो क्रोमोजोम 21 की एक अतिरिक्त प्रतिलिपि के कारण होता है। पर्यावरणीय कारकों में पोषक तत्वों की कमी गर्भावस्था के दौरान विषाक्त पदार्थों का सेवन आयोडीन की कमी संक्रमण फोलेट की कमी आदि शामिल हो सकते हैं।

मुख्य शब्द ऑटिज्म स्पाइना बिफिडा डाउन सिंड्रोम सेरेब्रल पाल्सी रेट सिंड्रोम भ्रूण अल्कोहल सिंड्रोम विकार न्यूरोडाइवर्जेंट स्थितियां अभिव्यंजक भाषा आनुवांशिक कारण क्रोमोजोम आदि।

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Adapting to Diversity: Exploring Differentiated Instruction and Assessment in ESL at the Tertiary Level

K. Sasidhar

Research Scholar, Department of Foreign Languages and Linguistics, Sri Venkateswara University, Tirupathi.

Dr. G. Aruna

Professor & Head of the Department, Department of Foreign Languages and Linguistics, Sri Venkateswara University, Tirupathi.

Abstract

Imparting critical thinking skills along with communicative competencies in a mixed ability classroom is a tedious task for the ESL teachers. The undergraduate engineering English language learners vary in their proficiency level due to their past learning experiences, lack of exposure, socio economic conditions. These students not only struggle with oral communication but also find difficulty in reading and writing skills. The students at engineering college learn English language either to procure employment or to proceed for further education where their critical thinking skills and communicative competencies are evaluated. Differentiated instruction and Assessment is a pedagogical approach not only to address the problems of heterogeneous classroom and but also to equip the necessary English language skills both for slow and fast learners.

Netaji Subhash Chandra Bose: Ideas of Nationalism and Gender Equality

Dimple Juneja

Research Scholar, Mohanlal Sukhadia University, Udaipur

Abstract

Netaji Subhash Chandra Bose inherited the traits of nationalism from his father Shri Jankinath Bose. Shri Jankinath Bose was a government lawyer. He was awarded the title of Rai Saheb by British government. He gave away his title of Rai Saheb as he was upset with British government brutality against Indians. Netaji showed the glimpses of his nationalism right from his childhood. Netaji led an Indian students protest against discrimination by school administration. Netaji was forced to leave his college for raising his voice against racial discrimination faced by Indian students. Netaji had a firm belief in Swami Vivekanand's views on national integration. Netaji was also influenced deeply by Shri Aurobindo's selfless service to the nation. Netaji gave up a lucrative civil service job as he wanted to do something bigger for the nation. He joined the Indian national freedom movement with full dedication. Netaji believed that British need to be defeated militarily. He took help from Japan and Germany and formed Indian national army to fight with the British. The Indian national army fought bravely with British on north eastern fronts of India. Netaji considered Deshabandhu Chittaranjan Das as his political guru and Swami Vivekanand as his spiritual guru. He was deeply influenced by views of both on women education and independence. As per Netaji, females should get due respect in families as well as in community and empower to take their decisions independently. As per Bose, independent India should be free from discriminations. Netaji got love and affection from his mother and other females of his family. As per Netaji, lack of education and funds are primary causes of backwardness of women in our nation. Netaji advocated for giving equal opportunities of education to males and females. As per Netaji, widows should be allowed to remarry and purdah pratha should be abolished. Netaji put efforts for women upliftment. Netaji established women's Indian association in Madras in 1917 and national council of women in India in 1925. Netaji praised the contribution of women freedom fighters in India's freedom struggle. As per Netaji, true independence can be only be achieved if females are permitted to take their decisions independently. He created a special women regiment "Rani Jhansi regiment" in Indian national army and also appointed a female cabinet minister in his provisional government of Azad Hind. Conclusively, we can say that Netaji was a nationalist and he worked aggressively towards women upliftment.

Keywords: National, Gender, Equal, Females, Education, Independence.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

The Role of Social Media in the Digital Age: A Study on Adolescents

Anita Sharma

PhD Research Scholar, University Wing, Dakshina Bharat Hindi Prachar Sabha, Madras

Tammaana Sharma

PhD Research Scholar, Sunrise University, Alwar

Neha Rajput

Assistant professor, RGMCE, Kathua

Abstract

This research paper explores the role of social media in the digital age among adolescents. With the increasing prevalence of digital technology, adolescents have become avid users of social media platforms. This paper examines the impact of social media on various aspects of adolescent development, including social interaction, identity formation, mental health, and academic performance. Drawing upon empirical research and theoretical frameworks, the paper discusses both the positive and negative effects of social media use among adolescents. Furthermore, it explores factors that moderate these effects and suggests implications for future research and interventions. Overall, this paper provides valuable insights into the complex relationship between adolescents and social media in the digital age.

Keywords: Social Media, Digital Age, Adolescents, Development, Mental Health, Academic Performance.

Evolution of Advanced Media Technology and Broadcast Journalism

Moriamo Busola AKINYERA

David Olayinka ALAWODE

Gateway (ICT) Polytechnic, Saapade, Ogun State

Abstract

The evolution of advanced technology has brought a new face to the broadcast journalism with a lot of improvement and application of new technologies, equipment, skills, innovation and so on, this has also helped the media practitioners in their daily journalistic practice and to develop personal skills. The rate of satisfying and meeting the needs of the audience has greatly increased and this new adoption has sustained and retained both new and old audience. Revenue for broadcasting industry comes from the sales of advertising time and the advertisers would prefer media stations with large audience to influence the rate of patronages while stations with low rate of advertisers will face challenge of low internally generated revenue. Though, non-commercial stations generate revenue primarily from donations by individuals, foundations, government, and corporations.

Operational Theory, Marshall McLuhan's Technological determinism and Diffusion of Innovative theory were used because they are all appropriate for this study that has to do with adoption of innovative operation of modern technologies.

It was discovered that most of the stations using old equipment in broadcast production lagged behind, loosing audience, can't get new audience especially government owned stations while the stations with modern equipment need to train their staff to apply the modern equipment and enlighten them for the adoption of new technologies in order to become relevant in this computer world so that the broadcasters can be on the same page with audience.

Keywords: Advanced, technology, broadcast, Journalism, modern equipment.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

A study on the attitude of secondary school teachers towards information and communication technology (ICT).

Zhokedu Zhotso

Research Scholar, Teacher Education, Nagaland University, Kohima Campus Meriema

Dr. Pradipta Kumar Pattnaik

Professor Teacher Education, Nagaland University, Kohima Campus, Meriema.

Abstract

The purpose of the study was to find the attitude of secondary school teachers towards Information and Communication Technology in relation to gender, locality, type of management, educational qualification, and training. The population for the study consisted of all the secondary school teachers in Kohima district under Nagaland state. The total sample of the study consists of 102 Secondary School Teachers. A Standardized tool, Attitude Scale towards Information Technology for Teachers (ASTITT-NI) by Nasrin and Islahi was used for data collection. Statistical techniques such as Mean, SD, and t-test were computed to analyze the data. The findings indicated no significant difference among secondary school teachers of Kohima District in terms of gender, locality, type of management, educational qualification, and training. This research also found that most secondary school teachers have positive attitudes towards Information and Communication Technology. To use ICT more effectively, the teachers required proper training, orientation, and knowledge of ICT. A teacher with good ICT skills can access multiple sources of related materials, broadening his/her knowledge and leading to effective delivery of instruction and personal development.

Keywords: Attitude, secondary school teachers, information and communication technology.

Tsunami 2004 and the unscathed Andaman tribes – A study of ethnic knowledge and belief.

Jyoshita Anand

Madras Christian College, Tamil Nadu

Abstract

Right after the Christmas night, on the morning of 26th Dec 2004 the people experienced one of the biggest earth quakes having 9.3 magnitude which was followed by an unprecedented deadly wall of oceanic water called Tsunami, they never imagined. The coastal settlements, homes, fishermen, resorts, buildings, tourists, and vehicles were swept away and over 3,00,000 people were killed. The Andaman and Nicobar Islands looking like tiny specks on globe could not bear its temper because of their closeness from the epicentre. Some of the southern islands have no trace of life. The scale of human tragedy in the bay islands is beyond our ability to characterize. The numerical death toll represents individual people, each someone's son or daughter, brother or sister, mother or father, or friend. The Mother nature has not always been nourishing. Being educated about a tsunami is important, to realize that when the water level drops the first time, the danger is not yet over. Many people died when they returned home after the return of first wave. The character of a tsunami is that where the leading edge of the tsunami wave is its trough, the sea will recede from the coast half of the wave's period before the wave's arrival. If the slope is shallow, this recession can exceed many hundreds of meters. Due to the lack of this knowledge, people unaware of the danger stayed at the shore due to curiosity, or for collecting fish from the exposed sea bed. The trough, reaching the shores, caused the sea to disappear off the beaches. It was one of the classic warning signs of an approaching tsunami. Tragically, many people went down to the beach, some to rescue fish left flapping on the sand and stood near the shore were taken away by the killer waves. History has recorded when she unleashed tremendous pain and destruction for the people to understand her power and teach them to slow down the pace of so called human progress that goes beyond the limitation. The word 'Tsunami' was alien to them. This was out of the man's capacity to smell the sudden coming of such unprecedented natural disaster. The tribes of the Andaman and Nicobar Islands excluding the Nicobarese viz. Onge, Great Andamanese, Jarawa, Sentinelese and Shompen carry with them adequate ancestral knowledge and belief which actually prevented them from any lethal impact of the earthquake and tsunami. They understand the importance of the coral reefs and mangroves which protect the shore from Tsunami like any marine disaster. But the Andaman tribes who were small in number remained unscathed only because of their ethnic knowledge, belief and practices, further discussed in this paper.

Keywords: Magnitude, tsunami, epicentre, knowledge, trough and tribes.

Exploring The Impact of Internet of Things (IoT) Technologies on Tax Compliance: Opportunities, Challenges and Policy Implications

Venkatasubramanian Ganapathy

Faculty in Auditing Department, Southern India Regional Council of the Institute of Chartered Accountants of India, (SIRC of ICAI), Chennai, Tamil Nadu, Bharat

Abstract

The proliferation of Internet of Things (IoT) technologies has revolutionized various aspects of modern life, including business operations and government services. This research paper delves into the intersection of IoT technologies and tax compliance, aiming to elucidate the opportunities, challenges, and policy implications arising from their integration. Through a comprehensive review and analysis of existing literature, this paper seeks to provide insights into the transformative potential of IoT in tax compliance, while also highlighting potential hurdles and offering policy recommendations.

IoT technologies offer a myriad of opportunities to enhance tax compliance processes for both taxpayers and tax authorities. The ability of IoT devices to collect real-time data and automate various tasks can streamline recordkeeping, improve accuracy in reporting, and enable proactive compliance measures. For taxpayers, IoT-enabled systems can simplify tax documentation, minimize errors, and provide timely reminders for compliance deadlines. Likewise, tax authorities can leverage IoT data for better monitoring, enforcement, and risk assessment, thus enhancing overall tax administration efficiency.

However, the integration of IoT in tax compliance also presents notable challenges. Privacy and data security concerns emerge as paramount considerations, given the sensitive nature of financial information involved in taxation. The vast amount of data generated by IoT devices also raises questions regarding data governance, ownership, and liability. Moreover, the digital divide may exacerbate existing disparities in access to IoT technologies, potentially marginalizing certain segments of the population and hindering equitable tax compliance.

In light of these opportunities and challenges, policymakers must carefully design regulations and guidelines to harness the benefits of IoT while mitigating associated risks. Clear standards for data protection, encryption, and user consent are essential to safeguard taxpayer privacy and instill trust in IoT-enabled tax compliance systems. Additionally, implementation of measures to bridge the digital divide and ensure equitable access to IoT technologies, thereby promoting inclusivity in tax compliance efforts.

Furthermore, tax authorities need to develop robust frameworks for data governance, encompassing data collection, storage, sharing, and usage. Collaboration between public and private sectors is crucial to foster innovation in IoT-based tax compliance solutions while adhering to regulatory requirements and ethical principles.

In conclusion, the integration of IoT technologies in tax compliance holds immense potential to revolutionize the way in which taxes administered and enforced. However, realizing this potential necessitates a holistic approach that addresses technical, legal, and socio-economic considerations. By embracing innovation while safeguarding privacy and inclusivity, governments can harness the transformative power of IoT to foster more efficient, transparent, and equitable tax systems.

Keywords: IoT Technologies, Tax Documentation, Risk assessment, Data governance, Ownership and Liability, Ethical Principles, Encryption, Tax Compliance, Real-Time Data.

Teacher Education and Teaching-Learning Process: A Comprehensive Phenomena

Mr. Binoy Biswas (1), Prof. (Dr.) Suparna Sanyal Mukherjee (2)

(1) Research Scholar, Dept. Of Education, Seacom Skills University,

(2) Associate Professor and Head Of The Department (Hod) Of Education, DIC Of Sociology and Anthropologist Seacom Skiis University
Bolpur, Birbhum, West Bengal

Abstract:

The present study was a comprehensive examination of the transformation of teaching pedagogy in India across millennia. Education, with teachers at its core, plays a pivotal role in societal progress. The study traces the evolution of teacher education from ancient times to the 21st century, recognizing the nuanced interplay of tradition and innovation in India's rich cultural and intellectual heritage. A multidimensional analysis explores pedagogical methods, societal frameworks, and philosophical underpinnings. Historical texts, educational treatises, and contemporary discourse form the basis for illuminating the continuum of teacher education. The narrative unfolds as an interweaving of influences—from ancient gurukuls to colonial structures and the digital era. The study reveals enduring principles and adaptive strategies, recognizing the symbiotic relationship between societal needs and educational responses. It serves not only as a historical reflection but as a foundation for understanding contemporary challenges and opportunities in teacher education. The literature review synthesizes diverse perspectives, contextualizing the evolution from gurukuls to digital classrooms. Ancient Gurukuls emphasized personalized education and holistic development, while colonial influences led to formalized schooling systems. Post-independence reforms blended traditional wisdom with modern methodologies, and the 21st century witnessed technological advancements reshaping pedagogical practices. A qualitative research approach, incorporating data from historical texts and contemporary discourse, reveals a multifaceted evolution. Ancient gurukuls fostered personalized education, colonial influences formalized structures, post-independence reforms integrated modern methodologies, and technological advancements transformed pedagogical practices. Philosophical underpinnings emphasized the role of teachers in fostering critical thinking and moral values. Cross-cutting themes and nuances highlight the dynamic interplay between tradition and innovation, local and global influences. The study has been emphasized on the Baluchar primary teachers training institute at Murshidabad district of West Bengal. The teacher educators of 1st and 2nd semester in accordance to the chosen examined through academic records which was enhanced teaching-learning process from ancient to modern system and its scientific outlook, propagates a comprehensive phenomena of the of the 21st century.

Keywords: Teacher education, pedagogy, societal frameworks, educational paradigms, historical evolution.

Mughal Road in Kashmir: A Historical Perspective

Nisar Ahmad Bhat

Research Scholar, Department of History, Davi Ahilya Vishwavidyalaya Indore (M.P)

Abstract

The Mughal Road runs through the union territory of Jammu and Kashmir, connecting the town of Buflaiz in the Poonch district and the Shopian district. The 84-kilometer road traces a historic route that was used during the Mughal era over the Pir Panjal Pass, which is higher, at an altitude of 3500 M (11,500 ft), higher than the Banihal Pass at 2832 M (9291 ft). The roads links Rajouri and Poonch to Srinagar in the Kashmir valley. Additionally, it provides an alternative route from the Jammu-Srinagar highway into the Kashmir Valley.

There has been a route that crosses the pir Panjal Pass (peer ki Gali) to connect Poonch with Hirapur (modern day Hirpora) in the Kashmir valley. It was extended to Bimber during the Sultans reign. It played an important role during this time, according to Historian Mohibul Hasan. Once the Kashmir valley was annexed, Emperor Akbar improved the route, created an Imperial Road. It has been called the 'Mughal Road' in modern times.

Keywords: Mughal Road, Aliabad Sarai's, Thanamandi Sarai, Hirpur Sarai.

Reskilling The Workforce to Emerge Stronger from The Covid-19

Malyavantham Sri Lakshmi Harshini

Research scholar, Koneru Lakshmaiah Education Foundation, Vaddeswaram, Guntur A.P.

K. Hema Divya,

Associate Professor, Koneru Lakshmaiah Education Foundation, Green Fields,
Vaddeswaram, Guntur A.P.

Abstract

The COVID-19 pandemic has brought unprecedented challenges to the global workforce, necessitating a fundamental shift in how individuals and organizations approach work. As the world emerges from the crisis, there is a growing recognition of the need to reskill the workforce to meet the demands of a rapidly evolving digital economy. The outbreak of COVID-19 has forced businesses worldwide to adapt to remote work, leading to a greater reliance on digital tools and technologies. The pandemic has accelerated trends such as automation and artificial intelligence, leading to a greater demand for skills in areas such as data analysis, programming, and digital marketing. This conceptual paper explores the significance of reskilling in enabling individuals and organizations to emerge stronger from the pandemic. The primary objective of the study is to analyze the key challenges faced by the workforce during the pandemic, including the rapid adoption of remote work, increased automation, and shifts in consumer behaviour; and second, to examine the role of reskilling in addressing these challenges and preparing individuals for the future of work. The findings highlight the critical importance of reskilling as a strategic imperative for organizations and governments. By investing in reskilling initiatives, organizations can not only equip their employees with the necessary skills to thrive in the digital economy but also foster a culture of continuous learning and adaptability. Moreover, the paper emphasizes the need for governments and policymakers to support reskilling efforts through targeted interventions and policies that promote inclusivity and accessibility—the transformative potential of reskilling in building a resilient and future-ready workforce post-COVID-19. By embracing reskilling as a strategic priority, organizations and governments can not only navigate the challenges of the present but also seize the opportunities of the future.

Keywords: Reskilling, Workforce, COVID-19, Digital Economy, Future of Work.

The Environment and Technological Advancement

Parul Tomar

Department of Chemistry, N.A.S. College Meerut U.P India, C.C.S University, Meerut U.P
India

Abstract

Innovative thinking and digital technologies are essential for advancing sustainable development. It's crucial to recognize that technological improvements can affect sustainability in both positive and negative ways. To improve sustainability results, it is crucial to have a thorough understanding of how people and organizations are utilizing these technologies. The objective of this article is to ascertain and evaluate the principal prospects and obstacles linked to the integration of technology in sustainable development. In addition, we have suggested a number of study topics and noted a number of research gaps that will require further investigation. Four main categories have been established for these research topics. The first three classifications center around the natural world, financial benefits, and society, the three pillars of sustainability. Study agendas that are applicable to all three of the environmentally friendly aspects are included in the fourth category, which is a general category. The knowledge gained from this research adds to the body of knowledge in several theoretical ways and has important applications for developers, decision-makers, and professionals. The major opportunities and difficulties associated with adopting technology for environmental development were noted and examined in this study. A bibliometric analysis is also performed to find and investigate research gaps. Future study issues and areas were recommended based on these research gaps.

An surge in political and economic internationalization has been made possible in recent years by the creation of legislation, the removal of trade barriers, and technological advancements, particularly in the areas of transportation, energy, and telecommunication. Apart from the incentives associated with industrialization, advancements in technology across many economic domains have also played a role in exacerbating the environmental repercussions of economic expansion.

Keywords: Environmental Responsibility, Technological Sustainability, Global Sustainable Development, Product And Technology, Innovation Strategies, Tools And Methods.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Insurgency, Banditry Kidnapping and De-radicalization in our contemporary society

Gbaeren Felix Tersoo PhD

Department of Political Science, School of Secondary Education (Arts and Social Sciences),
College of Education Katsina-Ala PMB 2008, Katsina-Ala Benue State Nigeria

Abstract

The increasing cases of insurgencies, banditry, kidnappings and De-radicalization in our contemporary societies continue to remain distressing. The wave of violence and political instability taking place in our contemporary society has caused a stir, disarticulation, social disharmony and cohesion. Kidnapping today have become a lucrative business for bandits as they have developed tact and professionalism to outsmart security, gadgets and apparatus. This is associated with activities of insurgency terrorism and counter insurgencies taking place across the globe. Insecurity is the order of the day and this is seriously affecting the lives of citizens. A greater proportion of country's population is decimated on daily basis. Security architectures are dissipated and is being thrown to skepticism, disillusionment and despair. Our contemporary societies are grip with fear and anxiety as insecurity proliferates and is ubiquitous. Insurgency and banditry are ravaging our societies as there is violence and blood on the wall everywhere. Given the harvest of incidences of violence and other forms of insecurity in our society particularly in Nigeria and it's worrisome nature, this paper undertake as it's tasks to examine the influx of insurgency, banditry and kidnapping in our society. It also looks at the implications of these crises on the socio economic development of the society in terms of food security and stability in our societies.

Keywords: Insurgency, Banditry, Kidnapping, De-radicalization and instability.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Examining the Efficacy of Social Media Guidelines in Countering Trolling: Insights from Indian Broadcast Journalists

Manju Yadav

Ph.D. Scholar, Amity School of Communication, Amity University, Noida

Dr. Piyashi Dutta

Assistant Professor, Amity School of Communication, Amity University, Noida

Abstract

With the intersection of social media and traditional media, trolling has emerged as a major challenge for media professionals. Against this backdrop, the present research examined if the social media guidelines (SMG) formulated by news organizations help journalists in mitigating the effect of trolling. This study further investigated the prevalence and purpose of SMG in Top-10 mainstream Hindi News channels in India. Through the lenses of 30 practising journalists (from top-10 channels) interviewed, the authors demonstrated that guidelines were formulated primarily to save the brand name of the organization and do not have much room for the journalists' well-being. The organization's clear instruction "not to respond to trolls" has forced the majority of journalists to accept trolling as a part of their job. Thus, in case of being trolled, they prefer to suffer in silence than reach out to the management.

Keywords: Trolling; social media guidelines; Indian news channels; social media; journalists.

Maximizing Early Childhood Education: How Guidance and Counselling Drive Success and Tackle Obstacles

Dr Olayinka M. Ayannuga

Department of Educational Psychology, Federal College of Education (Technical) Akoka,
Lagos, Nigeria

Abstract

The goal of this paper was to explore the pivotal role of guidance and counselling in maximizing the potential of early childhood education. It considered meaning, some definitions of Early Childhood Education (ECE) and challenges of Early Childhood Education. Starting school at this age has a lot of benefits for the pupils because it lays the groundwork for a child's future academic and socio-emotional development such as improving social skills, teaching the concept of cooperation, encouraging holistic development and enthusiasm for lifelong learning. The paper also delves into how the integration of guidance and counselling services in early childhood education is primarily concerned with the effective growth and development of children. Principles guiding the implementation of guidance and counselling in ECE and the need for Guidance and Counselling in Early Childhood Education which cannot be overemphasized were also discussed. It was recommended among others that curriculum planners should integrate guidance and counselling in early childhood education to help each child succeed in adjusting to life in school and society, all stakeholders in education must collaborate with counsellors for the aims and objectives of early childhood education to be and that counsellors should be provided with tools they require to take care of the needs realized of the students to determine modification and encourage development. Through a synthesis of research findings and practical insights, the paper concluded that the goals of ECE cannot be achieved without counsellors playing the appropriate roles they were expected to play.

Keyword: Early Childhood Education, Guidance and Counselling.

Christian Ethical Response to The Challenges of Digital Borrowing in Nigeria

Adewale Abiodun Fadare

Doctoral Student at Nigerian Baptist Theological Seminary, Ogbomoso

Abstract

Digital financial borrowing is the money borrowed online through digital mobile applications, platforms or phones that are offered by the financial lenders using the internet. Due to the advancement in financial technology, banking and financial services and operations have been digitalized. The emergence of digital finance has rebranded banking and credit borrowing access and opportunities. People can now borrow money online or digitally seamlessly. This development is applaudable because it eases traditional banking operations and removes bottlenecks in borrowing and lending to finance business and personal needs. However, the attendant experiences from digital financial borrowing are worrisome and pose challenges to human well-being in developing economies, especially among Christians in Nigeria. Some of the experiences of digital financial borrowers are poor loan repayment which may be due to high interest, breach of personal data policy and social shaming of defaulted borrowers by the lenders' companies employees. Unvirtuous motives and characters of some borrowers and professionally unethical attitudes and loan recovery strategies are among the factors responsible for these challenges. This paper gives an overview of digital financial borrowing in Nigeria, discusses digital financial borrowing which is characterised with features such as instant, automation, remote, consumer loans and short maturity. The paper argues that digital financial borrowing has assisted financial inclusion and contributed to Nigeria's digital economy, it has however negatively impacted on borrowers' personal, emotional, mental, marital, business, spiritual and moral wellbeing due to poor repayment or inability to repay, high interest, and social shaming of customers by digital loan officers. The paper concludes that Christians should act virtuously and ethically according to biblical instructions when dealing in financial borrowing, Wisdom, honesty, godliness, discretion, patience and mutual respect are among Christian virtues to display in financial borrowing decisions, actions and relationships. It recommends that churches and church leaders should encourage financial education and literacy that enhance credit understanding and boost Christians' financial wellness. It also recommends that Chartered Institute of Bankers of Nigeria with other financial regulatory bodies in Nigeria should regulate operations of lending companies and enforce acceptable professional work ethics and attitudes of digital lending companies' employees to enhance friendly relationships with customers.

Keywords: Financial Borrowing, Digital Financial Borrowing, Financial Technology, Christian Ethics.

Assessment of Impacts of Climate Change on Oil Producing Communities in Ahoada West

ZUDONU, Onisoman Chuks, Ph.D¹; Ndukwu, Didacus Emeka¹; Iroro, Patricia E¹

Federal College of Education (Technical) Omoku, Rivers State, Affiliated to University of Nigeria, Nsukka, Nigeria.

Abstract

This study determined the effect of climate change on oil producing communities in Ahoada West in the Niger Delta region of Nigeria. The study investigated the causes of climate change in Ahoada West. Also, determined the extent to which multinational oil and gas companies are addressing the fallouts emanating from climate change in Ahoada West. A total of two hundred and sixty (260) participants were randomly selected for the study. The Impacts of Climate Change on Oil Producing Communities in Ahoada West Structured Questionnaire (ICOPCAWSQ) were administered to the total respondents and were retrieved after completion. None of the administered questionnaires was voided. The results of the study were analyzed using simple percentage. The results revealed that that burning of fossil fuels contributes significantly to climate change, industrial activities by oil and gas multinational companies, such as oil exploration and exploitation, contribute to climate change, agricultural practices, such as livestock farming and rice cultivation, contribute to climate change, emissions from transportation, such as cars and airplanes, contribute to climate change, burning of bushes, clothes and papers contributes to climate change, methane emissions from natural sources, such as wetlands and termites, contribute to climate change, increased atmospheric carbon (IV) oxide levels are primarily caused by human activities. Based on the findings the following recommendations among others were made; Oil and gas companies should see reasons to stop gas flaring as this will simmer down the rate of environmental degradation. The flared gases should be converted to cooking gas in our various houses.

Keywords: Climate Change, long-term shifts, Chemistry Students' Attitude, and climatic conditions.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Customer Perception Towards Digital Banking Services of Select Public and Private Sector Banks

Dr. G. Vijaya Bharathi

Professor, Department of Commerce, Yogi Vemana University, YSR District, Andhra Pradesh

D. Kausar Fathima

Research Scholar, Department of Commerce, Yogi Vemana University, YSR District, Andhra Pradesh

Abstract

Digital banking is on trend due to the eruption of technology in this digital era. Digital banking also known as E- banking is method of accessing the banking services electronically without going to the banks physically. It has transformed the banking activities from paper work to paperless one. Digital banking helps the customers and banks in conducting the activities speedily and accurately. It has been proven as a time saver and user friendly service to the customers and also banks. Crowding at the banks has been reduced with the help of digital banking. The study on customer perception towards digital banking services of select public and private sector banks has been conducted in Kadapa district of Andhra Pradesh. The data was collected from total number of 120 respondents, 60 from public bank and 60 from private banks of Kadapa district. The study has concluded that the customers of both banks are using digital banking services and agree that the factors of digital banking services help in motivating the customers.

Keywords: Digital banking, E- banking, Transaction speed, Promptness, Compatibility etc.,

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Partnerships, Matrimony and September, 11: The Seismographic Narratives of *The Good Life* by Jay McInerney

Mahima Thakur

Assistant Professor, Department of English, Ismail National Mahila P.G. College, Meerut
(U.P.)

Abstract

The Good Life by Jay McInerney is an example of how marital life and love stories are frequently used in the growing body of 9/11 fiction. This book appears to be wholly apolitical on the surface, and it has drawn a lot of flak for how it "domesticates" the attacks without taking into account broader political or historical context. According to the study, this novel is known for its "seismographically," performing stories of continuity. The aim of the present paper is to signify how it looks at the relationship's prehistories before the demands of 9/11 force and how it re-evaluates through the varying degrees and dramatizes a return to symmetry.

Keywords: Relationship, 9/11, Jay McInerney, American Literature, Continuity.

Teacher's Perspectives on Integrating AI Technologies for Large Class Sizes in Secondary Education in Nigeria

Ibebuike, Ursula O¹, Obi, Patricia N.¹, Duru, Ngozi D.², Urenyere, Rachael U.¹

¹Department of Curriculum/Instruction,

²Department of Educational Psychology and Guidance and Counselling,

Alvan Ikoku Federal University of Education, Owerri, Imo State, Nigeria

Abstract

This study delves into Nigerian secondary school teachers' perspectives on the integration of Artificial Intelligence (AI) technologies in large class sizes. The areas of the study were Abia and Imo States. The population of the study comprised all the 477 senior secondary school teachers (182 males and 295 females) in Aba North Local Government Area of Abia State and 285 senior secondary school teachers (65 males and 220 females) in Owerri Municipal Council in Imo State, numbering 762. The sample of the study was 142 respondents. Through the analysis of five research questions, the research provides insights into teachers' perceptions, challenges, opportunities, and professional development needs regarding AI integration. Findings reveal a moderate to high significance placed by participants on AI integration in large classes, indicating a general recognition of its potential benefits. However, significant variability exists in teachers' opinions and experiences, reflecting the complexity of system integration. Teachers' concerns encompass technical competency, pedagogical ideals, resource access, and institutional support. While some educators embrace AI to enhance teaching and learning, others express skepticism or apprehension regarding its impact on traditional roles and student outcomes. Ethical and sociological implications of AI in education are recognized, necessitating considerations of justice, openness, accountability, and privacy. Addressing ethical concerns is crucial for ensuring equitable access and mitigating disparities in educational outcomes. Moreover, participants emphasize the importance of targeted professional development to equip teachers with the necessary skills and knowledge for AI integration. Collaborative discourse among educators, policymakers, and researchers is advocated to promote evidence-based strategies and policies. In conclusion, the study underscores the need for inclusive and collaborative approaches to AI adoption in Nigerian secondary education, emphasizing the ethical, pedagogical, and infrastructural considerations. Implementing the recommended strategies such as Creating AI training and support programmes for Nigerian secondary school teachers can help overcome challenges and maximize the benefits of AI integration, ultimately enriching the teaching and learning experiences in large class settings.

Keywords: Teacher's Perspectives, AI Technologies, Large Class Sizes, Secondary Education, Nigeria.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

English Language Teaching (ELT): Analysing Strategies and challenges from the Indian Perspective

Garima Sharma

Research Scholar, Department of English, Chaudhary Charan Singh University, Meerut
(India)

Abstract

English, an extensively used language of today, has often been mentioned as 'global language'. It is the lingua franca of the current era and the same is taught and learnt as a second language around the world. In India, English is used not only for communicative purpose but also serves as a link language for inter-state and intrastate coordination as the nation is found with the great ethnic and linguistic diversity. Though modern technology has started playing a considerable role in imparting and acquiring the language in schools and colleges especially in the small towns and rural areas is rather inadequate and unproductive. The students studying English at school and college level manage to get through the exams without making enough attempts to either understand the language or learn to appreciate the utility of language. This research paper highlights the significance of using English as a tool to fulfil the interminably increasing requirements of the competitive corporate world. The tasks before educators in the contemporary day ELT and strategies to overcome are considered in this paper. The method by which the learners can put their knowledge into real daily practice is to fulfil their real-world necessities to gain an expertise over the language is emphasized.

Keywords: English Language Teaching, Global language, Indian Perspective, Strategies, Linguistic, Second language, Communicative.

Gender Disparities in the Recognition of Qualifications among Nigerian Foreign Graduates

Aliyu Abubakar Mirnga, Ph.D.

Abubakar Sadiq Haruna^{1,2}

¹Maryam Abacha American University of Nigeria, Kano

²Department of Educational Foundations, Federal University Gusau

Abstract

This research delves into the Gender Disparities in Qualification Recognition among Nigerian Foreign Graduates, conducting a Comparative Analysis of Perspectives between males and females. Utilizing a descriptive survey design, the study outlines specific objectives, research questions, and hypotheses. The research encompasses a population of 700 Nigerian foreign graduates seeking accreditation recognition, with a sample size of 670 applicants chosen through the Snowball sampling technique. Data collection employs the "Foreign Graduates Qualifications Evaluation Scale" (FGQES), a validated instrument assessed by experts in Education Measurement and Evaluation, yielding a Kappa coefficient of 0.83, affirming its validity. The analysis reveals that qualifications obtained by female foreign graduates are more widely recognized than those acquired by their male counterparts. To enhance this recognition process, the paper suggests that the Federal Ministry of Education should develop a Mentorship and Follow-up policy for Nigerian students in foreign institutions. This initiative aims to monitor students' performance, provide reliable information on academic engagement, and prevent poor attendance and performance, particularly among male students.

Keywords: Accreditation, Evaluation, Foreign Graduates, Gender Disparities, Recognition.

Enhancing Content-Based Medical Image Retrieval Using Attention-Enhanced ConvNets and SIFT Feature Extraction

L. Anish¹, Dr. S. Thiyagarajan²

¹Research Scholar, Department of Computer Science, St Joseph University Chumukedima Nagaland India.

²Professor, Department of Computer Science, St Joseph University Chumukedima Nagaland India

Abstract

Content-Based Image Retrieval (CBIR) has become a critical domain in the previous decade, owing to the rising demand for image retrieval from multimedia databases. Developing a method for content-based medical image retrieval is a challenging task. This paper proposed a new method for content-based medical image retrieval based on salient regions and deep learning. This research introduces a novel approach employing the Attention-Enhanced ConvNets model. The methodology involves the preprocessing of the CBIR image dataset through Color Normalization to enhance image quality, following preprocessing, feature extraction is performed using SIFT (Scale-Invariant Feature Transform) to capture intricate patterns and textures within the images. The classification step utilizes the Attention-Enhanced ConvNets. This approach is implemented and tested through simulations, and the results indicate a substantial positive deviation in performance and retrieve the images effectively compare than existing methods. The performance metrics are Accuracy, precision, Recall, F1-Score shows the measurements this proposed model.

Keywords: CBIR, Color Normalization, SIFT (Scale-Invariant Feature Transform), Attention-Enhanced ConvNets.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Sex, Sexuality and Sexual Harassment: A Study in the Rise of the Fourth Wave of Feminism

Dr. Nikhilesh,

Assistant Professor, Dept. of English, Agra College, Agra

Abstract

Since the social development of humans on the earth the terms sex, sexuality and harassment have always, though not so overtly, been the core point of discussion among us. We have a vast history of origin and development of these terms still we have a little apprehension of these and consciously or unconsciously label them abusive or derogatory.

In the past, feminist movements have been too exclusive, developing inside the narrow mind-set of the Western upper class and focusing on the problems and demands of that group. A new wave of feminism has emerged in the wake of the information technology revolution. Feminist activist groups may benefit from the internet's inclusive environment and ease of use when it comes to organizing mass protests.

Around 2011-12, a new feminism (the fourth of wave of feminism) emerged, one that relies heavily on internet and social networking sites like Facebook, X, Instagram, You Tube etc. As a result of feminist movements and their blatant talk on sex, sexuality, gender equality and sexual harassment at various places viz. work places, education centers etc. have awakened the slept consciousness of male as well as female, encouraging them to take part in all aspects of public life.

This research paper is an effort to elucidate my notions on the subjects like sex, gender discourse, sexuality and sexual harassment highlighting them from the feminist point of view.

Keywords: Sexuality, Overtly, Feminist, Technology, Revolution.

Entrepreneurial Mindset: Cultivating Innovation for Success in the Digital Age

Ms. Himani Singh

Assistant Professor, Kalka Institute for Research and Advanced Studies, New Delhi

Abstract

The development of an entrepreneurial mindset is becoming more widely acknowledged as essential for promoting innovation and attaining success in today's quickly changing digital environment. An overview of the vital role that an entrepreneurial mindset plays in fostering innovation in the digital age is given in this abstract. It looks at how people and organizations can adopt entrepreneurial values to take advantage of new opportunities, manage uncertainty, and adjust to technology improvements. Developing an entrepreneurial mindset is crucial for success in the fast-paced digital world as it promotes creativity. This study explores the importance of fostering an entrepreneurial mindset in the modern day as a means of promoting innovation. It looks at how people and organizations may use entrepreneurial ideas to overcome uncertainty, take advantage of opportunities, and adjust to the rapid growth of technology. This study explores the characteristics of an entrepreneurial mindset by utilizing interdisciplinary viewpoints from the fields of technology, psychology, and entrepreneurship. It also covers methods for encouraging an entrepreneurial attitude in a variety of settings, such as business, community, and education. This seeks to shed light on how an entrepreneurial attitude is essential for fostering innovation and offer strategies for individuals and companies to prosper in the rapidly changing digital environment.

Keywords: Entrepreneurial mindset, Innovation, Digital age, Adaptability, Opportunity recognition, Risk-taking, Creativity, Entrepreneurship education, Technological advancement, Success.

Absurdism and Meaninglessness in Samuel Beckett's *Waiting for Godot*

Geeta Sharma

Research Scholar, Department of English Chaudhary Charan Singh University Meerut, Uttar Pradesh

Dr. Ravindra Kumar

(Professor), Department of English Chaudhary Charan Singh University Meerut, Uttar Pradesh

Abstract

While keeping in view the elements of absurdity, the study focuses the analysis of Samuel Beckett's play *Waiting for Godot*. The artistic features of this work such as title, setting, structure, theme, characters and actions/dialogues are overviewed through the lens of absurdity. The absurdity appeared was in the form of meaninglessness of life without any goal and purpose, chaos in life, love for death and emotional and spiritual barren characters. Absurdism as a philosophy stands on the idea that the whole universe is irrational and meaningless and that the look for order brings the person into conflict with the universe. *Waiting for Godot*, is one of the best examples of absurd literature where the characters are unrecognizable, isolated setting, and the dialogues are meaningless in the traditional sense. After Martin Esslin's book 'The Theatre of Absurd'(1961) was released, the term 'Absurd Drama' or 'The Theatre of Absurd' became much more popular. In Albert Camus (French Philosopher) In his views, life is spent purely for the sake of living in a world that no longer makes sense since there is no divine being to reconcile its incoherence. What Camus labelled "absurd" Samuel Beckett's *Waiting for Godot* in accordance with this concept. In this paper we have tried to find out the very concept of 'Absurdism' in special reference to *Waiting for Godot* by Samuel Beckett. This research paper reflects the conflict between the meaning of life and struggles of the life of the characters by using absurd elements like repetitiveness, desolate setting, puppet-like characters, no well-made plot, fantasy, and dark humor, indefinite time, meaningless dialogue and violation of tradition. Based on these elements, this paper shows the suffering of human beings, the boredom of life, meaninglessness of life, struggles between body and mind that we cannot understand which one is right and which one is wrong.

Keywords: Absurdity, Life, Suffering, Existentialism, Chaos, Meaninglessness, Death.

Artificial Intelligence tools in Learning English language and Teaching. How can be AI used for Language Learning?

Dr. B. Tulasi Rani,

Professor of English, Chalapathi Institute of Technology, Guntur, AP

Abstract

This study attempts to get awareness on Artificial Intelligence in Language learning and teaching, it helps to know the tools what we use for learning English language how AI can be used to enhance pedagogical experiences. Artificial Intelligence (AI) has a great potential in the field of education. AI features rapid expansion of technology and digital application is influencing as a fourth industrial revolution almost in all spheres of our lives.

The startup is released in 2013 by **Langua Talk**, Langua is possibly the most powerful intuitive AI tool for learning a foreign language. Fabulous options for conversation practice, you'll see lots of good topics before you start chatting. AI is the best for learning English language, **ChatGPT and Talk Pal AI Chat** are an AI-powered language learning apps that helps to improve skills of speaking, listening, and writing. It uses language learning and conversational approach also allows learners to practice their English with native speakers and AI-powered **chatbots**. Hence this paper approaches the potential application AI in language learning through the tools and further, it explores the possibilities of implication of AI in classrooms adopting tools in new teaching and learning approaches and pedagogical modifications. The best AI tools for students in 2024 for comprehensive writing are **Grammarly** and **prowriting Aid** apart from these, **Google scholar** is also an excellent tool for research, while **Duolingo** caters to language learners. The choice of the best AI tool depends on the students specific needs. This paper helps to learn AI tools in language learning and teaching especially for English as second language learners. This paper suggests the study of AI tools using in English language learning and teaching and uses of AI tools.

Keywords: Artificial Intelligence, Tools, ChatGpt, Chatbots, Grammarly, Pro writing Aid Duolingo. Google Scholar.

An Evaluation of School Field Trips in Secondary Schools of Delhi

Mr. Deepak Kumar

Assistant professor School of Education, Lingayas Vidyapeeth, Faridabad/
Ph.D. Research Scholar Department of Education, University of Delhi

Abstract

Field trips are an experiential learning since they take students out of the typical classroom environment to a different learning environment. The argument is made that field trips are one of the most crucial things where teachers can offer their pupils not only broaden their knowledge and experiences but also help them to better understand the environment in which they live. Field trips emphasizes hands-on, real-world, and practical applications of effective learning. Students learn through experiential learning or hands-on learning for static knowledge.

Students participate in this sort of learning with their own concepts, ideas, and knowledge to make various observations. Now a day, due to development of technology, field trips became effective in virtual field trip form. Virtual field trips offer a new way for teachers and students to visit historical sites and museums. Most notably, virtual field trips provide access to places that normally would be impossible for classrooms to visit, and this in turn provides platform of learning possibilities for the classroom. In this paper researcher assess the importance of technology in field trips.

Keywords: technology, virtual tour, enjoyment, happiness.

Emotional Intelligence and Its Impact on Academic Performance of the Students

Trapti Tak

Assistant Professor, Department of management studies, Vivekananda Global University, Jaipur, Rajasthan, India

Abstract

In the last two decades it has been seen that the college life is becoming more stressful and the current generation is going through with the phase of stress because of academic or non-academic related reasons. The academic related reasons are undoubtedly material problem which is affecting the college students to a great extent. Various research has finger out various reasons for the current situation such as the increasing content of their studies, pressurise exams the forces relating to the career and the financial difficulties which they encounter. Because of this changing economical scenario, the peer pressure as well as the parental pressure along with the other social stresses makes the life of students more challenging. In this background the emotional intelligence undoubtedly plays a very vital and key role in making the development of the overall academic performance for the students. It is a very generally accepted fact that the emotional intelligence is a key involver in making the enhancement of capabilities and competencies of flexibility level of students. The stimulus basis adds the empathically intellectual level of students so that the stress arising from anxiety and the conflict can be managed properly and it can enable the level of understanding as between the students at a very significant level. The today's students keeps a higher level of expectations and not only did themselves keep expectations but their family and the society also expects them to perform at a very higher level emotional intelligence undoubtedly gives a support and a base to students to manage themselves in a better way. The parent's guardians and the teachers also need to play a moderator rule in making their intelligence managed in emotional manner. The students have to understand their teachers or expectation of their parents and their emotions and a student with the upper level of emotional intelligence is expected to be more successful. The above research work has been undertaken to reveal identify various components of emotional intelligence of the respondents chosen for the study had to find out that how demographic factors could impact emotional intelligence and what is the relationship between the emotional intelligence and academic performance.

Keywords: Performance, Employees, Organisation, Respondents, Competencies, Intelligence, Expectation.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Reviving Ayurveda: Indigenous Medicine's Resistance and Resurgence in Colonial United Provinces (1900-1950)

Dr. Shivangi

Assistant Professor, CDOE, Mangalayatan University, Aligarh

Abstract

The coexistence and clash between indigenous medicine and Western medicine within colonial society have long been subjects of study in the history of social medicine. Scholars have argued that the antagonistic stance and policies of the State played a significant role in the decline of indigenous medicine and its practitioners. However, through the examination of archival data and vernacular writings, this study challenges this perspective. It argues that indigenous medical practitioners and their supporters actively resisted Western medicine, striving to preserve the identity and relevance of Ayurveda in colonial India. The paper suggests that advocates of indigenous cultures rallied behind Ayurveda or Unani medicine as a means of asserting cultural identity and resistance against colonialism. This association with political nationalism served to rejuvenate and promote indigenous systems of medicine amidst the challenges posed by colonial hegemony.

Keywords: Ayurveda, Unani, Patrons, medical practitioners, medical education, United Provinces.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Social concerns in Kamala Markandaya's Nectar in a Sieve, A Handful of Rice, and A Silence of Desire

Anuradha¹, Dr. Awdhesh Kumar²

^{1,2}Department of English, Meerut College Meerut, 250001

Abstract

Kamala Markandaya is a humanistic novelist who believes in improving humanity in general and social concerns in particular. She does not approve of the philosophy of 'art for art's sake. She has a firm conviction that literature must be played a significant role in the betterment of society. Markandaya's novels are a part "of literature of concerns." or "socio literature." Markandaya defines literature as more effective than any other media. In her novels, she depicts many social problems that are relevant in the present time. Through her novels, Markandaya has raised many social concerns like poverty, hunger, unemployment, immigration, exploitation, husband-wife relationship, psychological maladjustment, etc. In this paper, an attempt has been made to find some concerns in the novels of Kamala Markandaya that are a barrier to the development of humanity.

Delineating Identity and Race in Paul Beatty's 'Slumberland': An Analytical Comparison

Priya Pathak

Research Scholar, Department of English, R.G.(P.G.) Degree College, Meerut

Professor Mamta Upadhyay

Department of English, R.G.(P.G.) Degree College, Meerut

Abstract

The title of this paper critically examines the portrayal of identity and race in Paul Beatty's novel 'Slumberland' through a comparative lens. Paul Beatty is a distinguished African American author celebrated for his bold, satirical, and thought-provoking works. Born in 1962, Beatty rose to prominence with his novel "The Sellout," which won the Man Booker Prize in 2016, making him the first American to receive this honor. Beatty's writing is characterized by its satirical edge, intellectual depth, and masterful storytelling, cementing his place as one of the most influential voices in contemporary literature. By integrating insights from critical race theory and literary analysis, this study aims to elucidate how Beatty challenges conventional narratives surrounding race and identity. Unique voice and fearless approach to storytelling have cemented his place as a seminal figure in contemporary literature. Focusing on the experiences of the protagonist, DJ Darky, this paper explores themes of cultural assimilation, societal expectations, and racial identity. Through comparative analysis with other literary works or cultural contexts, the study seeks to uncover the unique strategies employed by Beatty in subverting dominant discourses on race. This research contributes to a nuanced understanding of 'Slumberland' and its implications for contemporary discussions on identity and race.

Keywords: Racial Inequality, Racial discrimination, Black racism, African American society, Racial identity, Cultural assimilation, and Societal expectations.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

"Revitalizing Mass Education: Swami Vivekananda's Vision in the Context of NEP 2020"

Runcy Jacob*, Rajnee Gaur

School of Education, Lingayas Vidyapeeth, Faridabad, India

Abstract

Swami Vivekananda's enduring wisdom continues to shape contemporary education policies, resonating with his belief that true education empowers individuals to thrive independently. He advocated accessible education for all, viewing it as pivotal for a nation's holistic advancement. The National Education Policy 2020 serves as a comprehensive roadmap, aligning with Vivekananda's ideals by prioritizing the realization of human potential, fostering societal equity, and driving national progress. Swami Vivekananda's vision of mass education continues to resonate as a beacon of inspiration in the contemporary educational discourse, particularly within the framework of the National Education Policy (NEP) 2020 in India. His profound insights emphasized the transformative power of education to enable individuals to stand independently and contribute meaningfully to society. This study explores the relevance of Vivekananda's vision in revitalizing mass education, aligning it with the goals and objectives outlined in NEP 2020. Employing a qualitative approach, the research identifies key objectives: analysing Vivekananda's views on education, examining NEP 2020's provisions, identifying areas of alignment, and assessing the implications for educational reform. Findings underscore the resonance between Vivekananda's emphasis on holistic education and NEP 2020's goals of fostering equitable and inclusive learning environments. Through an examination of Vivekananda's principles and their integration into modern educational paradigms, this study seeks to elucidate the potential for enriching the educational landscape and advancing societal development.

Keywords: Mass education, Swami Vivekananda, National Education Policy 2020, Holistic learning, Inclusive education, Social development, Educational equity.

China's great power ambition: prospects, limitations, and aspirations

Prateek Atal

Department of East Asian Studies, Faculty of Social Sciences, University of Delhi

Abstract

China's emergence as a global powerhouse has been accompanied by its fervent pursuit of great power status. This paper examines China's aspirations, the prospects it faces, the limitations it encounters, and the aspirations it harbors in its quest to achieve this coveted position on the world stage.

The prospects for China's ascent to great power status are rooted in its remarkable economic growth, technological advancements, and expanding global influence. As the world's second-largest economy, China has demonstrated unparalleled resilience and dynamism, propelling it towards the forefront of international affairs. Its ambitious Belt and Road Initiative (BRI) has facilitated infrastructure development across continents, fostering economic interdependence and positioning China as a key player in shaping the global order.

However, China's path to great power status is not devoid of challenges and limitations. Internal socio-economic disparities, environmental degradation, and demographic shifts pose significant hurdles to sustained growth and stability. Moreover, geopolitical tensions, particularly with the United States, present formidable obstacles to China's aspirations, manifesting in trade disputes, technological rivalries, and strategic competition in regions like the South China Sea and the Indo-Pacific.

Despite these challenges, China remains steadfast in its aspirations to assert itself as a great power. President Xi Jinping's vision of the "Chinese Dream" envisions a rejuvenated nation, prosperous, and respected on the world stage. Through initiatives like "Made in China 2025" and advancements in emerging technologies such as artificial intelligence and quantum computing, China seeks to achieve technological self-sufficiency and innovation-driven growth, further bolstering its global standing.

Effect of Audio-Visual Intervention and Cooperative Learning on Keyboard Mastery in Computer Studies among Junior School Students in Ede, Osun State

¹OLAWALE Marufat Adenike; ²SAM-KAYODE Christianah Olajumoke (Ph.D.) & ³AGADA Allwell

^{1&2}*Department of Science Education, Lead City University, Ibadan, Nigeria*

³*Department of Biology Education, Federal College of Education(special), Oyo, Nigeria*

Abstract

This study examined the effect of audio-visual intervention and cooperative learning on keyboard mastery in computer studies among junior school students in Ede, Osun State. Three, hypotheses guided the study, and a 3x3 factorial quasi-experimental design was adopted which involved pre-test, post-test, non-randomized control and non-equivalent intact groups. The population for the study was all the students in Government Junior Secondary School Two in Ede South Local Government Area, Osun State, Nigeria, which at the time of this study was 965. The sample for the study was 261 from three intact classes; two experimental classes and one control class. Research Instruments consisted of: (i) computer keyboard mastery (CKM), (ii) Video Tutorials, (iii) Interactive Keyboard Simulator (iv) Typing Games and (v) a lesson plan structure provided to facilitate the teaching of computer keyboard mastery. The Computer Keyboard Mastery (CKM) was validated and pilot tested for reliability using Kuder Richardson 20 (KR-20) formula with a result of 0.75 value. Using ANCOVA to test the hypotheses generated for the study, the results revealed that there is a significant main effect of audio-visual intervention on Junior Secondary School Students' Keyboard mastery level in computer studies in Ede, Osun State ($F_{(1,177)}=1137.406$, $p<0.05$, $\eta^2=0.865$). A significant main effect of cooperative learning exist on Junior Secondary School Students' Keyboard mastery level in computer studies in Ede, Osun State ($F_{(1,180)}=1124.769$, $p<0.05$, $\eta^2=0.862$). There is a significant interactive effect of audio-visual and cooperative learning intervention on Junior Secondary School Students' Keyboard mastery level in computer studies in Ede, Osun State ($F_{(1,128)}=0.057$, $p<0.05$, $\eta^2=0.830$). It was recommended that: (i) audio-visual intervention and (ii) cooperative learning should be adopted independently and (iii) in combination of both audio-visual intervention and cooperative learning should be adopted in teaching and learning of computer keyboard mastery at the Junior Secondary Schools for effectiveness.

Keywords: Audio-Visual Intervention, Cooperative Learning, Keyboard Mastery, Computer Studies, Junior School Students.

“Misuse Of Artificial Intelligence in Elections”

Jayant, B.A, LL. B, LL.M

Research Scholar, Baba Mastnath University Rohtak

Abstract

Artificial Intelligence (AI) has emerged as a double-edged sword in the realm of electoral processes, promising efficiency and accuracy while simultaneously casting a shadow on the integrity and fairness of democratic practices. This abstract delves into the intricate web of challenges posed by the misuse of AI in elections, shedding light on its potential for manipulation, polarization, and disenfranchisement.

The proliferation of AI-driven algorithms in voter targeting and micro-targeted advertising has transformed the landscape of political campaigning, enabling unprecedented levels of personalized messaging. Social media platforms, fueled by AI algorithms, have become breeding grounds for echo chambers and filter bubbles, exacerbating societal polarization and undermining the foundation of informed democratic discourse. Moreover, the deployment of AI-powered predictive analytics for voter suppression tactics has further eroded the principles of free and fair elections. By leveraging sophisticated data analytics techniques, political actors can systematically identify and disenfranchise specific demographics, thereby subverting the fundamental right to vote. This nefarious application of AI not only undermines the legitimacy of electoral outcomes but also perpetuates systemic inequalities and undermines the democratic fabric of society.

Furthermore, the opacity and lack of accountability surrounding AI algorithms used in electoral processes raise profound questions regarding transparency and oversight. The black-box nature of AI systems hampers meaningful scrutiny, making it challenging to detect and address instances of algorithmic bias, discrimination, and manipulation. Without robust regulatory frameworks and mechanisms for algorithmic accountability, the unchecked proliferation of AI in elections poses a significant threat to the principles of democratic governance and electoral integrity. Additionally, the advent of AI-generated deepfakes has introduced a new dimension of vulnerability to electoral integrity, enabling the fabrication of realistic yet entirely falsified audio and video content. In an era where perception often shapes reality, the dissemination of AI-generated deepfakes has the potential to undermine public trust in electoral processes, sow discord, and destabilize democratic institutions.

Keywords-Artificial Intelligence, Elections, Voter Suppression, Algorithmic Bias, Democratic Process.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

SWOT Analysis of UPSTRC with special reference to challenges faced by UPSTRC in present scenario between Public and Private Transportation a Comparative Analysis

Mr. Bishan Singh

Research Scholar, Department of Management, Dr. Shakuntala Misra National Rehabilitation University

Abstract

One of the major or elements of any country's economic growth depends upon it's efficient transportation infrastructure including public and private sectors. There are efficient transportation services which enable the movement of people of goods between different locations. The difficulties faced in the transport services have been studied in the state of U.P. Through this research article a comparative study has been made to describe a business model similar to SWOT in order to evaluate the efforts being made by UPSRTC in the light of Indian transportation system.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Cultural Consciousness and Gender Identity in Samuel Selvon's Select Fiction

Dr. Preeti Singh,

Assistant Professor, Dept. of English, K.L.S.M.M., Meerut.

Abstract

Samuel Selvon's literature lays emphasis on the development of a consciousness that moulds the entire issue of identity into a new shape. His literature comprises the story of West Indian immigrants in London and through his central characters, one can learn about Caribbeans' realities in England. The arrival of commonwealth subjects in England after World War II was considered, by the protagonists as well as other characters in Selvon's novel, as a possibility to form positive inter-racial relations to cope with the problems of decolonization, yet it signals the progressive failure of such possibility. His protagonists are subjected to cultural consciousness, existential struggle, crime, gender issues, love and hate, betrayal and death that lurk behind the city's glimmer. Samuel Selvon outlines how their experiences and action influence the formation process of their identity and defines their behaviour. This research paper endeavours to explore the cultural consciousness shared by Selvon's protagonists as well as the issue of gender identity experienced by them, also aims to analyze the experience of exile commonly shared by Selvon's main characters.

Keywords: Immigrants, Exile, Racial discrimination, Commonwealth, Exile, Homelessness, Homeland.

प्राचीन भारतीय शिक्षा एवं राष्ट्रीय शिक्षा नीति का तुलनात्मक अध्ययन

डॉ०तपस्या चौहान,

असिस्टेंट प्रोफेसर, डॉ० भीमराव आंबेडकर यूनिवर्सिटी, आगरा

Abstract

शिक्षा द्वारा ही मनुष्य का सर्वांगीण विकास संभव है। ज्ञान, तर्क, बुद्धि, विवेक, अनुशासन व नैतिक गुणों को परिमार्जित कर जीवन को सार्थकता शिक्षा के माध्यम से ही प्राप्त हो सकती है। प्राचीन काल से ही भारतवर्ष शिक्षा की केंद्रस्थली रहा है। अनेक प्रकार के विद्या भारतवंशी द्वारा संपूर्ण विश्व में प्रसारित होती आ रही थी। समय के साथ अनेक परिवर्तन भौगोलिक स्तर पर हुए तो साथ ही बहुत से परिवर्तन सामाजिक, आर्थिक, धार्मिक, राजनीतिक तथा सांस्कृतिक क्षेत्र में भी देखने को मिले। इन परिवर्तनों के साथ ही भारतीय शिक्षण प्रणाली में भी परिवर्तन हुए। यह परिवर्तन स्वतंत्र भारत में भारत के भविष्य के तथा शिक्षक - शिक्षार्थी एवं पाठ्यक्रम में हुए। जैसे-जैसे समय परिवर्तित हुआ उसी के अनुसार शिक्षण प्रणाली में भी परिवर्तन हुए। प्रस्तुत शोध पत्र में प्राचीन भारतीय शिक्षा एवं राष्ट्रीय शिक्षा नीति का विश्लेषण एवं मूल्यांकन, शिक्षक प्रणाली के परिवर्तित स्वरूप के सकारात्मक पक्षों को व उनके प्रभाव को प्रस्तुत करने का प्रयास किया जाएगा।

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Importance of brain gym exercises for motor development of young learners

Preeti Manan

Research Scholar (Delhi University), Teacher D.A.V. Centenary Public School

Abstract

The golden age is a child's early years, during which their brain develops at a rate that influences their motor development, typically between the ages of 0 and 5. Growth and development can be enhanced and optimized by motor development stimulation, and brain gym is one type of stimulation that can be used: The golden age is a child's early years, during which their brain develops at a rate that influences their motor development, typically between the ages of 0 and 5. In order to enhance and maximize growth and development, it is important to stimulate motor development. One such stimulation is brain gym. The present Research seeks to review its importance in early education classrooms.

Keywords- brain gym, motor development, development, early education.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Role of NEP 2020 in achieving the Sustainable Development Goal 4 Quality Education

Payal Jain

M.Ed. Student, University of Delhi, Delhi

Abstract

NEP 2020 is a new Education Policy which aims to cater Educational Problems and to improve the status of Indian Education System. There are 17 Sustainable Development goals. Goal 4 is talking about Quality Education and NEP 2020 helps in the Accessibility of Resources which will lead to the better Quality in Education. The main approach of NEP 2020 that are Holistic Development, Interdisciplinary Knowledge also create advancement in terms of Education and create scope for further new areas. Technology also plays significant role in achieving the Sustainable Development Goals. NEP 2020 has two chapters dedicated to technology which tell for the Integration of ICT in Education and this will ensure Quality Education. Mixed Method is used to collect the data from Pre- Service Teachers. Random Sampling technique is used to collect the data. Data is being collected through Interviews and Focus Group Discussion. The major findings are there are certain initiatives taken According to the NEP 2020 that all are very helpful in achieving the goals of Sustainable Development. There are certain criteria on which Quality Education can be measured and NEP 2020 also has the major role in ensuring the Quality Education.

Keywords: Quality Education, NEP 2020, Sustainable Development Goal, Interdisciplinary, Accessibility, Technology, ICT.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by
I.N.M. PG College Meerut India
International Council for Education, Research and Training (ICERT)



One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Empowering Female Undergraduates with Technical and Vocational Education Training Skills (TVETS) to Overcome Social Economic Challenges in Nigeria

Dr. Philip Festus Ukata (*FIPMD, MABSEN, MISMN, MABEN, MTRCN, MECRTD, MNAPTIP*),

Department of Office Technology and Management, Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt, Rivers State, Nigeria.

ORCID: <https://orcid.org/0000-0001-5019-450X>

Silas-Dikibo, I. Deborah (*MABEN, MWIWA & MNAFAK*)

Department of Office Technology and Management, School of Business and Administrative Studies, Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt, Rivers State, Nigeria.

Abstract

The inadequate attention given to women education motivated this study, "empowering female undergraduates with technical and vocational education training skills (TVETS) to overcome social economic challenges in Nigeria." Two research questions guided the study and three null hypotheses were formulated. Descriptive survey research design was adopted. The population was 79 TVETS lecturers and census sampling technique was employed. A four-point response options questionnaire was used for data collection, and it was validated by three experts. The reliability of the instrument was established using Cronbach's alpha which yielded coefficient of 0.80 and 0.81. Mean was used to answer the research questions, while one-way analysis of variance (ANOVA) and t-test were used to test the null hypotheses at 0.05 level of significance. Findings revealed that the areas of technical and vocational education training skills female undergraduates required to be empowered to overcome and the reason to empower them to overcome social economic challenges were at a high level. It was concluded if the female undergraduates are adequately empowered with these technical and vocational education training skills in tertiary institution they will acquire the needed employability skills to gain employment, create wealth and the social economic challenges will be overcome. Among other vital points, it was recommended that TVETS should be adequately funded by Nigeria to empower her citizens (female) with lifelong and high demanding skills in the changing world of work. The funding should be stable, sustained and possibly come from diverse sources apart from government grants for sustainable national development.

Keywords: Empowering, female undergraduates, technical and vocational education training skills, social economic challenges.

Introduction

It seems that women's empowerment is now a key indicator of the amount and calibre of significant work being done to address social and economic issues. There have been efforts to resolve the gender equality conflict by recognising women's strength as an essential instrument for eradicating disease, preventing poverty, and achieving really sustainable development.

As Abiodun and Bukki, (2018) rightly argued:

"If a woman is to be a helpmate to a man, it is quite clear that the nearer she is brought to the condition of a man the more perfectly and congenially she will fulfil her task. Therefore, high-class practical entrepreneurial skills education for female undergraduates and women in Africa is an absolute necessity. Such education, if continued, will make women good wives, good mothers, and ornaments of society." "We are resolved to work for gender equality and the empowering of women as vital tools to combat poverty and diseases and achieve the development that is truly sustainable." It has been observed that there is an increase in global concern for women issues being victims of pervasive sexism and a myth of male superiority." As such the need for empowering the female undergraduates with technical and vocational education and training skills (TVETS).

TVETS (technical and vocational education and training skills) includes the acquisition of knowledge, competencies, and skills for the changing workplace (UNESCO-UNEVOC, 2019). TVETS is an extremely broad field of study and instruction. Education comes in three forms: formal, informal, and non-formal. It raises knowledge, skills, and capacities from fundamental to advanced levels and affects people's attitudes about labour and skills. TVETS, which comes from public and private vocational schools as well as higher education institutions, uses and improves skills for working, learning throughout life, innovating, and contributing to the technological, socioeconomic, environmental, and human aspects of development (UNESCO-UNEVOC, 2019). Comparable to this, TVETS is intended to be a set of instructional techniques that equip students for success in the job and in later life. The development of skills and human resource plans and policies that aim to satisfy the diverse demands of the domestic and global labour markets may also benefit greatly from TVETS. Unfortunately, even with TVETS, Nigeria's existence as a country seems to have been seriously threatened after many years of being plagued by problems like underdevelopment, environmental issues, banditry, insurgents, poverty, unemployment, poverty, social and economic instability, insecurity, corruption, and dishonest leadership, to name a few (Igberaharha, 2021; Onwusa, 2021).

Furthermore, it seems that low female enrolment, a lack of skilled labour, ageing educational buildings, a lack of money, and understaffing, shaky relationships to business, and an overall lack of quality have all beset TVETS. Moreover, traditional exams are widely used for evaluation in all fields of education, and these exams usually ignore real-world solutions to business needs for sustained national development. The dire circumstances could have been influenced by the views expressed by Okoye and Okwelle (2013) and Onyesom and Ashibogwu (2013), who pointed out that challenges weakening TVETS's strength included inadequate funding, inadequate infrastructure, poor power supply, a lack of qualified TVETS instructors and teachers, poor supervision, non-recognition of TVETS programmes' higher qualifications, inadequate curriculum planning and implementation, and a shortage of qualified TVETS teachers (Ismail, Adnan, Masek, Hassan, Hashim & Ismail, 2018).

Ms. Jayathma Wickramanayakeâ, the UN youth envoy to Nigeria, repeatedly brought up this global reality during her tour as a key strategy for accomplishing the fourth Sustainable Development Goal (This day live, 2018). Therefore, This Day Live (2018) proposed that in order to decrease unemployment, poverty, and hunger as well as violence, attention should be diverted from the idea that education is necessary for "job seeking" and instead be focused on retraining people in technical and vocational education and training skills that will enable them to be self-reliant and create wealth. Additionally, as Nigeria's economy is faltering due to its reliance on imports, emphasis needs to be directed towards women's skill-building programmes. It is undeniable that developed nations like the United States, Canada, Japan, China, and Germany have reached incredible heights in terms of

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

industrialization, employment, and sustainable national development due to their citizens' continuous investment in and access to TVETS skills (Okwelle & Deebom, 2017).

The National Commission for Colleges of Education (NCCE) oversees the colleges of education, the National Universities Commission (NUC) maintains oversight authority over universities, and the National Board for Technical Education (NBTE) oversees polytechnics (Ndukwe & Allen, 2018). Reevaluating themselves would be a good way for these government-established organisations that support TVETS and developed the Minimum Academic Standards (MAS) as a benchmark for Quality Assurance and Institutional Self-assessment (QAIS) to make sure TVETS institutions are living up to expectations (Onyesom & Ashibogwu, 2013). A few of the areas that may need strengthening for our female undergraduates to overcome socioeconomic obstacles include, but are not limited to: Information and Communication Technology (ICT) (Software Design, Computer Operation, Networking, Website Design), Agricultural Skills (Fish Farming/Aquaculture, Poultry Farming (Birds), Piggery), and Domestic Skills (Fashion Designing, Soap Making, Food/Catering Services) (Deebom & Zite, 2020). Due to the shifting nature of the labour market, TVETS industries such as waste management, electrical installation, welding and fabrication, fashion design, and veterinary services may offer positions to recent graduates who are female. The opening of more TVETS training centres, awareness campaigns, and scholarships are some strategies that may reequip to gain TVETS skills for employment (Deebom & Zite, 2020; Zite & Deebom, 2017).

The purpose of this study is to "empower female undergraduates in Nigeria to overcome social and economic challenges through technical and vocational education training skills (TVETS)." the reason female undergraduates should feel empowered to overcome social and economic problems and the kinds of TVETS areas that are required were made clear. As such, this study is unique compared to others and opens up new avenues for research. This study's scope was restricted to TVETS areas and the factors that should encourage female undergraduates to overcome obstacles related to their social and economic status. The subjects of this study are TVETS lecturers, both male and female, who work at state and federal public tertiary institutions in Rivers State. They have varying degrees of education and years of teaching experience. Years of teaching experience, years of education, and federal and state control of the school are the moderating variables. Federal and state tertiary institutions owned the institutions. According to Ukata and Silas-Dikibo (2023), this is because lecturers in federal institutions might have experience equipping female undergraduates with technical and vocational education training skills (TVETS) to overcome obstacles related to social and economic empowerment than state.

The degree of education a lecturer had at the time of the investigation is used as a moderating factor in educational attainment. The following qualifications may be applicable: Doctor of Philosophy (PhD), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Master of Science (M.Sc.), and Higher National Diploma (HND). The federal and state governments owned the institutions. TVETS is controlled by federal and state governments, which own these tertiary institutions. The state institutions are Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), Kearsar Wiwa Polytechnic (KENPOLY), and Captain Elechi Amadi Polytechnic (CEAPOLY), while the federal institutions were University of Port Harcourt (UNIPORT) and Federal College of Education (Technical) Omoku (FCET-Omoku). These are the tertiary institutions under the government that oversee the TVETS programme.

These variables were chosen by the researchers because they are likely to have an impact on the topic. Lecturers at federal institutions may have greater knowledge than those at state tertiary institutions, possibly due to funding, training, or other factors. For instance, a PhD holder may be better

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

equipped than a Master of Science or Bachelor of Science to empower female undergraduates with technical and vocational education training skills (TVETS) to overcome social and economic challenges (Ukata, & Nmehielle, 2023; Ukata & Udeh, 2022). A lecturer's years of expertise in teaching technical and vocational education training skills (TVETS) is measured in years.

According to Taiwo and Ade-Ajayi (2015), the educational background of teachers can have a significant impact on the factors that are thought to affect the effectiveness of teaching and learning in any course. Furthering the idea that a teacher's educational background might impact their subject-matter comprehension, tool selection, application of effective teaching techniques, and classroom management abilities, are (Taiwo & Ade-Ajayi, 2015). In order to tackle social and economic difficulties, employability skills development through TVETS is facilitated by institutional ownership, according to Top Education Degrees (2020). This is due to the possibility that federal institutions offer greater staff development programmes, worker-friendly policies, aids, laboratories, incentive programmes, remuneration packages, and worker-friendly policies than state institutions. According to scholars (2013), age and teaching experience are two characteristics that affect lecturers' skills because more experienced and younger lecturers tend to perform at a higher level than less experienced and older ones. Thus, these are relevant variables for this study.

Statement of the Problem

Globally, it appears that female learners and women's manpower development programmes are seen as a flexible instrument for generating income, jobs, enhancing national security, advancing the goal for rural transformation, and surmounting socioeconomic obstacles. For this reason, Abiodun and Bukki (2018) contended that if a woman is to be a man's helpmate, it is obvious that the closer she is brought to a man's situation, the more precisely and amiably she will complete her role. Thus, it is imperative that women in Africa and female undergraduates receive top-notch instruction in real entrepreneurship skills. If this kind of education is maintained, women will become excellent mothers, wives, and members of the community. Regretfully, Nigeria does not appear to have embraced the global initiative to equip female students with technical and vocational education training skills (TVETS) in order to overcome obstacles related to social and economic empowerment.

In addition to these and other socioeconomic problems, women have mostly dealt with the Boko Haram religious sect, armed bandits, kidnapping, restlessness, hooliganism, prostitution, early marriage, unemployment, and extraordinary security challenges. The issue with this study is that because of their high levels of marginalisation and neglect for the reason that of their feminine characteristics, Nigerian female learners and women appear to be more affected by these social and economic difficulties. Due to the African tradition of excluding women from education since they are expected to marry and complete their education in the kitchen, there also appears to be a significant level of social and economic issues among the women. Furthermore, it does not seem like any empirical research has been done to demonstrate how equipping female undergraduates with technical and vocational education training skills (TVETS) might help them overcome social and economic obstacles. In order to address the issue of equipping female students with technical and vocational education training skills (TVETS) to overcome social economic challenges in Nigeria, it became necessary to present empirical data as a new line of research.

Purpose of the Study

The purpose of this study was to determine empowering female undergraduates with technical and vocational education training skills (TVETS) to overcome social economic challenges in Nigeria. The specific of objectives of this study were to:

1. Find out the areas of technical and vocational education training skills female undergraduates required to be empowered to overcome social economic challenges?
2. Find out how empowering female undergraduates with technical and vocational education training skills curbs social economic challenges

Research Questions

The following two research questions guided the study:

1. What are the areas of technical and vocational education training skills female undergraduates required to be empowered to overcome social economic challenges?
2. How does empowering female undergraduates with technical and vocational education training skills assist to overcome social economic challenges?

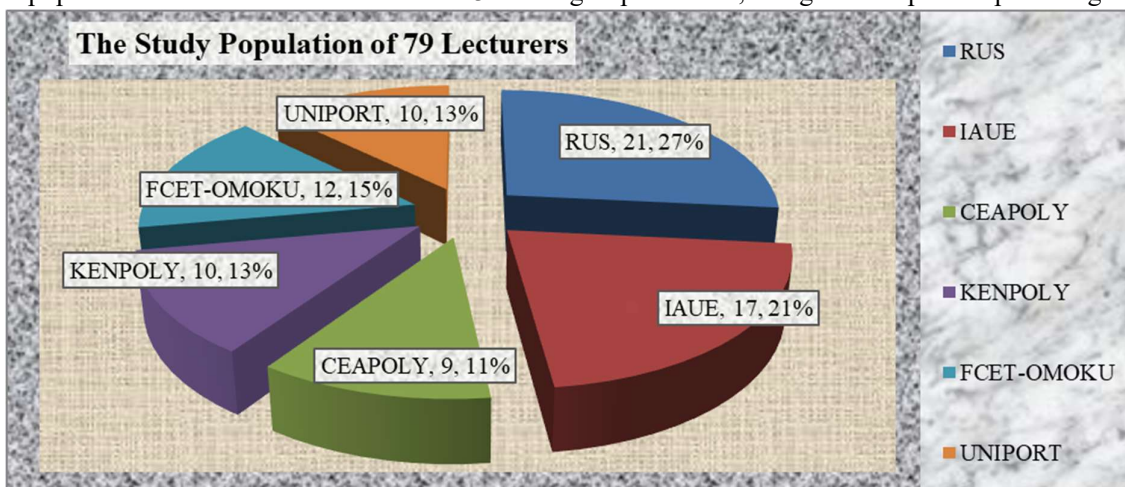
Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the lecturers' mean ratings on the areas of technical and vocational education training skills female undergraduates required to be empowered to overcome social economic challenges based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).
2. Lecturers do not differ in their mean ratings on how empowering female undergraduates with technical and vocational education training skills can overcome social economic challenges based on institution ownership (federal and state).
3. Years of teaching experience (1-5, 6-10, and above 10 years) do not influence lecturers' mean ratings on the reasons for empowering female undergraduates with technical and vocational education training skills to overcome social economic challenges

Methodology

In order to provide female undergraduates in Rivers State's postsecondary institutions with the technical and vocational education training skills (TVETS) they need to overcome social and economic obstacles, the study used a descriptive survey research approach. The 79 Business Education lecturers from the six public tertiary institutions in Rivers State that provide Business Education programs—three universities, two polytechnics, and one college of education—made up the study's population. The population distribution is shown here in 3-D using Exploded Pie, along with respective percentages.:



Source: (Researchers' creation, 2024)

Because the sample size of 79 lecturers was reasonable, a census survey was used to include all of them. A self-created, four-point response options questionnaire with the title "Empowering female undergraduates with technical and vocational education training skills to overcome social economic challenges (EFUT-VET-SOSEC)" was the tool used to gather data. Using a real number limit scale of (4.50 - 500), high level (3.50 - 4.49), moderate level (2.50 - 3.49), and low level (1.50 – 2.49), it consists of sections 1 and 2, each having 58 and 41 items. Three experts from the Faculty of Education at Nnamdi Azikiwe University, Awka, and Rivers State University validated the questionnaire's contents face-to-face. The instrument's internal consistency and reliability were assessed on twenty-five University of Uyo lecturers who were not included in the study's population. The reliability coefficient was calculated using Cronbach's alpha, and an alpha values of 0.80 and 0.81 were obtained. According to Nworgu's (2015) recommendation that a research instrument be deemed reliable if its reliability index is 0.70 or higher, this high reliability coefficient value demonstrated that the instrument was dependable for the study. With the support of four research assistants who had received sufficient training on the procedures to be followed, the researchers individually delivered copies of the questionnaire to the respondents at their respective schools. Prior to conducting the study, the researchers visited each of the institutions and obtained permission from the appropriate Heads of Department. After visiting each school, the researchers and her helpers gave the department heads the necessary amount of copies of the instrument so they could give them to the lecturers to complete. Five working days later, the researchers returned to pick up the completed copies. Seventy (70) copies of the instrument was correctly completed, retrieved, and used for data analysis.

It took a month for the instrument's validation, dependability, administration, and retrieval. In order to determine how homogeneous or diverse the respondents' opinions were in relation to the questionnaire items and the aggregated mean, the arithmetic mean and standard deviation were employed to answer the two study questions. The independent sample t-test and one-way analysis variance (ANOVA) were utilised to assess the three null hypotheses at the 0.05 level of significance. Since the ANOVA measured a single categorical independent variable with three levels, it was utilised for the null hypotheses 1 and 3. Since null hypothesis 2 only included one independent variable with two levels, the independent sample t-test was utilised to test it. When the computed significant (Sig.) value, or p-value, was more than or equal to (\geq) the alpha value of 0.05, the null hypothesis was accepted. The null hypothesis was rejected in any other case. Version 25 of the Statistical Package for Social Sciences (SPSS) was used to analyse the data.

Results Presentation

Research Question 1: What are the areas of technical and vocational education training skills female undergraduates required to be empowered overcome social economic challenges?

Table 1: Respondents' mean ratings on areas of technical and vocational education training skills female undergraduates required to be empowered to overcome social economic challenges.

N = 70				
S/N	Areas of technical and vocational education training skills to overcome social economic challenges.	\bar{X}	SD	Remarks
A	Technical Skills			
1	Electrical Installation	3.64	.88	High Level
2	Air Conditioning Repairs	3.67	.92	High Level
3	Refrigerator Repairs	3.75	.81	High Level

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

4	Driving	3.76	.77	High Level
5	Building Technology	3.72	.85	High Level
6	Welding and Fabrication	3.56	.84	High Level
7	Electrical Instrumentation	3.57	.88	High Level
8	Furniture Making	3.64	.89	High Level
9	Pipe Fitting	3.55	.88	High Level
10	Aluminium Work	3.52	.83	High Level
11	Plumbing	3.63	.94	High Level
12	Arts/Printing & Graphics	3.58	.91	High Level
13	Electronics Repairs	3.75	.86	High Level
14	Interlocking	3.60	.88	High Level
15	Tilling	3.67	.92	High Level
16	Painting	3.75	.81	High Level
17	Vulcanizing	3.76	.78	High Level
18	Brick Laying & Masonry	3.72	.85	High Level
19	Carpentry & Joinery	3.56	.84	High Level
20	Shoe Making	3.57	.88	High Level
21	Tinkering	3.64	.89	High Level
22	Gold smitten	3.55	.88	High Level
B	Agricultural Skills			
23	Fish Farming/Aquaculture	3.53	.94	High Level
24	Horticulture	3.58	.91	High Level
25	Poultry Farming (Birds)	3.75	.77	High Level
26	Animal Husbandry	3.60	.88	High Level
27	Tomato Production	3.67	.92	High Level
28	Snail Production	3.75	.81	High Level
29	Veterinary Technology	3.74	.78	High Level
30	Animal Incarceration	3.72	.85	High Level
31	Livestock (Mammals)	3.56	.84	High Level
32	Gardening	3.57	.88	High Level
33	Piggery	3.64	.89	High Level
34	Thatches making	3.75	.87	High Level
C	Domestic Skills			
35	Fashion Designing	3.78	.83	High Level
36	Soap Making	3.52	.94	High Level
37	Food/Catering Services	3.58	.91	High Level
38	Hair Styling/(Barbing, Dressing)	3.75	.87	High Level
39	Bead Making	3.60	.88	High Level
41	Hat Making	3.67	.92	High Level
42	Tailoring	3.75	.81	High Level
43	Music	3.76	.78	High Level
44	Musical Instrumentation	3.72	.85	High Level
45	Photography	3.56	.84	High Level
46	Video Coverage	3.57	.88	High Level

47	Laundry/Dry Cleaning	3.64	.89	High Level
48	Net Making	3.55	.88	High Level
49	Cosmetology	3.67	.92	High Level
50	Leather works	3.75	.81	High Level
D	Information and Communication Technology Skills			
51	Software Design	3.63	.94	High Level
52	Computer Operation	3.58	.91	High Level
53	Computer Programming	3.75	.87	High Level
54	GSM Repairs	3.67	.92	High Level
55	Computer Repairs	3.75	.81	High Level
56	Networking	3.76	.78	High Level
57	Website Design	3.72	.85	High Level
58	Professional documents formatting	3.65	.83	High Level
Aggregate Mean		3.59		High Level

Table 1: Researchers' Fieldwork, (2024)

The mean scores of the 58 items range from 3.52 to 3.78, as indicated by Table 1. This indicates high level. The overall mean score of 3.59 indicates that if female students received high-quality training in technical and vocational education, equipping them with the skills they will solve social and economic difficulties. The 58 mentioned items' standard deviations fell between 0.77 and 0.94, indicating that respondents' opinions were uniform.

Research Question 2: How does empowering female undergraduates with technical and vocational education training skills assist to overcome social economic challenges?

Table 2: Respondents' mean ratings on how empowering female undergraduates with technical and vocational education training skills assist to overcome social economic challenges.

S/N	How empowering female with TVETS overcome social economic challenges	\bar{X}	SD	N = 70 Remarks
1	Via preparing female to acquire skills for gainful jobs	4.60	0.85	Very high level
2	Through supplies skilled manpower for the economy	4.87	0.70	Very high level
3	Making individual to be self-reliant in various trades	4.70	0.78	Very high level
4	TVETS improves labour mobility	4.71	0.62	Very high level
5	Help to develop entrepreneurial skills	4.66	0.59	Very high level
6	It is a master key to poverty reduction	4.75	0.72	Very high level
7	It create job opportunities	4.87	0.70	Very high level
8	It increases the technical performance of industries	4.71	0.68	Very high level
9	Provision of technical competent personnel	4.53	0.71	Very high level
10	Provision of good health	4.50	0.72	Very high level
11	Provision of good food	4.50	0.65	Very high level
12	Provision of shelter	4.67	0.71	Very high level
13	Provision of security	4.73	0.62	Very high level
14	Peace of mind	4.50	0.65	Very high level
15	Peaceful co-existence	4.53	0.62	Very high level
16	Peace with the environment	4.67	0.85	Very high level

17	Economic stability	4.57	0.81	Very high level
18	Ability to socialize	4.50	0.69	Very high level
19	Be employable	4.83	0.75	Very high level
20	Become employer of labour	4.63	0.77	Very high level
21	Self-reliance	4.67	0.60	Very high level
22	Dependable livelihood	4.53	0.61	Very high level
23	Steady source of Income	4.63	0.62	Very high level
24	To contribute positively in community development	4.53	0.65	Very high level
25	Reduction in kidnapping	4.59	0.59	Very high level
26	Reduction in armed robbery	4.63	0.60	Very high level
27	Reduction in the rate of killings	4.53	0.67	Very high level
28	Diversion of youths interest from crime	4.57	0.59	Very high level
29	Engaging youths in productive skills to reduce crimes	4.53	0.77	Very high level
30	Reduction in youths harassing urban and rural dwellers	4.71	0.58	Very high level
31	Reduction in cult activities	4.50	0.59	Very high level
32	Reduction in vandalization of properties by youth	4.54	0.59	Very high level
33	Reduction in number of political thugs	4.86	0.58	Very high level
34	Reduction in election crimes	4.73	0.64	Very high level
35	Reduces man hour waste of the security agencies	4.71	0.58	Very high level
36	Projects country's image positively	4.63	0.60	Very high level
37	Economic stability of the nation	4.86	0.58	Very high level
38	Create wealth	4.73	0.62	Very high level
39	Tackle poverty alleviation	4.50	0.65	Very high level
40	Reduce weak economic growth and low productivity	4.53	0.62	Very high level
41	Bring social equality	4.67	0.85	Very high level
Aggregate Mean		4.68		Very high level

Table 2: Researchers' Fieldwork, (2024)

According to Table 2, the mean scores of all 41 items range from 4.50 to 4.87, indicating a very high level of performance. In the same vein, the overall mean score of 4.68 indicates that there will be a very high degree of success in equipping female students with technical and vocational education training abilities to overcome social and economic issues. The range of standard deviations for the 41 stated items, from 0.58 to 0.85, indicates that the opinions of the respondents were consistent.

Testing of Hypotheses

Table 3: ANOVA summary on lecturers' mean ratings on areas of technical and vocational education training Skills necessary to be overcome social economic challenges based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	4.258	2	2.529	1.598	.593	Accept H ₀₁
Within Groups	55.357	68	.877			
Total	56.615	70				

Table 3: Researchers' Fieldwork, (2024)

At degrees of freedom of 2 and 68, Table 3 displays a computed F-value of 1.59 with a significant (sig.) p-value of 0.59, which is higher than the alpha value of 0.05 ($0.59 > 0.05$). Thus, it was decided to adopt the null hypothesis (HO1). This indicates that, when it comes to the technical and vocational education training abilities that female undergraduates can tackle social and economic issues, there is no discernible difference in the mean ratings given by lecturers depending on educational achievement.

Table 4: The t-test on how empowering female undergraduates with technical and vocational education training skills to overcome social economic challenges based on institution ownership (federal and state).

Ownership	N	Mean	SD	Df	t-value	Sig.	Decision
State	50	3.86	.82	68	.94	.47	Accept H ₀₂
Federal	20	3.93	.81				

Table 1: Researchers' Fieldwork, (2024)

With 68 degrees of freedom, Table 4 displays a computed t-value of 0.94 with a significant (sig.) p-value of 0.47, exceeding the alpha value of 0.05 ($0.47 > 0.05$). As a result, the second null hypothesis was accepted. This indicates that, when it comes to empowering female undergraduates with training in technical and vocational education to solve social and economic difficulties based on institution ownership, the lecturers' mean evaluations did not differ.

Table 5: ANOVA summary on how (1-5, 6-10, and above 10 years) do not influence lecturers' mean ratings on the reasons for empowering female undergraduates with technical and vocational education training skills to overcome social economic challenges.

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	2.558	2	1.329	1.598	.493	Accept H ₀₃
Within Groups	45.357	68	.777			
Total	46.615	70				

Table 1: Researchers' Fieldwork, (2024)

At degrees of freedom of 2 and 68, Table 5 displays a computed F-value of 1.59 with a significant (sig.) p-value of 0.49, which is higher than the alpha value of 0.05 ($0.49 > 0.05$). Thus, it was decided to adopt the null hypothesis (HO3). This indicates that lecturers' mean assessments on the grounds for empowering female undergraduates with technical and vocational education training abilities to address social and economic obstacles were unaffected by their years of teaching experience.

Discussion of Findings

The study's findings demonstrated that female undergraduates with a high level of training in technical and vocational education in the TVETS areas, will gave them the tools they needed to overcome social and economic obstacles. The results validate the views expressed by Deebom and Zite (2020), Zite and Deebom (2017), Okoye and Okwelle (2013), and others, who recognised the following categories of TVETS areas as essential to overcoming social and economic challenges: Agricultural Skills (Fish Farming/Aquaculture, Poultry Farming (Birds), Piggery), Domestic Skills (Fashion Designing, Soap Making, Food/Catering Services), ICT (Software Design, Computer Operation, Website Design), Aquaculture, and others.

Accordingly, the study's findings demonstrated that a very high degree of empowerment for female undergraduates with technical and vocational education training skills will assist to overcome

social and economic obstacles. The results support the claims made by Igberaharha (2021), Onwusa (2021), UNESCO-UNEVOC (2019), Okwelle and Amaechi (2017), and others that TVETS should be strengthened globally and in Nigeria in order to promote employability skills development and social economic development, among other reasons. The development of people's talents for profitable employment, the availability of skilled labour for the economy, the production of wealth, the eradication of poverty, the growth of entrepreneurial abilities, the development of self-reliance, and the decline in crimes and criminalities are some others.

The study's findings also demonstrated that, regardless of educational attainment, there is no discernible difference in lecturers' mean judgements of the technical and vocational education training skills needed by female undergraduates to be empowered and overcome social and economic problems. The results were consistent with the theories put forth by Taiwo and Ade-Ajayi (2015), who showed that lecturers' educational backgrounds might have a significant impact on the characteristics that are thought to determine effective teaching and learning.

Furthermore, Taiwo and Ade-Ajayi (2015) emphasised that a teacher's educational background can impact their comprehension of the subject matter, the tools they choose, the elements that affect the teaching and learning environment, the use of effective instructional strategies, and the classroom management techniques they employ. The study's results also demonstrated that lecturers' average assessments of how capable female undergraduates with technical and vocational education training can overcome social and economic obstacles based on institution ownership are similar.

The study supports This Day Live's (2018) hypothesis that, in order to decrease unemployment, poverty, and hunger as well as violence, less emphasis should be placed on education for the purpose of "job seeking" and more emphasis should be placed on equipping female undergraduates with technical and vocational education training skills for "self-reliance, job and wealth creation." Lastly, the study's findings also demonstrated that lecturers' mean evaluations of the reasons for empowering female undergraduates with technical and vocational education training abilities to overcome social and economic obstacles were unaffected by their years of teaching experience. Because younger and more experienced lecturers are more likely to perform at a higher level than older and less experienced ones, the findings unauthenticated the assumption made by Scholars (2013), who confirmed that age and teaching experience are among the factors that influence lecturers' instructional competencies and other surrounding factors.

Conclusion

The study's conclusions, based on the findings, indicated that female undergraduates needed a high level of technical and vocational education training skills to be empowered to overcome social economic challenges, and that these skills were highly necessary for female undergraduates to possess. Ultimately, if tertiary institutions female undergraduates are sufficiently equipped with technical and vocational education training skills, they will achieve the employability skills necessary to secure jobs, generate wealth, and solve social and economic issues.

Recommendations

- Based on the findings and conclusion of the study, the following recommendations were made:
1. TVETS needs sufficient funding in order to equip Nigerians, particularly female undergraduates, with highly demanding, lifelong skills for the rapidly evolving workforce. The financing for sustainable economic development should be steady, ongoing, and may originate from a variety of sources in addition to government handouts.

2. The government and organisations that oversee TVETS should routinely teach and retrain lecturers through conferences, workshops, and short courses. Instructors should also participate in internal, national, and local training through self-sponsorship, as the knowledge they gain will be their own.
3. The government and organisations that oversee TVETS should routinely teach and retrain lecturers through conferences, workshops, and short courses. Instructors should also participate in internal, national, and local training through self-sponsorship, as the knowledge they gain will be their own.
4. A balance should be struck between curricula's relevance to employers' current needs and their flexibility to adapt to the labour market's rapid changes. As a result, TVETS institutions should design their programmes around market demands and possibilities to address social and economic concerns. These courses must to offer market-based solutions and be adaptive to learners' capacities, flexible, and flexible.
5. To keep academic staff members in the field, TVETS institutions must provide them with competitive pay, excellent motivation, and both domestic and international training. To get skilled and seasoned workers into the field, TVETS institutions should offer their employees excellent working circumstances.
6. To accommodate the increasing number of female students who will be enrolled each year and to satisfy international standards, the physical infrastructures and facilities in the TVETS institutions now in place should be continuously renovated, updated, and expanded.

References

- Abiodun, O. Y. & Bukki, A. O. (2018). Empowering Nigerian women through entrepreneurship education. *Journal of Business*, 7 (1), 1-10.
- Deebom, M.-B. T.-B., & Zite, N. B. (2020). Assessing Technical Vocational Education Training Skills Needed for Graduates Employment in a Post-Oil Boom Economy, Nigeria. *International Journal of Modern Innovations & Knowledge (IJMIK)*, 1(1), 27–37.
- Igberaharha, C. O. (2021). Improving the quality of Technical Vocational Education and Training (TVET) for sustainable growth and development of Nigeria. *Journal of Education and E-Learning Research*, 8(1), 109–115.
- Ismail, A., Adnan, W. N., Masek, A., Hassan, R., Hashim S. & Ismail, M. E. (2018). Effectiveness of entrepreneurship programmes in developing entrepreneurship skills towards quality TVET graduates. *Journal of Technical Education and Training*, 11(1).
- Nworgu, B. G. (2015). *Educational research: Basic Issues & Methodology*. Enugu: University Trust Publishers.
- Onwusa, S. C. (2021). The issues, challenges and strategies to strengthen Technical, Vocational Education and Training in Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(5), 48–59.
- Okoye, K. R. E., & Okwelle, P. C. (2013). Technical and vocational education and training (TVET) in Nigeria and Energy Development, Marketing and National Transformation. *Journal of Education and Practice*, 4(14), 134-138.
- Okwelle, P. C. & Deebom, M. T. (2017). Technical Vocational Education and Training as a Tool for Sustainable Empowerment of Youths in Niger Delta, Nigeria. *International Journal of Innovative Social & Science Education Research* 5(1), 29-38.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

- Onyesom, M. & Ashibogwu, N. K. (2013). Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Management*, 5(3): pp. 306-312.
- Scholars, (2013, February 14). *Why experienced teachers are important: What can be done to develop them?*
Retrieved from <https://scholars.org/contribution/why-experienced-teachers-are-important-and-what-can-be-done-develop-them>, on August, 10, 2021.
- Taiwo, A. E. & Ade-Ajayi, J. (2015). Teacher variables and school effectiveness in Ekiti State, Nigeria. *International Journal of Humanities and Social Science*, 5(7), 95-101.
- Top Education Degrees (2020, January 25). *What is educational leadership?* Retrieved from <https://www.topeducationdegrees.org/faq/what-is-educational-leadership/retrieved>, on September 4, 2021.
- This day live. (2018, March 7). *Strengthening TVET towards Attaining SDG Four*. News Paper Article. <https://www.thisdaylive.com/index.php/2018/03/07/strengthening-tvet-towards-attaining-sdg-four/>.
- Ukata, P. F. & Udeh, C. P. (2022). Utilization of new technologies by business education lecturers for teaching accounting courses in tertiary institutions in Rivers state. *International Journal of Innovative Information Systems & Technology Research*, 10(2), 29-38.
- Ukata, P. F. & Nmehielle, E. L (2023). 20th Annual International Conference of Society of Common Wealth Universities Scholars in Research and Sustainable Development. Held on 7th – 9th June, 2023 at Conference Hall of Captain Elechi Amadi Polytechnic. Reequipping TVET for sustainable economic development in tertiary institutions in Rivers state.
- Ukata, P. F. & Silas-Dikibo, I. D. (2023). 20th Annual International Conference of Society of Common Wealth Universities Scholars in Research and Sustainable Development. Held on 7th – 9th June, 2023 at Conference Hall of Captain Elechi Amadi Polytechnic. Reequipping as strategies for submerging challenges clogging the wheel of TVET for sustainable economic development in tertiary institutions in Rivers state.
- UNESCO-UNEVOC. (2019). UNEVOC TVET leadership programme. UNESCO-UNEVOC global learning forum on advancing learning and innovation in TVET held the on 2nd-3rd December 2019 in Bonn, Germany. Retrieved from: http://www.unevoc_unesco.org. UNESCO. (2005). Suggestions for TVET and ESD action planning to UNESCO. Bonn, Germany: Final Report of the International Experts Meeting.
- Zite, B. N., & Deebom, M. T. (2017). Enhancing Technical Vocational Education and Training (TVET) as a Tool for National Development in Nigeria: Issues, Challenges and Strategies. *Journal of Education, Society and Behavioural Science*, 21(4), 1–9.

Research Professors' Perceptions on the Impact of Artificial Intelligence on Research Competence of Students

Kristina D. Caluag

Teacher II, Sto. Niño National High School, Philippines

Abstract

Artificial Intelligence (AI) has become increasingly prevalent in various domains, including education, where it holds the promise of transforming traditional teaching and learning methods. In the realm of higher education, AI technologies are being integrated into research processes, offering new possibilities for enhancing research competence among students. Research professors, as key stakeholders in academia, play a crucial role in shaping students' research experiences and perceptions of AI's impact. This study investigated the perceptions of research professors on the impact of artificial intelligence (AI) on the research competence of graduate school students. Through survey and literature analysis, this study sought to comprehend how AI tools and technologies are reshaping the landscape of research writing instruction and assessment in higher education. Using a qualitative research design, the study gathered insights from 10 experienced research professors. Purposive sampling techniques was used to identify the participants of this study. Thematic analysis was employed to derive insights from research professors' perceptions. By exploring the perceptions of research professors on the benefits, challenges, and ethical considerations associated with AI-driven writing support systems, this research contributed ideas into effective integration strategies and the potential implications for graduate student research writing competence. The results encompassed three themes: 1) *influence of AI on research competence of the students*; 2) *ethical consideration in the integration of AI in research writing*, and 3) *dependency and inaccuracy of AI tools*.

INTRODUCTION

The integration of AI in education has gained momentum in recent years, with AI-powered tools and platforms being used to support various aspects of teaching, learning, and research. AI technologies offer numerous benefits for enhancing research competence among students. For example, AI-powered tools can streamline research processes by automating repetitive tasks such as data collection, analysis, and literature review (Jang et al., 2019). According to Sung et al. (2021), AI also facilitates personalized learning experiences, enabling students to receive tailored feedback and guidance based on their individual learning needs and preferences. Additionally, AI enables advanced data analysis techniques, allowing students to analyze large datasets more efficiently and uncover insights that may not be immediately apparent through manual analysis methods (Dillahunt et al., 2020).

Despite its potential benefits, the adoption of AI in research education poses several challenges. One key challenge is the lack of technical expertise among educators to effectively integrate AI technologies into their teaching practices (McNally & Goodwin, 2020). Moreover, there are concerns about the ethical implications of using AI in research education, including issues related to data privacy, bias in AI algorithms, and the responsible use of AI tools in academic settings (Madaio et al., 2020). According to Van Dick (2019), there is a risk of overreliance on AI technologies, which may hinder

students' development of critical thinking and research skills if they rely solely on AI-generated results without engaging in critical analysis. The integration of AI in research education raises ethical considerations that require careful attention. For example, there are concerns about the potential for AI systems to perpetuate biases present in the data used for training, leading to unfair or discriminatory outcomes (O'Neil, 2016). Furthermore, issues of transparency and accountability arise regarding the use of AI algorithms in research processes. Students and educators may struggle to understand how AI-generated results are generated, leading to challenges in interpreting and validating the findings (Hao, 2020).

The adoption of AI in research education raises questions and concerns. Research professors may have varying perceptions of AI's impact on research competence, including its potential benefits, challenges, and ethical implications. Understanding these perceptions is essential for informing pedagogical practices, curriculum development, and policy decisions in higher education institutions.

RESEARCH QUESTION

What are the perceptions of research professors on the impact of Artificial Intelligence on the research competence of graduate students?

METHODOLOGY

To conduct this study, the researcher involved 10 research professors at Pacific InterContinental College of Las Pinas City, Philippines for School Year 2023-2024. The study employed purposive sampling technique. As described by Kelly (2010), purposive sampling is a non-probability sampling technique employed to select participants who are most likely to offer accurate and valuable information. The participants were chosen based on the characteristics of the population and the objectives of the study.

Using an online structured survey questionnaire, this study investigated the perceptions of research professors on the impact of Artificial Intelligence on the research competence of graduate students. After conducting the survey, the researcher translated the raw data into codes that were readable and analyzable. Throughout the data analysis process, the researcher strived to eliminate any existing biases, allowing for a fresh perspective and objective review of the data.

The researcher used thematic analysis to analyze the collected data. Braun and Clarke (2019) characterized TA as a flexible theoretical approach within qualitative studies that seeks to identify themes and patterns within the data. Following an analysis of the key informants' answers, the researcher followed the recommended procedures for analyzing emergent themes, as outlined by Adu (2019): (1) establishing anchor codes relevant to the research questions; (2) identifying verbatim phrases or clauses from the transcripts that correspond to the anchor codes; (3) assigning codes or labels to themes based on the extracted verbatim accounts; (4) grouping or categorizing codes that are similar or related; (5) allocating themes to the categories; (6) creating textual descriptions within each theme, and (7) synthesize the meanings across themes to explore the answers to the research questions provided.

RESULTS

The study revealed the following results:

Verbatim Accounts	Condensed Units	CODES	THEMES
“Students receive instant feedback on grammar, style, and citation accuracy.”	Students are provided with immediate feedback.	Instant Feedback	Influence of AI on Research Competence of the Students
“Students have access to vast databases and academic resources. It empowers them to conduct more comprehensive literature reviews and studies.”	Students can utilize extensive databases and academic resources.	Access	Influence of AI on Research Competence of the Students
“AI tools assist students in organizing and synthesizing large volumes of research data. It becomes easier for them to structure their arguments, identify key findings, and present their research in a coherent manner.”	Artificial intelligence (AI) tools support students in managing extensive amounts of research data and improving their research output.	Assistance	Influence of AI on Research Competence of the Students
“AI-driven writing assistance tools can help students improve the overall quality of their writing by suggesting revisions, identifying areas for improvement, and ensuring adherence to academic writing conventions.”	AI-driven writing assistance tools serve as valuable resources for students to receive feedback on their writing	Instant Feedback	Influence of AI on Research Competence of the Students
“AI-powered writing tools can provide personalized feedback tailored to the individual needs and writing styles of	It offers personalized feedback that is specifically tailored to the unique needs and writing styles of individual students.	Personalized Feedback	Influence of AI on Research Competence of the Students

students. This customized feedback helps students identify their strengths and weaknesses in writing and provides targeted suggestions for improvement.”			
“There is a risk that students may become overly dependent on AI tools for writing assistance, leading to a diminished ability to think critically, conduct independent research, and develop original ideas.”	Students may rely too heavily on AI tools for assistance with their writing tasks.	Overreliance	Dependency and Inaccuracy of AI tools
“AI-driven writing tools may not always provide accurate or reliable feedback. It may lead to potential errors in grammar, style, or content. Students may struggle to discern between valid suggestions and inaccuracies generated by AI.”	AI-driven writing tools may not always offer accurate or reliable feedback.	Inaccuracy	Dependency and Inaccuracy of AI tools
“AI-powered content generation tools have the potential to facilitate plagiarism if students misuse or misattribute AI-generated content without proper citation or acknowledgment of sources.”	AI tools can encourage plagiarism if students misuse or incorrectly attribute AI-generated content.	Plagiarism	Ethical Consideration in the Integration of AI in Research Writing

<p>“The use of AI in research writing raises ethical questions related to authorship, intellectual property rights, and academic integrity.”</p>	<p>Integration of AI technology into research writing prompts discussions about ethical concerns.</p>	<p>Ethics</p>	<p>Ethical Consideration in the Integration of AI in Research Writing</p>
<p>“Students’ overreliance on AI tools may lead to a disconnection from the learning process, as they prioritize the generation of polished writing over their development of critical thinking and research skills.”</p>	<p>Students may become detached or disconnected from writing if overly dependent to AI tools.</p>	<p>Overreliance</p>	<p>Dependency and Inaccuracy of AI tools</p>

DISCUSSION

The following themes were generated based on the responses of the key informants:

A. INFLUENCE OF AI ON RESEARCH COMPETENCE OF THE STUDENTS

AI tools can streamline various aspects of the research process, such as data collection, analysis, and organization. By automating repetitive tasks and providing rapid insights into large datasets, AI can help students complete their research more efficiently, allowing them to focus their time and efforts on higher-level tasks. Thus, it can assist students in improving the quality of their written work by providing suggestions for grammar, style, and structure. These tools can help students refine their writing skills and produce more polished research papers.

B. ETHICAL CONSIDERATION IN THE INTEGRATION OF AI IN RESEARCH WRITING

One prominent theme revolves around the study is ethical considerations. Key informants are concerned about issues such as authorship, intellectual property rights, and academic integrity. Questions arise regarding who should receive credit for AI-generated content, the ownership of such content, and how to maintain academic honesty when using AI tools.

C. DEPENDENCY AND INACCURACY OF AI TOOLS

Another significant theme that emerged is the risk of students becoming overly dependent on AI tools. Key informants highlight the potential for students to prioritize the generation of polished writing over the development of critical thinking and research skills. This dependency may lead to a disconnection from the learning process, where students rely on AI tools rather than actively engaging with the material. Moreover, using AI tools can result in inaccuracies in predictions, decisions, or interpretations of data.

CONCLUSION

Based on the results of the study, the following conclusions can be drawn:

1. The integration of AI tools undeniably enhances students' research competence by streamlining processes and improving efficiency. Tasks such as data analysis, organization, and writing are made more manageable and produce higher-quality outcomes.
2. The adoption of AI in research writing brings forth a host of ethical considerations. Issues such as authorship, intellectual property rights, and maintaining academic integrity become more complex when AI is involved. Ensuring proper attribution and upholding academic honesty are critical challenges that require attention.
3. While AI tools offer undeniable benefits, there is a risk of students becoming overly reliant on them. This overreliance may lead to a disconnect from the core principles of critical thinking and research skills development. Moreover, the inherent limitations and potential inaccuracies of AI-generated results underscore the importance of maintaining a critical eye and rigorous evaluation of outputs.

RECOMMENDATION

Based on the conclusions drawn from the study, here are some research recommendations:

1. Conduct research to explore the specific ways in which AI tools enhance students' research competence across different disciplines and educational levels. This could involve longitudinal studies to track the impact of AI integration on students' research skills development over time.
2. Develop and implement ethical guidelines or frameworks for the responsible use of AI in research writing. This could involve collaboration between educators, researchers, and policymakers to address issues such as authorship, intellectual property rights, and academic integrity in the context of AI-generated content.
3. Design and implement training programs to enhance students' AI literacy skills, including awareness of the capabilities and limitations of AI tools in research. Emphasize the importance of critical thinking and independent research skills alongside the use of AI technologies.
4. Conduct comparative studies to evaluate the effectiveness and reliability of different AI tools for research purposes. This could involve assessing the accuracy of AI-generated results and the usability of AI platforms for tasks such as data analysis and writing assistance.

REFERENCES

- Dillahun, T. R., Wang, B., Teasley, S. D., & Kulkarni, C. (2020). AI-Supported Learning and Teaching in Higher Education: A Literature Review. *ACM Transactions on Computing Education (TOCE)*, 20(1), 1-29.
- Hao, K. (2020). AI is wrestling with a replication crisis. Here's how to fix it. *MIT Technology Review*. Retrieved from: <https://www.technologyreview.com/2020/06/17/1003481/ai-research-replication-crisis-hugging-face-openai/>.
- Jang, J., Vitale, J. M., Jyothsna, V., & Black, J. (2019). An AI-enhanced rubric design for improving writing feedback efficacy and efficiency. *The Internet and Higher Education*, 43, 100701.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

- Madaio, M. A., Gadepally, V., & Wallach, H. (2020). Closing the AI Education Gap: Curriculum design and outreach efforts in AI ethics. arXiv preprint arXiv:2007.07877.
- McNally, B., & Goodwin, M. (2020). AI, Automation, and the Future of Higher Education: Policy Perspectives from a Comparative Case Study. *Higher Education Policy*, 33(3), 459-477.
- O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown.
- Sung, J. Y., Bishop, M. J., Wen, Y., & Khosla, S. (2021). Enhancing Student Learning with AI-based Personalized Feedback and Course Recommendations: A Case Study in Computing Education. *IEEE Transactions on Learning Technologies*.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Adapting to Diversity: Exploring Differentiated Instruction and Assessment in ESL at the Tertiary Level

¹K. Sasidhar

Research Scholar, Department of Foreign Languages and Linguistics, Sri Venkateswara University, Tirupathi.

²Dr. G. Aruna

Professor & Head of the Department, Department of Foreign Languages and Linguistics, Sri Venkateswara University, Tirupathi.

Abstract

Imparting critical thinking skills along with communicative competencies in a mixed ability classroom is a tedious task for the ESL teachers. The undergraduate engineering English language learners vary in their proficiency level due to their past learning experiences, lack of exposure, socio economic conditions. These students not only struggle with oral communication but also find difficulty in reading and writing skills. The students at engineering college learn English language either to procure employment or to proceed for further education where their critical thinking skills and communicative competencies are evaluated. Differentiated instruction and Assessment is a pedagogical approach not only to address the problems of heterogeneous classroom and but also to equip the necessary English language skills both for slow and fast learners.

Introduction

In today's job market, there is an increasing focus on practical, hands-on experience and the ability to apply acquired knowledge in real-world situations. (Falkner, K., et.al, 2019). Recruiting agencies or organizations are prioritizing investment in talent that can bring tangible value to the organization and effectively tackle significant challenges. Beyond core technical skills, employers are actively seeking graduates with strong critical thinking and communication abilities, as well as flexibility and adaptability. (Hilton, M. L., & Pellegrino, J. W., 2012). Recognizing the pivotal role of critical thinking and communication skills in recruitment, research efforts are underway to identify effective strategies for developing these skills using English language materials and methodologies. These initiatives play a crucial role in improving students' prospects for employment in the field.

The student population at engineering colleges is diverse, comprising individuals from both rural and urban backgrounds. Within this diversity, there exists a notable distinction in educational experiences. For some students, their schooling and intermediate education were conducted entirely in regional languages. This linguistic background may pose challenges when transitioning to an engineering curriculum delivered predominantly in English. On the other hand, another subset of students' hails from English medium schools, granting them greater exposure and proficiency in the English language. This exposure not only enhances their technical comprehension but also augments their ability to effectively communicate and engage in the global discourse prevalent in engineering fields. The varying linguistic backgrounds among engineering students underscore the importance of inclusive and adaptive educational approaches that cater to diverse learning needs, ensuring equitable opportunities for all students to excel in their academic pursuits.

Literature Review

The Grammar Translation Method, introduced by German scholars during the 19th and 20th centuries, was a teacher-centered approach that focused on the explicit instruction of form and structure. This method, as described by Thornbury (2000: 21), emphasized grammar rules and translation, but it gradually fell out of favor, as noted by Richards and Rodgers (2007: 5) and Dendrinis (1992: 106). Subsequently, educators transitioned towards the direct or natural methods of teaching English, which were more suitable for first language learners, emphasizing fluency. The Audio-Lingual Method, however, remains in use to this day, as it aimed to foster communicative competence. This approach emphasizes repetition of dialogues and drills to enable students to respond swiftly. Nevertheless, it's worth noting that this method is less suitable for adult learners at the college level, where more advanced language skills are required. In contrast, the Communicative Language Teaching (CLT) method places its focus on mastering various aspects of grammar and encourages practice through controlled activities. (Jack C. Richards ,2006). CLT permits students to engage in pair work activities, role plays, and project work. (Luis Miguel Dos Santos, 2020). However, the adoption of CLT is not universal, as some students, influenced by traditional views of language learning techniques, remain reluctant to fully embrace this method. (Ahn and Kang, 2017). It is important to recognize that the effectiveness of these teaching methods is contingent on the classroom environment. Educators are now actively seeking teaching methods or approaches that can effectively address the multifaceted challenges presented by mixed-ability learners. Further, ESL teachers need a teaching method to impart both critical thinking skills and communicative competencies.

Differentiated Instruction and Assessment Method

Differentiated instruction in an ESL classroom is a pedagogical approach that pays special attention to the individual needs, abilities, and backgrounds of English language learners. This approach is flexible and responsive, tailored to the specific learning needs and progress of each student. It acknowledges that students enter the classroom with varying levels of English language skills and different experiences, including their prior knowledge of the language and other subjects. The key idea behind differentiated instruction is to create a learning environment where every student feels valued and supported to enhance their critical thinking skills and communicative competencies as shown in Figure 1.

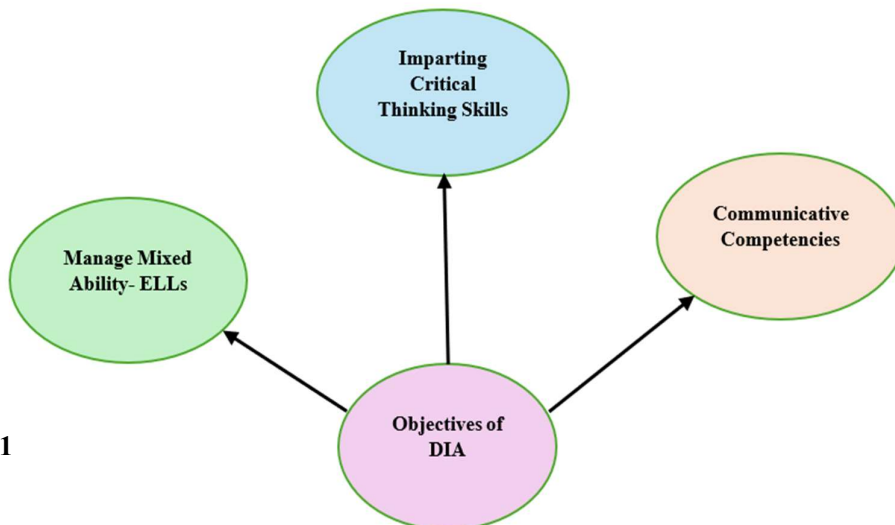


Figure 1

The Differentiated Instruction and Assessment (DIA) method involves tailoring instruction, materials, and assessments to accommodate both slower-paced and faster-paced learners, while also incorporating feedback. Additionally, this approach fosters collaborative work among students, encouraging peer interactions that can particularly benefit slower learners through engagement with their faster-learning peers in an ESL classroom as shown in figure 2.

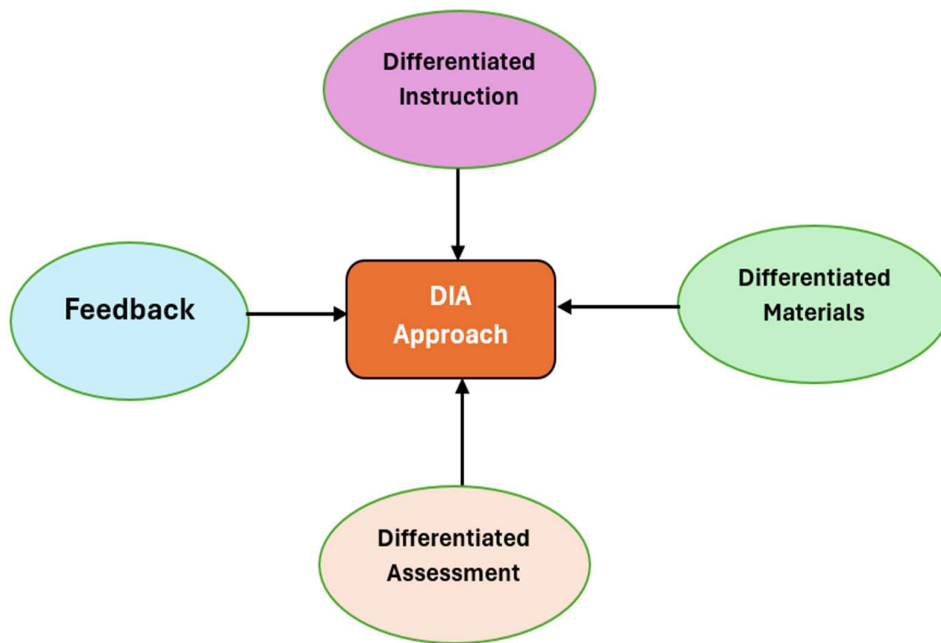


Figure 2

Implementation

A preliminary assessment to be administered to evaluate the proficiency levels of students. Based on their performance, students must be categorized into slow and fast learners. Students will then be grouped to facilitate peer interactions, ensuring a mix of both slow and fast learners in each group. Formative assessments to be regularly conducted to monitor students' ongoing performance levels. Based on these assessments, teachers will adjust materials to suit the needs of the learners. Differentiated practice materials will be provided to students based on their abilities until slow learners reach proficiency levels comparable to those of fast learners.

Activities like reading comprehension, sentence completion, analytical writing, and debate sessions to be conducted by the ESL teachers to enhance critical thinking skills and communicative competencies among the English language learners. These activities should be tailored in a differentiated manner to meet the needs of both slow and fast learners. These differentiated materials to be designed to learn, assess, practice, and enhance the skills of ELLs as shown in figure 3.

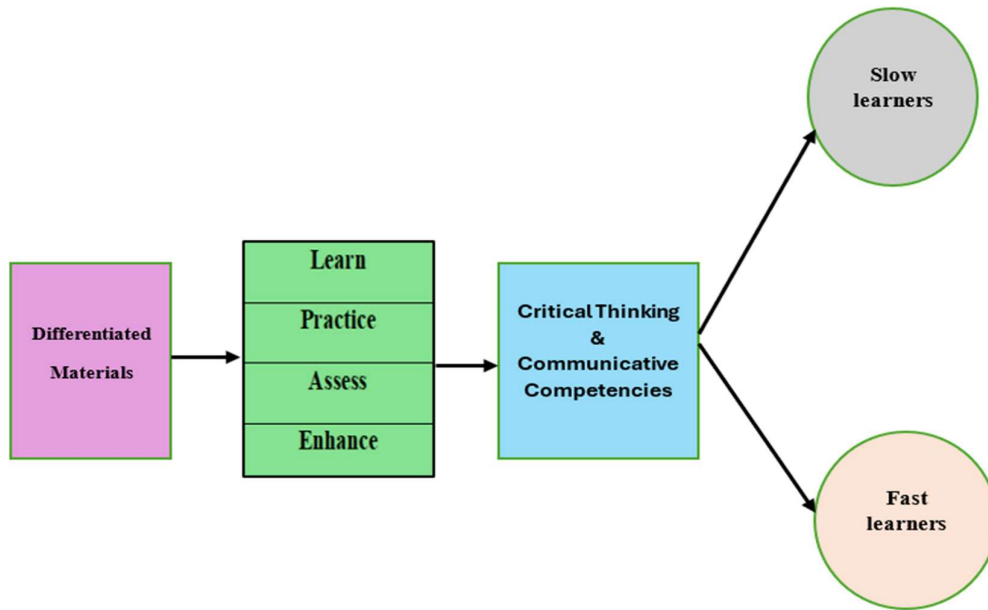


Figure 3

Materials serve as indispensable tools for cultivating critical thinking skills among the students, particularly in English classroom (Lynda, D, 2023). The materials in DIA should facilitate the exploration, analysis, and evaluation of concepts, ideas, and information, thereby nurturing students' ability to think critically and independently. However, it's crucial to recognize that one-size-fits-all approaches may not effectively cater to the diverse learning needs and paces of students, especially in an ESL context where learners come from various linguistic and cultural backgrounds.

Reading comprehension passages that require critical thinking necessitate inferential comprehension. Here, the learner should be able to draw logical inferences from the information provided in the text. This involves understanding implied meanings, making connections between ideas, and interpreting the author's intentions. Similarly Sentence Completion exercises need proper understanding of English grammar and sentence structure. The learners must interpret the relationships between words, phrases, and clauses.

As stated, these reading comprehension exercises have to be differentiated as per the abilities of the learners.

Reading Comprehension for Slow learners
In recent years, the importance of environmental sustainability has gained widespread attention across the globe. This concept emphasizes the responsible use of natural resources to ensure their availability for future generations. Environmental sustainability involves practices that minimize harm to the environment, such as reducing carbon emissions, conserving water, and protecting biodiversity. Businesses, governments, and individuals are increasingly adopting sustainable practices to mitigate climate change and preserve ecosystems. Promoting environmental

sustainability requires collective action and innovative solutions to address pressing environmental challenges like pollution and deforestation.

1. What is the main idea of the passage?

- A) Environmental sustainability is a new concept that few understand.
- B) Environmental sustainability focuses on responsible resource use for the future.
- C) Environmental sustainability has no impact on climate change.
- D) Environmental sustainability is solely an individual responsibility.

2. What is the supporting idea of the passage?

- A) Businesses and governments are not interested in adopting sustainable practices.
- B) Environmental sustainability involves conserving natural resources.
- C) Environmental sustainability has no relevance to climate change.
- D) Environmental sustainability is solely about reducing pollution.

3. What can you infer from the passage?

- A) Environmental sustainability is an easy goal that requires minimal effort.
- B) Individuals alone can solve all environmental challenges.
- C) Collective action is needed to promote environmental sustainability.
- D) Environmental sustainability has no impact on ecosystems.

4. Which statement is NOT stated in the passage?

- A) Environmental sustainability involves reducing carbon emissions.
- B) Environmental sustainability encourages wasteful use of resources.
- C) Environmental sustainability aims to protect biodiversity.
- D) Environmental sustainability requires innovative solutions.

Correct Answers. 1.B 2. B 3.C 4. B

Reading Comprehension for fast learners

The field of quantum physics delves into the fundamental nature of particles and energy at microscopic scales, challenging our classical intuitions about the physical world. Quantum mechanics, developed in the early 20th century, describes the behavior of particles- electrons and photons through wave-particle duality and probability distributions. One of the central tenets of quantum theory is Heisenberg's uncertainty principle, which states that certain pairs of properties, like position and momentum, cannot be precisely measured simultaneously. This principle fundamentally alters our understanding of determinism and causality in physics. Furthermore, quantum entanglement, a phenomenon where the properties of particles become correlated regardless of distance, highlights the non-local nature of quantum interactions. The concept of superposition, where particles can exist in multiple states simultaneously until observed, challenges classical notions of definite states and adds complexity to quantum computing and information theory. Despite its abstract and counterintuitive aspects, quantum mechanics has led to groundbreaking technologies like lasers, transistors, and magnetic resonance imaging (MRI), revolutionizing modern science and engineering.

1. What is the main idea of the passage?

- A) Quantum physics explores the behavior of large-scale objects.
- B) Quantum mechanics challenges classical understandings of particles and energy.
- C) Quantum entanglement is a simple concept.
- D) Quantum technologies have no practical applications.

2. What is the supporting idea of the passage?

- A) Quantum mechanics is entirely deterministic and predictable.
- B) Heisenberg's principle relates to the simultaneous measurement of certain properties.
- C) Quantum entanglement only occurs between nearby particles.
- D) Quantum computing is based on classical notions of definite states.

3. What can you infer from the passage?

- A) Quantum mechanics has no practical applications in technology.
- B) Quantum superposition allows particles to have definite states at all times.
- C) Quantum interactions occur only at the microscopic scale.
- D) Quantum technologies have significantly impacted various fields beyond physics.

4. Which statement is NOT stated in the passage?

- A) Quantum entanglement occurs regardless of distance.
- B) Quantum mechanics has led to the development of lasers and MRI technology.
- C) Quantum computing is based entirely on classical principles.
- D) Heisenberg's uncertainty principle deals with properties like position and momentum.

Correct Answers 1.B 2. B 3.D 4. C

Similar to reading comprehension, sentence completion activities serve as a valuable tool for fostering critical thinking skills among learners. (Rezaei, S., Derakhshan, A., & Bagherkazemi, M., 2011). It requires careful and focused reading, with learners needing to fully understand the context to select the most appropriate word. It's crucial for ELLs to thoroughly analyze both the content and functional aspects of a sentence. Similar to reading comprehension, sentence completion exercises to be provided as per the abilities of slow and fast learners.

Sentence Completion for slow learners

The company's expansion plans initially met with ____, but with ____, they eventually achieved success.

Blank 1:

- A) resistance
- B) hesitation
- C) skepticism**
- D) encouragement

Blank 2:

- E) determination**
- F) innovation
- G) perseverance
- H) collaboration

Sentence Completion for fast learners

The controversial theory was met with widespread ____, but with ____, it gained acceptance among experts in the field.

Blank 1:

- A) skepticism**
- B) acclaim
- C) scrutiny
- D) incredulity

Blank 2:

- E) persistence
- F) refinement
- G) collaboration
- H) validation**

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

In order to improve communication competencies, specifically in writing and oral skills, it is important to tailor tasks to suit the pace of both slower and faster learners. To achieve this, a variety of tasks can be employed as per the abilities of the learners. For instance, analytical or argumentative writing assignments and debate activities can be utilized to not only strengthen writing and speaking abilities but also to foster critical thinking skills.

Analytical/Argumentative topics for slow learners
The Role of Technology in Modern Education
The Effectiveness of Government-funded Healthcare
Analytical/Argumentative topics for fast learners
The Ethical Dilemma of Genetic Manipulation in Agriculture
The Economic Implications of Universal Basic Income
Debate topics for slow learners
Should Cell Phones Be Allowed in Schools?
Is Social Media Beneficial for Teenagers?"
Debate topics for fast learners
Is Artificial Intelligence a Threat to Humanity?
Should Genetic Engineering of Humans Be Allowed?

Providing differentiated tasks for slow learners is essential to ensure that they can progress and eventually match the pace of faster learners. A crucial aspect of this approach is ongoing evaluation through formative assessments, which allows educators to gauge each learner's progress and adjust the level of difficulty accordingly. By continuously adapting tasks based on performance, teachers can effectively challenge slow learners without overwhelming them.

Furthermore, implementing differentiated instruction allows English Language Learners (ELLs) to develop not only critical thinking and communicative competencies but also adaptability and team-building skills through peer interactions. This approach recognizes the diverse needs within a classroom. The use of the Differentiated Instruction and Assessment approach (DIA) is particularly advantageous for ESL teachers in mixed-ability classrooms. DIA offers a practical and straightforward method to tailor instruction to the unique needs of ELLs, fostering their language development alongside other key competencies essential for academic success and social integration. By leveraging DIA strategies, ESL teachers can promote meaningful learning experiences that support the growth and achievement of all learners, regardless of their learning pace.

References

- Ahn, S.-Y., & Kang, H.-S. (2017). South Korean university students' perceptions of different English varieties *Journal of Multilingual and Multicultural Development*, 38(8), 712-725.
- Alexandria, V. A. "Association for supervision and Curriculum Development." Marzano, RJ, Waters, T., & McNulty, BA (2005).
- Brown, D. (2000). *Principles of language learning and teaching* (4th ed.). New York, USA: Pearson
- Chapman, C., & King, R. (2005). 11 practical ways to guide teachers toward differentiation (and an evaluation tool). *Journal of Staff Development*, 26(4), 20-25.
- Dendrinis, Bessie. 1992. *The EFL textbook and ideology*. Athens: Grivas.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by
I.N.M. PG College Meerut India
International Council for Education, Research and Training (ICERT)

Dos Santos, Luis Miguel. "The Discussion of Communicative Language Teaching Approach in Language Classrooms." *Journal of Education and e-Learning Research* 7.2 (2020): 104-109.

Exploratory Practice: Rethinking practitioner research in language teaching. *Language Teaching Research*, 7(2003), 113 –141.

Harmer, Jeremy; Acevedo, Ana. 2008. *Your Turn. Textbook 2*. Wien: Langenscheidt.

Hilton, Margaret L., and James W. Pellegrino, eds. *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press, 2012.

Language Classrooms." *Journal of Education and e-Learning Research* 7, no.2:104-109.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Lee, J. S., & Lee, K. (2019). Perceptions of English as an international language by Korean English major and non-English-major students. *Journal of Multilingual and Multicultural Development*, 40(1), 76-89.

Mart, Cagri Tugrul. "The audio-lingual method: An easy way of achieving speech." *International Journal of Academic Research in Business and Social Sciences* 3.12 (2013): 63.

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. New York: Cambridge

O'Meara, J. (2010). *Beyond differentiated instruction*. Thousand Oaks, CA: Corwin Press.

Ornellas, Adriana, Kajsa Falkner, and Eva Edman Stalbrandt. "Enhancing graduates' employability skills through authentic learning approaches." *Higher education, skills, and work-based learning* 9.1 (2019): 107-120.

Richards, Jack; Rodgers Theodore. 2007. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

Rezaei, Saeed, Ali Derakhshan, and Marzieh Bagherkazemi. "Critical thinking in language education." *Journal of Language Teaching and Research* 2.4 (2011): 769.

Thornbury, S. (2000). *How to teach grammar*. Harlow: Longman Pearson Education.

Thornbury, S. (2000). *How to teach grammar*. Harlow: Longman Pearson Education.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all students*.

Tomlinson, C.A., & Allan, S.D. (2000). *Leadership for differentiating schools & classrooms*.

University Press.

Mughal Road in Kashmir: A Historical Perspective

Nisar Ahmad Bhat

Research Scholar, Department of History, Davi Ahilya Vishwavidyalaya Indore (M.P)

Abstract

The Mughal Road runs through the union territory of Jammu and Kashmir, connecting the town of Buflaiz in the Poonch district and the Shopian district. The 84-kilometer road traces a historic route that was used during the Mughal era over the Pir Panjal Pass, which is higher, at an altitude of 3500 M (11,500 ft), higher than the Banihal Pass at 2832 M (9291 ft). The roads links Rajouri and Poonch to Srinagar in the Kashmir valley. Additionally, it provides an alternative route from the Jammu-Srinagar highway into the Kashmir Valley.

There has been a route that crosses the pir Panjal Pass (peer ki Gali) to connect Poonch with Hirapur (modern day Hirpora) in the Kashmir valley. It was extended to Bimber during the Sultans reign. It played an important role during this time, according to Historian Mohibul Hasan. Once the Kashmir valley was annexed, Emperor Akbar improved the route, created an Imperial Road. It has been called the 'Mughal Road' in modern times.

Keywords: Mughal Road, Aliabad Sarai's, Thanamandi Sarai, Hirpur Sarai.

Introduction

when Yakub Khan ascended to the throne of Kashmir in the late 16th century, he treated the Sunnis and Hindus cruelly, prompting them to send a representative to Akbar asking for assistance. In 1585, after making a commitment to assist them, Akbar sent Mirza Qasim with a force via Rajouri to reach Kashmir. Yakub Khan caused defeat for the Mughal army. However, Kashmir was later conquered by the Mughal army when they approached it once again using the same route in 1586-87. The Mughal Emperors went on to take this path often to visit Kashmir. The route to Kashmir came to be known as "The Mughal Road" since Akbar was the first to use it and his successors duly followed this path.

The salt route, also known as the Mughal Road since the Mughals ruled the region, is the oldest route to the valley. Historically, when Afghans ruled Kashmir, traders have utilized this route to move salt through the area on horseback, crossing the snow-capped peaks of the Pir Panjal Range. Mughal Emperors such as Akbar, Jahangir, Shah Jahan and Aurangzeb travelled in caravans across this route to Kashmir. This historic road originated at the Mughal capital, Agra, moving through Lahore to Poonch, Rajouri and then entering the valley.

In 1589 Muhammad Qasim khan was directed to level and widened the route. However, the main work took place during the period of Emperor Jahangir. He ordered an Iranian engineer Ali Mardan Khan to construct Mughal Road, Sarai, Mosques, Hamams alongside the road for the convenience of the royal caravan of the Mughals while the locals constructed their houses around these places with the help of Mughal Governors and local Rajya's. Ali Mardan Khan divided Mughal Road into 14 Paraves (halting stations) from Lahore to Srinagar. The main halting stations constructed on this road were Bimber, Saidpur, Nowshera, Chingus, Rajouri, Thanamandi, Aliabad Saria, Hirpur, Shopian and Khankpra. This route has become the hub of activity as small townships on nearly every halting station emerged through

out the Mughal Era. These locations were hubs of human activity and evolved as the primary cultural features. Sarai's, mosques, terraces, Forts and Gardens are some of the key cultural elements that Mughals constructed. While some of these were destroyed by the or encroached by the locals, the majority are still in good shape and require restoration to return to its former grandeur. Major halting stations (Sarai's) built by the Mughal rulers along the Mughal Road can be summarized below:

Chingus Sarai: one of the most significant Mughal monuments on the ancient Mughal Road is Chingus Sarai, which was built between 1605 to 1621 A.D. by the Iranian engineer Ali Mardan Khan under the orders of Emperor Jahangir. The Mughal Road, which stretched 170 miles from Gujrat (now in Pakistan) to Srinagar an included 14 halting stations along the way, stopped at this Saria, the fifth stop for the royal caravans.

Chingus Sarai is located roughly 130 kilometers from Jammu city on the road that runs between Rajouri and Nowshera. Until the Fall of the Empire, Chingus Sarai catered to the Mughal Caravans for around two centuries. The Sarai served as a vital halting point because realized by the structure's design and construction. The word "Chingus" derives its meaning from Persian language meaning "gut" or "intestine". While travelling along the Mughal Road in 1627 A.D., emperor Jahangir became very unwell and died at the Rajouri village of Khanpur. In order to prevent a possible fight over succession among the heirs, Queen Noor Jahan, who was travelling with the emperor, made the decision to transport the body to Lahore for burial. The Emperor Jahangir's viscera were taken from the body and buried inside the transit camp to prevent any chance of the remains decomposing while in travel. This Sarai became known as Chingus Sarai when the entrails were buried. Village Khanpur became Chingus after that. The deceased was subsequently carried to Lahore for burial, resting on an elephant to hide the emperor's death. A small mosque lies in the middle of the Sarai complex. In the corridor of the mosque is the burial place of the entrails of emperor in the form of a tomb made up of marble. This stunning architecture is a well-designed network of symmetrical apartment cells encircled by substantial brick walls. Inside the masonry wall, the fort was intended to keep several stables, a feeding area, and massive armies.

Aliabad Sarai: Located in *peer-ki-gali* on the Mughal Road in Kashmir, is the great Sarai (rest house). According to the sources, Jalal ud din Mohammad Akbar, the Mughal emperor, constructed the Sarai here initially. He has constructed it for the purpose of transporting the passengers who had previously used this path. However, also indicate that Shahjahan, a subsequent ruler, renovated the Sarai and gave it the name Aliabad Sarai in honor of his obedient governor, Ali Mardan Khan. The Sarai is square in plan and adheres to Mughal architecture. It has southward faced angle. Small backed bricks raised in red lime mortar are combined with rubble stone to construct the Sarai. Sarai is considered to have contained multiple rooms and cells that the pilgrims used as shelter. The roof is a laid of earthen layers on which have grown green vegetation.

The bank of Nallah Panchal is where the Sarai is raised. It has a stone gate, but the door isn't there. It is generally believed that the Sarai received the necessary water supply, which was transported there from the closest nallah. Remains of earthen pipes that were reportedly pointed in the direction of the structure were discovered by a group of regional archaeologists who had participated in the Mughal Road survey. Those who have visited this location in the past have noted that the Aliabad Sarai is the most magnificent location along this sloping track. It has given comfort to everyone who came to travel on this route, not just the royal Mughal caravans.

Nadpur Sarai: The small village of Nadpur is located 38 miles from Rajouri town and 10 km from Nowshera, midway between Rajouri and Nowshera. The Sarai is located on the western side of the road. The *Saria-cum-fort* is of typical Mughal style having two main gates opposite each other, one is the northern wall while the other one is the southern wall of the square building. Additionally, there are remnants of a well in the Saria's center. The gates measure eight feet in width and twelve feet in height. There is a thick pine tree mountain forest on its western side, and on the other Tawi flows alongside a river. Wherever the wall is intact, it is ten feet high, in other parts it is only eight feet high due to deterioration. Nothing is left of the building. It is growing within into a thick jungle of weeds and grass. Large local stone with thatch has been utilized as cement in mud mortar for construction. This kind of mortar is a common sight, seen in practically every Sarai along the path that leads through the Pir Panjal Mountain range to Kashmir.

Nowshera Sarai: Nowshera is located 48 kilometers away from Rajouri on the Tawi Rivers bank. The Sarai and additional structures were initially constructed during the reign of Emperor Akbar. It is worth mentioning that this Sarai is constructed in a unique way. The lay out and composition of this vast space differs from that of other sarais. Double enclosure walls surround the Sarai. The corners of the exterior wall include double-story bastions. Strong and huge battlements over every bastion. There are rows of alcoves in the Sarai. In the center of the west wall is the Sarai entryway. It resembles other Sarais in the area with its arched cell walls facing a shared courtyard. On the other side of the Sarai's main entrance lies a mosque. The Mughals were also responsible for building this. The Mosque possesses every characteristic of that era's architecture. The local Muslims continue to use the mosque.

Sarai at Naryan: The Naryan Sarai is just a few kilometers away from the well-known Sarai at Chingus, which is located 23 km away from Nowshera. The Sarai is similar to the era on the Imperial route that leads to Kashmir, however departing from Lahore. The remnants of Sarai possess the identical distinguishing characteristics of a Mughal inn Sarai. The Sarai's enclosure wall, which is made of locally quarried stone boulders. Is roughly three feet wide. The structure is in a very poor state. Located in the center of the western wall is the main gate, well-constructed bastions may be found on each corner. There are just single-story buildings across the compound.

Hirapur Sarai: After crossing through the Pir Panjal Range, it is located at Hirpur along the Imperial route. There are two gateways in the Sarai on the opposing walls. Four wall structures enclose the rectangular structure. Every wall is roughly five metres high, two metres in width. The Sarai provided battlements and bastions.

The architecture and construction of the Sarai's along the Imperial Road from Bhimber to Shopian are mostly similar. The Sarai's are typically square or rectangular in shape, with single or double walls around them. In certain Sarai's, it has also been discovered that smaller square or rectangular enclosures are connected to the main buildings. Most, likely, these are the additions that were added later to boost the Sarai's capacity for accommodation. One noteworthy aspect of these Sarais is the royal residence on the banks of rivers.

Thanamandi Sarai: Thanamandi is 21 km away from Rajouri. Probably it is last halting station of Mughal before the Rattan Shah Pir Mountain Range. With the exception of the south, all sides are covered in mountains. The stunning view of the Sarai is revealed at the centre of Thanamandi Tehsil. The interesting structural complex has extraordinary construction. One enclosing wall was constructed after the other. The structure acquires a fresh shine from these walls. The Mughals added an additional

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

layer of security, as demonstrated by the double wall technique. The garden, hammam and residential chambers are located in the centre of the enclosure of the Sarai's. All of the surrounding doors of rooms open towards the centre. Two gateways are located on opposing walls, the main entrance faces east, and the other doorway opens west. The Sarai is in good condition.

Conclusion:

Not only does the Mughal Road provides an alternative route between Srinagar and Jammu, but also has historical value as a roadway that crosses the Pir Panjal hills and promotes greater inter-regional cultural and commercial contacts. The regions geographic isolation, which prevents people from interacting with one another, will stop, and increased economic activity will occur, particularly in the Poonch and Rajouri districts, which have been cut off from the valley for the past 64 years. The Government of Jammu and Kashmir should designate all historical sites along the Mughal Road, including Sarais, Masjids, Gardens, and other creations of the Mughal rulers, as "state Protected Monuments".

References

- Arora, R.C., 1998, *In the land of Kashmir, Ladakh and Gilgit*. Gulshan Publication, Gowkadal, Srinagar.
- Bates, C.E., 1980, *A Gazetteer of Kashmir*, Light and Life Publishers New Delhi.
- F. Barnier, *Travels in the Mughals Empire A.D. 1656-68. London 1934.*
- G.M.D. Sufi, *Kashir Vol.1.*
- Habib, I., 1982, *An Atlas of the Mughal Empire*, Oxford University Press, New Delhi
- Inayat Khan, *Shahjahan Nama.*
- Jan Shoki, *Sarais in Kashmir under the Mughals*, Jan 2024, International Journal of Creative Research Thought.
- K.D Maini, *Mughal Sarai Chingus, May 12, 2013, retrieved on 15-01-2024, <http://www.dailyexcelsior.com>.*
- Lawrence, R.W., 1999, *The Kashmir Gazetteer Vol. 1*. Shubhi Publication, Delhi.
- Mohammad A., 20112, *Pilgrimage Tourism in Jammu and Kashmir*, Lampbert Academic Publishing, Germany.
- Matoo, A.M.,1988, *Kashmir under Mughals*, Shalimar Art Press, Srinagar.
- Roger A., 2003, *The Tuzuk-i-Jehangiri*, edited by H. Beveridge, Low Publication.
- Sarkar, J.N., 2006, "*Ain-i-Akbari of Abul Fazal Allami*", vol, 1 & 2. Reprinted in Low Price publication, Delhi.

Sexual Harassment: A Feminist View Point

Dr. Nikhilesh

Assistant Professor, Dept of English, Agra College, Agra

SEXUAL HARASSMENT: EARLY LAWS AND THEORIES

Sex, sexuality and sexual harassment have always been the most debated topic in society all over the world. As human being progressed to be the more civilized outwardly, their inward grew more and more barbaric. Such is the real visage of the present society that we feel that herculean task taken up by our scholars and reformers ended in fiasco. Though society changed drastically and the positive bearings are pretty visible. When sexual harassment cases were first brought to trial, the courts ruled that the alleged harassment did not qualify as unlawful discrimination under Title VII. The activity was deemed private and detrimental to the individual, but not a public issue by the courts. A federal court has ruled that "Title VII is not intended to create a federal tort remedy for what amounts to a physical assault motivated by sexual desire on the part of a supervisor and which occurred to occur in a corporate hallway rather than a back alley."

Feminists, buoyed by the success of discrimination cases based on race and national origin, maintained that sexual harassment qualified as unlawful discrimination under Title VII. Feminists started calling attention to sexual harassment in the workplace and the exploitation of women in the workplace. Lin Farley, Carroll Brodsky, and Catharine MacKinnon are just a few of the feminists who brought attention to the issue of sexual harassment as a sex-based power issue impeding women's progress toward parity. It was considered that MacKinnon's book, *Sexual Harassment of Working Women: A Case of Sex Discrimination*, had a major impact on attempts to litigate sexual harassment in the courts. Scholars and advocates representing clients in sexual harassment lawsuits were given access to MacKinnon's book manuscript. No court has yet ruled that sexual harassment qualified as gender bias. The first court ruling on sexual harassment followed soon after. Feminist activists and academics undoubtedly played a major role in getting courts to recognize sexual harassment as a violation of Title VII. However, case history suggests that judges never really grasped feminist arguments for why sexual harassment constitutes sex discrimination. Perhaps most significantly, the statute the courts created to protect women lacked a fundamental grasp of why sexual harassment constitutes sex discrimination.

The development of sexual harassment legislation in the courts may be traced back to the original feminist concept of sexual harassment, which educated the courts and the public about the damage caused by sexual harassment. The radical feminist roots of sexual harassment as a cause of action create friction with the courts' desire to integrate sexual harassment into classic Title VII unequal treatment grounds, leading to significant inconsistencies in sexual harassment legislation. As an example of the early feminist perspective on sexual harassment, MacKinnon's *Sexual Harassment of Working Women* is a great read. MacKinnon's contributions to the field of early feminist theory and the study of sexual harassment will be highlighted in the following discussion because of their significance in establishing sexual harassment as a social issue. Several of the briefs filed in *Oncale* make reference to MacKinnon and his writings.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

MacKinnon, in her book *Sexual Harassment of Working Women*, argues that sexual harassment is a kind of sex discrimination on the basis of two theories: the inequality theory and the differential treatment hypothesis.

MALE DOMINATION MAKES SEXUAL HARASSMENT DISCRIMINATORY

The patriarchal structure of our society, though not pretty prevalent in all over the world, laid the foundation for the male domination notion in our society. So it makes sense the sexual harassment with females is gender biased and hence is discriminatory. The willingness of courts to identify sexual harassment was significantly impacted by MacKinnon's arguments in the 1970s. MacKinnon elaborated on her claim that sexual harassment is discriminatory since it is based on male dominance in her amici curiae brief presented in *Oncale*. She first wrote about male control over females, but after experiencing same-sex harassment, she changed her tune and now says that "man dominance in society involves sexual power of certain men over other men as well as over women." MacKinnon claims that male-on-male sexual assault is a major issue in society because it perpetuates gender inequality. Given the social framework in which women are subjected to males, she argues that sexual harassment is discriminatory against men as well, on the grounds that men are normally dominant and may control other men.

MacKinnon claims that male victims of sexual harassment at the hands of other male's face bias because of their gender. As males, and sometimes as certain types of men, they are singled out for abuse because of their gender, resulting in psychological and physical harm. MacKinnon acknowledges that the goal of Title VII as it has been understood throughout time is to prevent male misuse of power in the workplace and to correct sex-based power inequalities. MacKinnon argues, however, that some males misuse their superiority over other men as well as over women.

MacKinnon argues that all sexual harassment, whether directed at women or men, is discriminatory because it is a symbol of masculine dominance. Though MacKinnon's thesis is attractive on paper, it is very improbable that any court, much alone the Supreme Court, would ever accept it. MacKinnon's early idea did have an impact, but courts did not accept it. Instead, they have been very clear that there must be evidence of uneven treatment. Therefore, MacKinnon's theory contributes nothing to the sexual harassment discussion.

SEXUAL HARASSMENT AT WORKPLACE, POWER CONCEPT OF GENDER

The concept that the mighty have always upper hand in our social structure has made powerful toxic and tender more tender and timid. It definitely made the sexual harassment cases increasing constantly in abundance with each passing minutes. Although the concept of sexual harassment was not recognized as such until the 1970s, formal organizational solutions to the issue have subsequently spread widely. Educators and researchers have shown a strong connection between sexual harassment and gender inequality (Martin 2003) and other types of workplace discrimination, making anti-harassment training, regulations, and grievance processes typical HR fare today. There is a consistent focus on the role of power, both in the workplace and in society at large, in all of these texts' depictions of harassment. Despite the extensive research conducted over the last 30 years, fundamental concerns about the relationship between workplace authority and harassment still have not been satisfactorily resolved.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

Unfortunately, most of the research is based on vague metrics, vague time periods, and vague samples. With a few notable exceptions (e.g., Freels, Richman, and Rospenda 2005), this investigation relies on cross-sectional data, which is more appropriate for discovering correlations than causality. Unfortunately, the interplay between gender, authority, and harassment is still poorly understood due to a lack of rigorous qualitative and longitudinal approaches.

To evaluate three hypotheses from an integrated feminist model of sexual harassment—that supervisory power, gender identity, and the sex composition of the sector are associated to experiences of harassment—this research combines quantitative and qualitative data from the Youth Development Study (YDS). Our quantitative models account for individual variations in a robust way to provide predictions about whether or not respondents will report harassment, how many instances of harassment they will report, and whether or not they would perceive their experiences as harassment. Following the establishment of foundational empirical linkages through survey data, we examine qualitative interviews with YDS respondents to further define and explain the processes behind these links. We next place these findings within the larger framework of existing research on sexual harassment as well as theories of gender and power.

Title VII of the Civil Rights Act of 1964 protects victims of sex discrimination, which includes sexual harassment. According to the EEOC, it includes "unwanted sexual approaches, demands for sexual favors, and any verbal or physical behavior of a sexual character" that disrupts one's work or job performance or produces a "hostile or unpleasant work environment". Prevalence estimates differ widely (Welsh, 1999), in part because researchers use different definitions and indicators to calculate them. This has led many researchers to use an approach called triangulation, which uses numerous forms or measurements to arrive at a more accurate estimate (e.g., Houston and Hwang 1996; Uggen and Blackstone 2004). Feminist scholarship situates sexual harassment within broader patterns of discrimination, power, and privilege, linking harassment to sex-based inequality. For instance, Quinn's (2002) study of "girl watching" links patriarchal gender norms to commonplace encounters in the workplace. Quinn argues that other men, rather than women, are often the intended audience of sexist gestures and comments. Although many men consider "girl watching" to be harmless fun, they are frequently taken aback by the reaction of the women they see. Similarly, Martin (2001) finds that men "mobilize masculinities" in ways that often exclude and cause harm to women as a group, even when this is not their intention.

Connell's (1987) theory of hegemonic masculinity, which argues that society privileges a single normative ideal of male behavior, provides a broad sociological framework for understanding harassment, gender, and power. De Souza and Solberg (2004) and Waldo, Berdahl, and Fitzgerald (1998) find that males are more likely to be harassed when they are seen as having feminine traits, whereas women are more likely to be harassed when they attempt to dismantle the gender hierarchy by which they have traditionally operated. As a result, sexual harassment may be used to enforce conventional gender roles at work and to punish gender nonconformity.

The literature on contra power harassment shows that the harasser's gender, race, and class provide them informal power even if the harassed person has more official authority in the workplace than the harasser. Women in positions of power provide a fascinating contradiction for the study of sexual harassment, and academics have responded by taking two opposing stances on the issue. The first

hypothesis, the vulnerable-victim theory, posits that women, people of color, and others in weaker positions and with less influence in the workplace are more likely to be harassed. The second theory proposes that women are more often assaulted because they pose a greater threat to male supremacy. Research has revealed more evidence for the paradoxical power-threat paradigm, which suggests that women in authoritative roles are disproportionately affected by harassment and discrimination.

Having women in supervisory roles challenges the inherent male superiority bias in a very straightforward way. Women are still underrepresented in positions of responsibility or are often relegated to lesser levels of management. Gender stereotypes regarding women's "natural" ability in the workplace continue to influence how others see their work even after they have broken through to top management. Moreover, while males in traditionally feminine professions enjoy the perks of a glass escalator to leadership positions, women supervisors are frequently alienated and perceived as unworthy of their positions. To emphasize the barrier of entrance, consider that women are less likely to be promoted to management unless a sizable number of women are already in place. Overall, these actions suggest that female supervisors may be singled out for harassment.

One possible explanation for why males harass women in positions of authority is the concept of masculine overcompensation, according to which men respond to challenges to their manhood by acting out an excessive type of masculinity (Willer, 2005). Maass and colleagues (2003), for example, discover that male participants in a computer image-sharing assignment submitted more pornographic and insulting photos to females identifying as feminists than to females conforming to more conventional gender norms. Similarly, Das (2009) draws the conclusion that "too forceful" women pose a challenge to the established gender order and are hence subject to demeaning forms of treatment from men. As a result, De Coster, Estes, and Mueller (1999) draw the conclusion that sexual harassment is used strategically against powerful women who encroach on male territory, finding that women with greater tenure, regardless of age, are more likely to view sexual harassment as a problem for them at work. Each of these studies implies that women supervisors may be more likely than other working women to encounter sexual harassment.

Alternatively, managers may be more likely to report harassment simply because they are more aware of the issue. Supervisors' increased education and training certainly raise their overall legal knowledge and comprehension of sexual harassment. Consequently, managers, who are often tasked with creating a work environment free from harassment and discrimination, may be more likely to remember sexualized workplace encounters and classify them as harassment.

Supervisory power and manifestations of gender are also connected to various types of sex-based discrimination (Stainback et al. 2011). (Stainback et al. 2011). Berdahl (2007a:644) reconceptualizes sexual harassment as sex-based harassment, defined as "behavior that derogates, demeans, or humiliates an individual" based on sex. Sexbased harassment is fueled by a goal to defend sex-based social position. As a consequence, targets are more likely to be females who threaten males' position. Berdahl (2007b) reports, for instance, that women who display masculine gender roles (such as being forceful, domineering, and independent) are more likely to be harassed. She claims that perpetrators of sexual harassment contribute to the maintenance of heterosexist power dynamics by reducing women to the "poor status of being a tool to a man's sexual goals" (Berdahl 2007a:649). When guys are targeted by other men, harassers "prove" their own manhood by degrading their targets' masculinity

REVIEW CONJECTURERS OF SEXUAL HARASSMENT

The chance of encountering any sexually harassing conduct (Models 1 and 2), the number of sexually harassing behaviors encountered (Models 3 and 4), and the likelihood of subjectively categorizing these encounters as sexual harassment is all estimated and shown in Table 6.1. (Models 5 and 6). Though many YDS participants reported being the target of harassment, the nature of these incidents was often unclear. While the first four models can tell us who is most at risk for experiencing harassment, they cannot tell us whether or not the targets themselves saw the conduct as sexual harassment. Nearly a third of our sample reported at least one sign of harassment in 2004, although just 7% said they had personally experienced sexual harassment (11 percent of females but only 1 percent of males). The last two models in Table 6.1 deal with subjective harassment, which has a higher bar than the behavioral measurements. There is no reason to believe that any targets returned any sexual comments or advances mentioned in the allegations. In light of the fact that few males reported experiencing harassment and that the process of classifying and categorizing acts as sexual harassment differs by sex (Uggen and Blackstone, 2004), we restrict our emphasis to women in this research. Due to the low sample size of female immigrants, we also do not include birthplace in these models.

In line with our null hypothesis, the impacts of supervisory power are different for men and women. Interaction coding reveals that the primary supervisor and femininity coefficients in Models 1, 2, 3, and 4 suggest effects for women, whereas the primary supervisor male and primary femininity male interactions imply effects for men.

Table 6.1. Logit and Negative Binomial Models Predicting Three Measures of Sexual Harassment

	Number of Harassing Behaviors (Negative Binomial)				Subjective Harassment: Females Only (Logit)	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Workplace Power						
Supervisor	.833** (.289)	.868** (.317)	.642** (.221)	.547** (.207)	1.112* (.440)	1.245** (.463)
Supervisor × male	-.938* (.416)	-1.030* (.461)	-.624 (.344)	-.566 (.325)		
Sex and Gender						
Male	-.948 (.570)	-1.139 (.617)	-.991* (.389)	-.522 (.374)		
Femininity	-1.176* (.544)	-1.336* (.595)	-.772* (.350)	-.389 (.336)	1.261 (1.103)	.995 (1.111)
Femininity × male	1.690* (.416)	1.826* (.461)	1.122* (.344)	.673 (.325)		

	(.690)	(.754)	(.511)	(.485)		
Industry Sex Composition						
Proportion female	-.336 (.512)	-.475 (.561)	-.702 (.426)	-.634 (.402)	-2.501* (.977)	-2.540* (1.029)
Past Sexual Harassment						
Sexual harassment (one-year lag)		1.887** (.214)		.614** (.088)		1.944** (.489)
Individual Characteristics						
White	-.444 (.269)	-.255 (.292)	-.436* (.208)	-.399* (.193)	-.078 (.515)	.260 (.550)
Born in United States	.998* (.482)	.855 (.506)	.359 (.367)	.337 (.347)		
Partner	-.221 (.241)	.021 (.266)	-.311 (.200)	-.210 (.188)	-.037 (.485)	.040 (.508)
Children	.005 (.221)	-.008 (.243)	.196 (.186)	.191 (.175)	-.061 (.448)	.166 (.468)
Years education	.022 (.058)	.036 (.063)	-.015 (.047)	-.020 (.044)	-.137 (.128)	-.117 (.128)
Household income (\$1000s)	-.001 (.003)	-.002 (.003)	.001 (.002)	.000 (.002)	.005 (.005)	.005 (.005)
Work Characteristics						
Work hours	.006 (.012)	.016 (.013)	.005 (.010)	.007 (.009)	.005 (.024)	-.004 (.025)
Log number of employees	.090 (.053)	.048 (.058)	.055 (.043)	.049 (.040)	.040 (.101)	.064 (.107)
Job satisfaction	-.164 (.085)	-.136 (.094)	-.087 (.070)	-.083 (.066)	-.116 (.164)	-.027 (.179)
Job security	-.038 (.115)	-.067 (.126)	.001 (.093)	.007 (.088)	-.029 (.226)	-.101 (.245)
Professional (v. tech/craft)	-.256 (.345)	-.205 (.373)	-.152 (.282)	-.099 (.266)	.307 (.892)	.364 (.922)
Official/managerial (v. tech/craft)	-.353 (.373)	-.467 (.407)	-.393 (.314)	-.384 (.298)	-1.101 (1.034)	-.937 (1.056)
Service (v. tech/craft)	.124 (.300)	-.012 (.326)	.041 (.245)	-.040 (.230)	.247 (.837)	.315 (.882)
Constant	.005	-1.008	.543	-.308	-.580	-1.280

	(1.255)	(1.361)	(.974)	(.920)	(2.709)	(2.802)
Log Likelihood	323.957*	281.255**	-469.897*	446.395**	-97.092	-89.492**
Number of Observations	522	522	522	522	304	304

* $p \leq .05$; ** $p \leq .01$ (two-tailed tests).

display the sex-based differences in impact. Power in the workplace is a robust predictor of sexual harassment of women in all models. Female supervisors are 1.38 times as likely to experience any harassing behaviors ($e.868 = 2.38$ in Model 2), 1.73 times more likely to report a higher rate of harassment than non-supervisors ($e.547 = 1.73$), and nearly 3.47 times as likely to subjectively interpret these experiences as sexual harassment ($e.1.245 = 3.47$ in Model 6). Models 1 and 2 show statistical significance for the supervisor x male employee (supervisor male) interaction, but Models 3 and 4 fall just short of statistical significance ($p = .070$ and $p = .066$, respectively). These findings show that female supervisors are more likely to be harassed (Models 1 and 2), identify such conduct as harassment (Models 5 and 6), and experience a more complex and long-lasting type of harassment (Models 3 and 4). (Models 3 and 4). 10 For a comparison of women and men in management positions, see Table A1 in the supplementary materials.

INEQUALITY THEORY: SEXUAL HARASSMENT IS SEX DISCRIMINATION BECAUSE IT IS SEXUALLY SUBORDINATING

According to proponents of the inequality perspective, sexual harassment qualifies as sex discrimination due to its subordinating effect on women. The focus of inequality theory is on the subjugation of women in the workplace, which it labels as a "structural issue of imposed inferiority that has to be substantially addressed." There is social inequality between the sexes, not only social differentiation. Therefore, sexual harassment is a collective harm when seen through the lens of women's social standing.

Inequality theory is predicated on the observation that certain social groups are systematically disadvantaged due to discrimination. If a policy or practice contributes to the systematic social disadvantage of one sex because of sex, then it is discriminatory. The discrimination comes from the fact that certain people are denied opportunities just because of the gender they were born into. Women are defenseless and have a lesser social standing than males. Consequently, sexual harassment at work reinforces and sustains a subordinate work environment. According to the inequality theory, when a male harasses a woman, it is "because of sex," since it is the women's inferior social and economic status that makes them more susceptible to harassment.

The differential treatment strategy is insufficient to address the issue of sex inequality, according to the inequality hypothesis of sex discrimination. MacKinnon argues that the need of likes being treated equally under dissimilar treatment theory is not meant to address the core of most real sex discrimination. According to MacKinnon:

The inability of sex equality law to get courts to value women's work in spheres to which women remain confined is a direct result of the persistence of this model based on sameness and difference. Until this model is rejected or confined, it is unlikely that sex equality law will

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

be able to advance women into male preserves, which are defined in terms of socially male values and biographies. A regulation of this kind may make it illegal to discriminate against women on the basis of gender in the workplace, but not on the basis of sexual orientation. This method works for the rare person whose life story is similar to a man's, but it has little influence on the lives of most women since the force of societal inequality essentially forbids sex comparisons.

MacKinnon argues that the damage done by sexual harassment can be traced back to the social inequality of women, and that this imbalance must be taken into account in any effort to address the problem.

MacKinnon's idea isn't only difficult to understand, it's also very revolutionary. Her notion is so revolutionary that it may be too extreme for judges to accept. Furthermore, the formal equality framework of Title VII forbids courts from adopting an inequality-based theory. Despite Title VII's mandate that "likes be treated alike," MacKinnon's theory of gender inequality rests on the idea that women are fundamentally different from men in terms of society.

DISPARATE TREATMENT THEORY: SEXUAL HARASSMENT IS SEX DISCRIMINATION BECAUSE IT VIOLATES FORMAL EQUALITY PRINCIPLE

According to the notion of disparate treatment, people in comparable situations should be given the same treatment. Sexual harassment is considered discrimination under this notion since a male in the same situation would not be treated the same way. Sexual harassment is a kind of discrimination against women in the workplace. It targets women because of their gender, and the practice has a negative impact on and hinders women's employment opportunities. As a kind of discrimination, sexual harassment places artificial boundaries on women that do not apply to males. It limits women's access to workplace advancement chances that are open to males without the same sexual requirements. This effectively establishes two different benchmarks for employment: one for women that include sexual criteria and another for males that does not.

Sexual harassment is a kind of discrimination against women since it leads to unequal treatment in the workplace and prevents males from being given equal opportunities.

This interpretation of Title VII's equal protection clause reveals that sexual harassment amounts to discrimination against women because of their gender. However, MacKinnon acknowledges that courts and legislators often do not embrace the inequality approach and instead enforce antidiscrimination statutes using the disparate treatment method, which emphasizes the damage of sexual harassment. Although MacKinnon agrees that disparate treatment is not the optimum strategy, she argues that sexual harassment might be deemed sex discrimination under disparate treatment in an effort to utilize existing laws to acknowledge damages to women.

To sum up, MacKinnon is cognizant of the difficulties associated with the "based on sex" requirement and views it as more of an impediment than an essential element of a successful sexual harassment claim. Concerning the need for discrimination "based on sex," MacKinnon says:

For the most part, sexual harassed women understand that the harassment was directed at them because of who they are as women. The legal factors that must be taken into account to decide if their treatment was based on their sex appear to be unnecessary formalities that prevent the obvious from being seen. Most women who have experienced sexual harassment also know that their employers have the power to stop the harassment but choose instead to turn a blind eye. The victims may feel that holding employers liable means finally holding those in power accountable for the plight of women. In the context of the workplace, sex discrimination occurs when one gender is subjected to a condition—such as having sexual relations as a condition of employment—that would not apply to the other gender under the same conditions.

According to this theory, when men engage in sexual harassment of women, it is "because of sex," as women are the targets and men are not. MacKinnon's approach to unequal treatment is not drastically different from her approach to inequality. In light of MacKinnon's belief that the differential treatment approach cannot effectively address women's subordination, this finding should come as no surprise. To justify her subservient attitude, she cites the possibility of unequal treatment. MacKinnon's allegations of unequal treatment rest on the idea that women are especially susceptible to and statistically more likely to experience harassment. Since this is the case, there is no need to investigate whether or not harassment of women is "because of sex." Since it affected a female, we can assume it is sexist in nature.

It's easy to see how MacKinnon's theory could be misunderstood or misapplied in the 1970s, when the women's movement was just getting started and public awareness of the harms done to women was not well established. Looking back, feminists could have fought for a separate statute dealing with sexual harassment to ensure principled outcomes and a clear understanding of the harms of sexual harassment. However, such a law would have had a very slim chance of passing in the political climate of the time. Feminists instead argued that sexual harassment should be cognizable under a traditional disparate treatment Title VII claim, which is the next best thing. Title VII has been used successfully by women to pursue claims of sexual harassment for over twenty-three years, but during that time, serious flaws in the doctrinal development have emerged. Although assumptions about women's place in society are evident in the doctrine developed by the courts, the courts did not fully adopt either of the two theories advanced by early feminists.

References:

1. Kalpana Misra, "Indian Feminism and the Post-Colonial State," *Women & Politics* (October 2008), https://www.tandfonline.com/doi/abs/10.1300/J014v17n04_02
2. Chandrakala S Halli., and Shridhar M. Mullal. "Dr. BR Ambedkar and Hindu Code Bill, women measure legislation," *Imperial Journal of Interdisciplinary Research (IJIR)* 2, no. 3 (2016): 7-10.
3. Radha Kumar, "Contemporary Indian Feminism," *Feminist Review* 33, no. 1 (November 1989): 20-29.
4. Rekha Pande, "The History of Feminism and Doing Gender in India," *Revista Estudos Feministas* (November 2018), 26(3).

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

5. Joute Josiane, "Digital feminism: Questioning the renewal of activism," *Journal Of Research In Gender Studies* vol 8, no. 1 (April 2018): 133.
6. "Delhi Nirbhaya Death Penalty: What do Hangings mean for India's women," BBC, March 20, 2020, <https://www.bbc.com/news/world-asia-india-50812776>
7. Press Trust of India, "Post-Nirbhaya Changes In Laws Not Yielded Results Due To Poor Implementation, Say Experts," *India Today*, March 20, 2020.
8. Press Trust of India, "Govt Has Approved Projects Worth Rs 7000 Cr Under Nirbhaya Fund: Smriti," *Business Standard*, December 20, 2019.
9. de Beauvoir, S. (1949). *The Second Sex*. London: Vintage House.
10. Baumgardner, J. (2011). *Is There a Fourth Wave? Does It Matter?* Excerpt from *F'em: Goo Goo, Gaga and Some Thoughts on Balls*, Seal Press. (Accessed August, 7, 2013) <http://www.feminist.com/resources/artspeech/genwom/baumgardner2011.html>
11. Dr. Nikhilesh tiwari, (2023), *Feminism: Advancing A Fourth Wave*, Horizon Books, ISBN 978-93-91150-94-5

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

"Diasporic Sensibility and Cultural Consciousness in Amitav Ghosh's The Shadow Lines"

Km. Sarita

Research Scholar, Department of English, Ismail National Mahila (P.G.), Meerut

Dr. Swarna

Assistant Professor & Head, Department of English, Ismail National Mahila (P.G.), Meerut

Abstract

The present research problem is based on the memory and alienation associated with diaspora culture and Indian philosophy in the novel *The Shadow Line* by Indian litterateur Amit Amitabha Ghosh. It can be inferred that in the present research problem, drawing the characters from their native land, in which literary techniques of the future and the past have been used in Political Historical Perspective to find the character and to connect it with his/her basic culture. It can be established by overcoming various social barriers to achieve a new relationship of In which basically the identity of the place of origin between the migrant and the immigrant community can be depicted as one's home place by presenting it from the point of view and selfishness because human beings are around the world in relation to social and political relations other than bondage and love. This relationship cannot be established in India, because this relationship continues to give psychological inspiration to man to stay connected to his native place and to be bound by the memories there, which in the novel presented by Amitabh Ghosh tried to present the culture of the Indian subcontinent. It has been said that this period was not only of independence from the Indian colonial rule system, but during the Second World War, the changed political socio- cultural conditions around the world established human civilization in a new dimension, Amitabh Bachchan like a mirror and memory of this thinking. Ghosh has tried to present the novel *The Shadow Line* in an interpretive analysis and systematic manner, which has not only presented the present as a reflection of human culture but also The proud memories of Landon and Dhaka are depicted through the characters drawn in the novel by linking them to their native land.

Keywords: partition, violence, riot, silence, narrative gap, official history, revisionist history, culture, civics.

Introduction

The Shadow Lines 1988 by Indian author Amitabha Ghosh is one such work that not only made Amitabh Ghosh a Sahitya Academy Award winner but also a book that attempts to underline time and events in their circumstances and context. and denotes the environment in which two communities come closer and separate in the name of culture or some other aspect i.e. situations which are clearly visible from one point of view and disappear from the other. The psychology of the community remains in the memory for many years so it envisages the future and the possibilities have been identified so as to reduce the situations of separation between the people of a culture according to the circumstances because the psychological memories of the mass community The novel does not underscore a complex

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

random tale of A.K. from the point of view of appearance, but presents his life and the processes of being in life, as well as the task of bringing together characters who are separated by circumstances. Presents the scene The presented novel presents the different variations and colors as a mirror from the point of view of an invention in the writers. Therefore, the above novel written by Amitabh Ghosh not only tries to give uniformity to human culture, but also indirectly tries to give uniformity to the ancient cultural civilization of countries like India. Present-day India is divided into Pakistan and Bangladesh. In the presented novel, a graph of human cultures has been presented with reference to the socio-economic, political, historical events that arose during the Swadeshi movement, the Second World War, the Partition of India, etc., as well as the emergence of the trend of migration after the drawing of international borders. Efforts have been made to present harmony and uniformity of cultural civilization among people of the same culture in different countries.

About the Author Amitav Ghosh

Amitav Ghosh is one of the famous commonwealth writers who deal with the various themes of the present world. He is a writer of Indian nationality. His sensibility is also modified within the Indian socio-cultural environment. His novels, basically, deal with the predicaments of displaced and derelicts. Amitav Ghosh novels are Indians and global in perception and represent a fresh trend in today post colonial literature. But the majority of Ghosh's novels focus on exploring geographical and social boundaries. He takes his themes from these very geographical and social boundaries. Ghosh, an Indian Bengali writer who figures prominently in modern Indo-English literature, was born on July 11, 1956 in Calcutta to a Bengali family and grew up in India, East Pakistan, Sri Lanka and Iran. He was educated at the Dong School for Boys, where he edited Dong School Weekly. After graduating from the University of Delhi, he went to Oxford to study social anthropology and obtained a master's degree in philosophy and a Ph.D. Amitav Ghosh lives in

Brooklyn, New York with his wife Deborah Baker and his two children, Leela and Nayana.

His novels

- circle of mind(1986)
- shadow lines(1988)
- in the old country(1992)
- Calcutta chromosome(1995)
- Crystal Palace(2000)
- hungry tide(2004)
- Sea of Poppies(2008)
- river of smoke(2011)

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

- fire flood(2012)

He was awarded one of the most important literary prizes in France in 1990. shadow lines received the Sahitya Academy Award and the Ananda Puraskar Award. Calcutta chromosome received the Arthur C. Clarke Award in 1997 and crystal Palace won the International Electronic Book Award in 2001. hungry tide was awarded the Crossword Book Award in 2005. With only a brief set of nine novels, Ghosh conveys not only the impression of cultural, geographic and emotional displacement, but also the perceived sensibility of Indian diaspora culture, centered on the origins lost, the homeland, migration and transnational flows. Through his novels and non-fiction writing, Ghosh has become the new voice for post-colonial identities of subordinate and diaspora sensibilities, drawing heavily on characters, traditions and dichotomies that transcend the actual borders of India. . Ghosh received the Padma Shri in 2007. In 2009 he was elected a Fellow of the Royal Society of Literature.

The Shadow Lines

Amitav Ghosh's The Shadow lines is a political novel. It questions the most basic structures of political life, peoples, borders, space, state, and distance. But the shadow lines goes deeper than that of its theme how one estimates from the self to the knowledge of other's in time or in space. The thematic study of this novel will reveal the reality.

There are two families, one Indian, another English engaged with each other in friendship, romance and tragedy over a period from 1939- 1980 in England. The plot wanders in a modern fashion, weaving from one place or time to another. Chandras the father Dutta Chaudhary and Lionel Tresa. Wsen who became friends despite the facts that they belonged to different religions, races, and reasons lived left his village and worked on various places around the world. Finally he settles down in Calcutta. Here he meets Chandrasekhar and forms friendships with him. Amitav Ghosh's novels know no boundary but they are beyond borders, states religions and races, cosmopolitanism is too much in his works.

The presented literary problem features an interpretive analysis of Amitabh Ghosh's presentation as a shadow line novel originally to examine a narrative gap in his heart that obscures the facts of Tridib's death. This character is very relevant and important in the presented novel as The Shadow Line novel attempts to depict the cultural dimensions of the changing world under the then circumstances, which in the novel was divided into Bengal and the impact of their national culture in different nation states of Asia, Europe. An attempt has been made to underline that the present novel has studied the affected cultures, focusing on the attitude of the dictatorial regimes in the English polity and the then circumstances.

Diaspora analysis-

In the information technology and technological era of the present 21st century, where globalization has brought the entire human community closer to each other, on the basis of information, colonized culture or before that left its original place and settled in different parts of the earth. Cultural homogeneity is being marked among human communities, as in India before 1947, the Indian subcontinent was an aging civilization and culture community based on cultural homogeneity, which is marked by many Arab states as Hindustan or Indian state but After 1947, India had to face the brunt of partition due to

political disparities, due to which India and Pakistan were created as two separate nations, although Pakistan got the Bay of Bengal and the upper part of the Arabian Sea. But due to the cultural disparity between the community over the Arabian Sea and the community over the Bay of Bengal, there was a communication gap between the two, which led to socio-political disparity, resulting in the birth of Bangladesh in 1971, which was the new The new Indian subcontinent, representing a Muslim-majority region with culture and civilization, became the territory of the present-day Indian subcontinent, India, Pakistan and Bangladesh, three international border countries, due to which the cultural civilization here is basically the same because Lahore and Amritsar Most of the people of Kolkata and Dhaka were the same on the basis of socio-cultural civilization before 1947, but due to the fixed international boundaries, a diaspora culture emerged between them, as a result of which in the name of culture exchange between India-Pakistan India-Bangladesh Overseas communication was established, which has been kept alive in the present circumstances on the basis of cultural sentiments of the people despite many political problems, although the cultural relations between the two countries The homogeneity of psychology also brings alive the love between people and the old violent memories which are underlined in the presented novel The Shadow Line although the definition of migrant in the Indian subcontinent cannot be outlined in the name of caste, race or nation because here Whether it is different on the basis of religious caste or any other trend, but their cultural dimensions are found with ancient Indian civilization and culture.

Problem analysis-

The Anglo-Indian fiction writers articulated diaspora sensitivities related to the movement of people due to recruitment and settlement, nostalgia, alienation, discrimination and the search for identity, survival, imperial rule, cultural change, identity, and existential eradication. Literature of the diaspora, of which Amitav Ghosh is considered the exclusive subject. The research article highlights the role of Amitav Ghosh in the Indian diaspora with post-colonial trappings, highlighting the wonderful feelings in his debut novel The Shadow Lines.

Diaspora is a population group that is a group of members of a caste or religion group that originated from the same place in the past but established their economic, socio-political relations at different places. The origin of the word diaspora comes from the ancient Greek word diaspora. The concept of the spirit bona diaspora has long been used in the Greek world by the Greeks and Jews after the fall of Jerusalem from the 6th century BCE, and in the 1950s and 1960s many writers and scholars referred to African-Asia migrants. It began to be used in the U.S. which is also presented as the Indian subcontinent in the present context.

Many influential writers for the diaspora have pointed out that the diaspora is an inspiration for the generations to come, which has been presented very relevantly by Indian writers because despite the various problems and issues facing the Indian people, the culture here is spread on different continents and islands. are existing. Due to which the diversity of population and culture in different geographical locations and places is marked as migrant research. Belongs to the Indian subcontinent. Establishing an Indian culture and its dimensions on a global scale by giving its socio-political economic status among countries abroad and different cultures International Organization for Migration Outlining a definition of Diaspora Defined It is said that members of caste and national community who are in permanent residence between a country or culture other than their place of origin but have established relations

with their native culture and civilization, are kept in the name of diaspora. The term diaspora is expressed in the form of an international population that lives in a single place while maintaining a connection to their place of origin. Ghosh in his debut novel *The Circle of Reason* (1986) marked the displacement of people due to depression and non-existent apathy as the psychological satisfaction of displaced migrants affected the entire state, in the context of which the characters in the novel are willing to accept cultural divisions. But the problem remains socio-political-economically, due to their psychological memories being retained from their original place among them, which is analyzed and explained not only by Amitabh Ghosh in his novels *The Shadow Line* and *The Circle of Reason*. Rather, historical political mistakes have been marked.

Characters Analysis-

The following characters and characters have been outlined in Amitabh Ghosh's novel *The Shadow Line*, in which Maya Devi, the female character, Dhamma, Tridib etc., has a mutual relationship on a family perspective, which is given a brief explanatory presentation as follows:-

In which the split of two real brothers and the experience of their native culture between them and the experiences of cities like Delhi and London for economic prosperity are presented. The family of two real brothers Dutt Chowdhury and the Price family in London are linked by the cultural friendship between Justice and Lionel, consistent with their respective patriarchy. takes the role of an attachment because of the attitude of Thmma thinks that the Tridib is like the psyche of a person who is determined to lead his life to failures in dormant visceral enjoyment that can put their family relationships in troubled situations.

Tridib's lore and fact do not match the collection of data. Tridib is sexually attracted to a woman named Ila, as well as the passivity of his psychological feelings, the same as his traditional relationship with the said woman. Because of this, he is unable to express his feelings, however in the changing environment, he presents his feelings from an indirect and unconscious point of view, as a result of which Ila presents him in sexual excitement and psychological passion. Because of which she feels sorry. Clarifying the above character, cultural disparity and discrepancy has been presented in the present novel because in Indian culture, where the relationship of close environment is given priority, the Punjab and Bengal riots of 1947 and 1963 divided the culture into social inequalities. It has been brought to the fore because the presented novel has not only presented the characters in the novel in a cultural dimension consistent with the Indian culture but also depicts the environment of psychological disparity that has arisen between them.

Therefore, in the above novel, the psychological behavior of the origin of the dimensions of different culture and civilization and their stay from their original place has been presented because in the multi-culture gaiety, the effect of the original culture keeps changing from generation to generation, as a result of which the civilization of the original place is Maintaining is only a psychological behavior. Because Amitabh Ghosh has presented the effects of colonialism and especially multiculturalism in his writings in the novel *The Shadow Line*, in which he originally believed that bringing to life a lost world could be conceived with a special mention of the place of origin. It is in this context that from the circumstances of economic earning to the disguise of women and the culture of love is very important. Because while presenting the partition of Bengal and its consequent socio-cultural shocks in a big way,

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

the old family depth is an attempt to raise people in a healthy structure. After the Partition where a grandmother lives her psychological hopes to maintain her home, which in the presented novel dubbed the Glass Palace, is given a tool as a form of abstract construction cultural encounter as circumstances do not suit the new place. Situation is the original present while the past is maintained as a dead distant period on the basis of psychological memories. Presented article Presentation by Amitabha Ghosh An analysis of The Shadow Lines Final Reconciliation of Stories of Three Generations in Dhaka Kolkata London Cultural and Civilization in the Present Diaspora Structure Linking Cultural and Social Relations and Disparities Between Related Characters of Hindu Muslim Christianity It presents historical political discourse highlighting the challenges of violence and rivalry in the discourse of civilizational freedom and progress. And As Ghosh's work teaches us to understand the home and the world as cooperative rather than competing realities, his concern for the home contributes to a contemporary cosmopolitanism that criticizes masculinist and imperialist views of global citizenship.

Reference-

Ghosh, Amitav. The Shadow Lines. Delhi : O U P, 1988 (2005).

--The Calcutta Chromosome. Delhi: Ravi Dayal,1995.

---. The Glass Palace. Delhi: Ravi Dayal, 2000.

---. The Hungry Tide . Delhi: Ravi Dayal, 2004.

---. Sea of Poppies. Delhi: Penguin, 2008.

---. River of Smoke. Delhi: Penguin, 2011.

- Abrams, M.H. A Glossary of Literary Terms. New Delhi: Harcourt India Private Limited, 2001
- Ain, Sandip. "Representation of Violence: Amitav Ghosh's Incendiary Circumstances". In Pursuit of Amitav Ghosh: Some Recent Readings. (eds.) Tapan Kumar Ghosh and Prasanta Bhattacharya. New Delhi: Orient Blackswan, 2013.
- Ambedkar, Dr. B.R. Writings and Speeches. Mumbai. Govt. of Maharashtra, 1987.
- Anderson, Benedict. Imagined Communities: Reflections on the Origin and Spread of Nationalism. London: Verso, 1992.
- Anon. "Shadow Script". Interview with Amitav Ghosh. First City. New Delhi, 30 September, 2000.
- "Coming under Burmese Fire was Surreal". Interview with Amitav Ghosh. Outlook. 17 July, 2000.
- Appiah, Anthony. "Is the Post-in-Postmodernism the Post-in-Postcolonial?". Critical Inquiry. 17, 1991.
- Auradkar, Sarika Pradiprao. Amitav Ghosh: A Critical Study. New Delhi: Creative Books, 2007.
- Banerjee, Joydeep. The Novels of Amitav Ghosh: A Critical Study. New Delhi: Sunrise Publishers, 2009.
- Basu, Ranjita, Novels by Amitav Gosh, New Delhi: Kalyani, 1978.
- Bhabha, Homi K. "Theory Commitment."An Anthology of Norton's Theory and Criticism General Ed Vicente B. Leitch. New York: W. W. Norton & Company, 2001. 2377-97.

One Day International Multidisciplinary Conference on "Contemporary Global Trends and Transformations in Humanities, Social Sciences, Sciences, and Education" on **May 05, 2024 (Sunday)**, at I.N.M. PG College Meerut India, jointly organized by

I.N.M. PG College Meerut India

International Council for Education, Research and Training (ICERT)

- Bhatt, Indira and Nityanandam (eds.) Fiction by Amitav Ghosh, New Delhi: CreativeBooks, 2001.
- Hawley, John S. Amitav Ghosh: Introduction New Delhi: Foundation Books. 2005.
- Khair, Tabish, ed. Amitav Ghosh: an important partner. Delhi: Permanent Black, 2003.
- King, Russell, John Connell and Paul White, eds. Writing in Different Worlds: Literature and Migration. London: Routledge, 1995 <https://scholarblogs.emory.edu/postcolonialstudies/2014/06/10/ghosh-amitav/>



Published & Printed by
INTERNATIONAL COUNCIL FOR
EDUCATION, RESEARCH & TRAINING
(ICERT)

www.icert.org.in