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STAR Global Conference Online Participants' Compiled Abstracts



2024 STAR Global Conference

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International Transformative Educational
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About the Conference

STAR Global Conference 2024, themed “Engaging Communities, Leaders, and Practitioners: Advancing Transformative Research and Education” conference brings together academia and practical experience to drive global social change through education and research. Organized jointly by STAR Scholars Network and Kathmandu University, this conference is more than just an academic gathering: it is a nexus for fostering understanding, implementation, and impact in stakeholder engagement and collaboration. Our primary objective is cultivating transformative capabilities, collaboration, embodied practice, and impactful praxis in transnational education and research. Whether you are an emerging scholar or a seasoned academic, this conference offers an invaluable opportunity to delve deeper into contextual practice while advancing cross-border discourse and collaboration. Through a diverse range of presentations, workshops, exchanges, and experiences, we aim to broaden and strengthen the network of transformative practitioners. This conference not only addresses the immediate challenges facing higher education; it also envisions a more impactful future of its role in society, seeking to foster innovation, equity, and digital transformation in shaping sustainable education ecosystems for generations to come. Also, by empowering participants with knowledge, tools, and networks, the event promises to spark actionable change and nurture enduring global partnerships. Join us as we pave the way for a sustainable and inclusive future in education.

Aims

The STAR Global Conference 2024 (STARGC-24) aims to achieve the following:

1. Promote knowledge exchange, joint initiatives, and innovative solutions by promoting cross-border collaborations and partnerships among educational institutions, researchers, and practitioners.
2. Engage diverse stakeholders—community members, educational leaders, and practitioners—towards addressing disparities in education through transformative education and research.
3. Foster a deeper understanding of local and global realities, prompting the exploration of collaborative approaches to learning and research.
4. Provide a vibrant platform for communities, leaders, researchers, practitioners, advocates of social issues, students, representatives of universities, educational and research institutions, government organizations, UN agencies, NGOs, and INGOs to engage, collaborate, and share insights.

Engaging Students: Student Stories on What Works and Why

Christine Harrington

Morgan State University

Abstract

Discover student-endorsed strategies with research support that you can use to increase student engagement. During this highly interactive session, we will address numerous engagement strategies such as getting to know students on the first day of class, connecting with students in and out of the classroom, using powerful teaching strategies, creating culturally affirming and meaningful assignments, and providing useful feedback. Walk away with an action plan for increased student engagement and inspired to partner with students on scholarship endeavors.

Redefining Global citizenship Education: A South Asian Perspective

Mousumi Mukherjee

O P Jindal Global University, India

Abstract

The turn of the century towards twenty-first century saw the growth of the 4th industrial revolution, increasing global interconnectedness and interdependence and complex global challenges, such as climate change. Since the 1990s there has been growing interest in defining global citizenship and its components by global organizations such as OECD and various UN organizations, such as UNESCO. However, a sense of national identity and belonging is very important for the Asia-Pacific region. Many countries gained freedom from colonial rule and citizenship education for national identity formation is the most important education agenda coupled with authoritarian rule. Hence, UNESCO-APCEIU is currently driving a new research project on “Redefining Global Citizenship Competencies from Asia-Pacific Perspectives” with 9 experts from the region, including me. In this address, I will share a South Asian perspective of global citizenship education drawing on my work for the UNESCO-APCEIU research project.

**Educating Communities, Leaders, and Practitioners on Inner Transformation Skills in
a Rapidly Changing Environment Amidst Growing Disasters and Disorienting
Dilemmas**

Prof. Bishal K Sitaula

Department of International Environment and Development Studies, Faculties of Landscape
and Society, Norwegian University of Life Sciences, Ås, Norway

Abstract

The urgency for sustainable development and resilient communities has grown as global environmental change intensifies, leading to increasingly frequent and severe natural disasters. This presentation delves into the essential role of inner transformation in meeting these challenges, emphasizing the cultivation of five transformative qualities: awareness, connection, insight, purpose, and agency. These qualities, grounded in the Inner Development Goals (IDG) framework, empower individuals and communities to respond effectively to rapidly increasing disasters by enhancing their adaptive capacities using transformative approaches. The presentation explores how individuals' transformative qualities and competencies such as awareness, connection, insight, purpose, and agency, contribute to individual and social resilience in the face of environmental crises. I propose a model where the cultivation of right awareness fosters a profound understanding of the interconnectedness between human behaviour and environmental impacts while connection strengthens community bonds that are critical for disaster response. Insight encourages critical thinking and creative problem-solving, which are crucial for navigating complex climate challenges. Purpose offers a guiding vision that aligns actions toward long-term sustainability, and agency empowers individuals to take decisive, impactful action in climate adaptation and disaster preparedness. Furthermore, this presentation advocates for integrating these inner transformative capabilities into educational systems and life-long learning frameworks as a vital strategy for fostering a generation equipped to address climate challenges. We can cultivate compassionate, innovative, and resilient leaders who can drive sustainable and adaptive solutions by embedding these qualities into curricula. This holistic approach to disaster resilience and climate adaptation suggests that true sustainability begins with inner transformation, where the IDG framework can enhance disaster resilience by nurturing personal and collective growth. Integrating these qualities into education systems will ultimately contribute to a more sustainable, equitable, and resilient future for all.

Navigating cultural differences in academic contexts for students, faculty, and staff

Prof. Elena de Prada Creo

Universidade de Vigo, Spain

Abstract

Extensive research has identified all the benefits of international education. Nevertheless, the process of adjusting to a different academic setting can present challenges for students, faculty, and staff at diverse levels. Similarly, all members of the host institutions should be aware of the diverse cultural backgrounds of the university community to facilitate their integration and collaboration in the classroom and other university services. Only through the complete interplay and cooperation of all the agents involved can institutions contribute to enriching learning, professional experience, and personal development. Detecting the most relevant focuses of challenges, misunderstandings, and distress from the perspective of all the parties concerned can help facilitate and optimize the international experience at a different institution.

Enhancing STEAM Education Through Media Arts: A Multidisciplinary Approach

Sahar Aghasafari

University of South Carolina Lancaster, USA

Abstract

In the evolving educational landscape, integrating Media Arts into STEAM (Science, Technology, Engineering, Arts, Mathematics) education emerges as a pivotal strategy in harmonizing traditional STEM subjects with creative arts. This study delves into the transformative potential of Media Arts in STEAM, spotlighting its role in amplifying educational outcomes in an increasingly digital world. We will examine how Media Arts serve as a dynamic channel, interweaving with STEAM disciplines to enrich learning experiences and foster essential 21st-century skills. Our focus centers on innovative pedagogical strategies that utilize digital media, storytelling, and interactive technologies. These methods are instrumental in cultivating critical thinking, creativity, and problem-solving skills, which are vital in today's interconnected and technology-driven society. The exploration includes analyzing how current policies and funding models, often skewed towards STEM, inadvertently sideline the arts, particularly Media Arts, in educational settings. This oversight underscores a gap in fostering a comprehensive STEAM education that truly encapsulates the essence of integrating arts with scientific and technological studies. Additionally, the study will reflect on the role of initiatives like the Connected Arts Network (CAN) in bridging this gap. CAN's efforts in promoting teacher leadership and building robust Professional Learning Communities (PLCs) underscore the importance of collaborative and interdisciplinary approaches in education. Through this investigation, we aim to highlight the imperative of re-envisioning STEAM education to include Media Arts, advocating for policy shifts, and increasing funding that recognizes the invaluable contribution of the arts in shaping well-rounded, innovative, and adaptable learners.

Distinguished Speakers Addressal

**Emerging Challenges in International Politics and Need for a New Social Contract
Within Liberal Democracies**

Prof. Amna Mahmood

International Islamic University Islamabad, Pakistan

Abstract

In the face of emerging challenges in international politics, it is imperative that liberal democracies reassess and renew their social contracts to ensure resilience and inclusivity. This keynote address offers a platform for the participants to build a more robust and equitable global community by fostering greater civic engagement and addressing systemic inequalities.

Project-Based Learning: A Catalyst for Transformative and Sustainable Education in the 21st Century

Prof. Meghna Mehndroo

Chandigarh University, India

Abstract

Project-Based Learning (PBL) is emerging as a powerful pedagogical approach that fosters transformative and sustainable education in the 21st century. Unlike traditional education models focused on memorization, PBL encourages students to engage in hands-on, real-world projects that develop critical thinking, collaboration, and problem-solving skills. This method promotes the constructivist approach of learning and transforms passive learners into active participants, enabling them to explore complex issues, apply interdisciplinary knowledge, and create meaningful solutions. PBL has its direct alignment with sustainable goals. This inquiry-based methodology bridges the gap between theoretical knowledge and practical application, ensuring a meaningful and outcome based education that leads to a real-world impact. PBL cultivates lifelong learning among learners by connecting students with their communities and the world beyond the classroom. Through collaboration with local agencies and government, students engage in problem-solving, reinforcing the role of education in fostering active global citizenship. As education systems increasingly seek to address global and local issues, PBL stands out as a methodology that not only transforms the learning experience but also equips students with the skills, mindset, and sense of responsibility needed for a sustainable future. Teachers or supervisors act as facilitators, guiding students through the process of inquiry, experimentation, and reflection. The model also promotes interdisciplinary learning, encouraging students to integrate knowledge from various subjects, such as science, math, and social studies. PBL serves as a catalyst for transformative and sustainable education, empowering students to be innovators and change-makers in an ever-evolving world.

Outcomes of Transformative Research and Education: Finding a Balance between Hedonia and Eudaimonia

Dr. Viraiyan Teeroovengadam

Abstract

In this address, I will explore the transformative impact of research and education on student well-being, focusing on the balance between hedonia (pleasure and happiness) and eudaimonia (meaning and fulfillment). As I delve into the essence of transformative education, I consider its role not just in imparting knowledge, but in fundamentally enriching students' lives. This address will further synthesise insights from various disciplines to illustrate how transformative educational practices can harmoniously blend hedonic and eudaimonic well-being. I will discuss how traditional educational paradigms often prioritise hedonic aspects, such as achievement and success, and how transformative education brings eudaimonic values to the forefront by laying emphasis on personal growth, self-actualization, and self-transcendence. Through theoretical frameworks and empirical evidence, this address will highlight effective educational strategies that foster a balanced approach, enhancing both individual and community well-being. The session aims to offer practical recommendations for educators, policymakers, and scholars interested in integrating transformative methodologies that support a dual pursuit of happiness and meaningful existence. Join us as I outline a path forward for educational systems to cultivate not only successful but profoundly fulfilled individuals.

SCC & Achieving the Dream: Strategic Planning for Student Success

John Harper

Morgan State University, USA

Abstract

The purpose of this presentation is to provide a model for how strategic planning through community and student engagement can accelerate the implementation and integration of holistic student support services for international students. Through strategic planning and collaboration, South Central College has radically shifted its efforts to provide holistic support services on both the academic and non-academic fronts. As demographics continue to shift, American community colleges must be ready for a growing number of international students. By using intentional key performance indicators, SCC has fostered a path for equitable outcomes for both internal and external stakeholders that aligns with state-wide initiatives, reduces the gaps students experience, and provides customized support for each individual student from their various countries.

Divergent Minds, Strategies That Binds

Marcela Cecilia Danowski

APIBA

Abstract

This workshop, titled "Divergent Minds, Strategies That Binds," offers a comprehensive exploration of practical techniques for supporting neurodivergent students in educational settings. Through a diverse array of activities encompassing class organization, classroom engagement, and assessment strategies, educators will gain valuable insights into fostering inclusivity and optimizing learning outcomes for all students. From innovative class organization methods to interactive classroom activities and tailored assessment approaches, participants will acquire a versatile toolkit of adaptable practices. By actively engaging in discussions and hands-on activities, attendees will leave equipped with actionable strategies to create supportive learning environments that promote the success and well-being of neurodivergent students.

Writing for Publications in Journals and Books: Tips and Tricks for Teacher-Scholars, Practitioners, and Graduate Students from the STAR Scholars Press

Roy Y. Chan, Ph.D.

Abstract

The theme of the STAR Scholars 2024 conference is “Engaging Communities, Leaders, and Practitioners: Advancing Transformative Research and Education.” Embedded in this theme is the ability to examine the world in a different way and to then to embrace the unintended, change ideas, change discourse, and change outcomes. Also embedded in this theme is action to address inequities, topics and contexts that have been marginalized or invisible in traditional discourse. In this context, Transformative Impacts then reside in the written word as people read to learn, read to be inspired, and read to have the strength to initiate change. Academic journals and books are a central way for the academic world to get the word out to their readership. There is currently a range of books and journals, in multiple languages, that show different sides of comparative and international education. Traditional journals are well-known to the field. Yet, there are newer journals and books that are expanding the way the readership can challenge beyond their own geographic borders and disciplinary hubs. These publications help to bring new voices and perspectives to their academic discussions and practitioner goals, including STAR Scholars Press. There are more authors from around the world who share their unique stories and challenges the way educators have previously looked at scholarship. The widespread recognition of the importance of comparative themes in a variety of educational fields supports the need to provide equal emphasis to both regional as well as thematic categorization of articles. Journals and books bring to light injustices and generate sustainable futures through viability and can challenge the status quo in the process. This special workshop will provide a unique space for teacher-scholars, practitioners, and policymakers to learn about the tips and tricks on writing for publications. Specifically, the presenter will provide 5 common tips/tricks when writing for publication in journals and books, as well as 5 common reasons peer-reviewed articles/chapters get rejected. Ultimately, the goal is to enable more voices, more different perspectives, and more challenges to help form the future of journals and books. Selected peer-review journals and books will include the Journal of Comparative and International Higher Education, Journal of International Students, Journal of Underrepresented and Minority Progress, as well as the OJED STAR Scholars Book Projects. This workshop is open to all onsite attendees. No prior knowledge required.

**A Retrospective Look After 10 Years: Exploring Leadership Development Through
Short-Term Study Abroad Experiences**

Marcia Sun and Liz Neria

Oklahoma State University

Abstract

Effective leadership in a globalized society requires a deep understanding and active interaction with various cultures. Study abroad programs can help students develop cultural awareness and intercultural communication. Learning assessment is essential to higher education's goals. Additionally, higher education institutions foster future leaders. However, educators and administrators are unaware of how students use their study abroad experiences upon return to help them cultivate learning and grow leadership skills. Although there is a steady expansion of literature on leadership education, the present empirical research on studying abroad and its impact on leadership development is significantly lacking. It may be that exploring students' leadership learning subsequent to their short-term study abroad program experience would contribute to understanding the connection between student learning outcomes and leadership development. Short-term study abroad programs are pathways for students to develop competencies, but educators are unaware of how students use these experiences to develop leadership skills. This study aims to explore the students' stories in a short-term study abroad program a decade after their participation to understand how their experiences shaped leadership learning. The dimensions of the formative process of leadership provided the theoretical basis for this study. Individuals who participate in leadership activities reflect and build self-awareness of their identity, capacity, and efficacy, which improves their leadership learning and empowers them as future leaders. The methodology underpinning this work is arts-inspired inquiry, emphasizing data collecting and analysis techniques derived from artistic outputs. Using their experiences in the short-term study abroad program, participants have been practicing professional leadership. Learnings they are using in their work, the training helped them grow in their identity, capacity, and efficacy for leaders.

**Developing Culturally Sensitive Communicators: Addressing Challenges in Greek
Higher Education Language Curricula**

Ourania Katsara

University of Patras, Greece

Abstract

This paper underscores communication skills in diverse cultural understanding. It discusses challenges in internationalizing language curricula due to centralized decision-making and gaps in emotional awareness in foreign language education in Greek universities. A recent case study showed that Greek students exhibit neutrality in intercultural sensitivity, highlighting the need for structured development of culturally sensitive communicators (Katsara, 2024). The paper advocates for educators as influential policymakers in Language Policy Planning (LPP), promoting individual agency in education. It proposes integrating emotional intelligence into intercultural education and outlines the implementation of one such activity, providing specific examples of role-playing scenarios and exercises focused on emotional expression to enhance emotional awareness and empathy. These strategies align with transformative educational goals, fostering metacognitive skills and reflective learning.

**Unfolding An Educational Dimension in Interior Design on Spatial Advancement: A
Narrative Study**

Samiksha Agrawal

Kathmandu University School of Education, Nepal

Abstract

In the constantly evolving and complex landscape of our lives, the spaces we live in have a significant impact on our experiences, emotions, and well-being. Interior design transforms these spaces, rebuilding basic structures into dynamic environments that reflect our dreams, aspirations, cultural values, and practical necessities. It is both an art and a science, a fusion of aesthetics and functionality. My study aims to explore the experiences of interior design educators and professionals on spatial advancement in Nepal. Employing a narrative design under a multi-paradigmatic approach - including interpretive, critical, and post-modernism perspectives - I aspire to explore the experiences of purposefully selected participants, through interviews and observation, based on fuzzy logic theory within Kathmandu, Nepal.

This study and its findings will be significant for interior design stakeholders, including students, educators, practitioners, academicians, and policymakers. By establishing a benchmark for authentic research work, this study aims to contribute valuable knowledge and advancements in the interior design field.

Epistemicide in Mathematics Education in Nepal: An Auto/ethnographic Exploration

Basanta Raj Lamichhane

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Abstract

Epistemicide refers to the murder of all forms of knowledge which have been developed independently throughout the global south region, underdeveloped and developing countries by incorporating the experiential experiences of the practitioners (Santos, 2016). The history of the emergence of epistemicide in mathematics education can be traced back to the European Enlightenment project. It is because of the domination of the Western-Eurocentric worldview, which is pervasive in mathematics education backed by the socio-politico-economic policy of neoliberalism, a mutational form of modern coloniality, imperialism and capitalism, which has been installed in the name of providing financial and technological support and consultancy services by accusing the people of the region creating meta-false narrative of illiteracy, barbarian, incivility and ignorance and argue for urgent recuse for them from their onto-epistemic practices. Against this backdrop, this research tries to explore the nature and effect of epistemicide in Nepali mathematics education. In doing so, I have used auto/ethnography as a research method and postcolonialism as a theoretical referent.

Architectural Strategies for Enhancing Taman Baca Masyarakat: Designing Inclusive Spaces for Lifelong Learning and Community Engagement

Dian Awaliyah

Sultan Fatah University, Indonesia

Abstract

Taman Baca Masyarakat (Community Reading Gardens) are informal learning spaces that promote literacy and lifelong learning within local communities. This paper explores how architectural design can enhance the effectiveness of these spaces, creating environments that foster community engagement and support sustainable learning ecosystems. The physical environment of Taman Baca Masyarakat significantly influences their capacity to attract and retain users. Many of these spaces are underfunded and lack appropriate architectural designs that support diverse learning activities and community interaction. This study aims to identify architectural strategies that can transform *Taman Baca* into vibrant, inclusive learning hubs. Using a mixed-methods approach, this research examines successful architectural interventions in community learning spaces. It includes case studies of *Taman Baca* that have incorporated design elements such as flexible spaces, natural lighting, and locally sourced materials to create inviting and functional environments. Interviews with architects, community leaders, and users inform the analysis. The findings indicate that thoughtfully designed spaces can significantly improve the usability and appeal of *Taman Baca Masyarakat*. Key architectural elements—such as open layouts, multifunctional spaces, and integration with the natural environment—enhance community participation and learning experiences. By integrating architectural principles that prioritize community engagement, *Taman Baca Masyarakat* can evolve into more sustainable and effective learning environments. This paper provides recommendations for architects and educational institutions to collaborate on designing inclusive, resilient spaces that support lifelong learning in local communities. Keywords: architecture, design, community engagement, taman baca Masyarakat, lifelong learning.

English-Specialized University Teachers' Lived Experiences of Using ICT for Professional Development

Rajan Kumar Kandel

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Abstract

The study explores how English-specialized university teachers (ESUTs) portrayed their lived experiences of using ICT for professional development. Additionally, it reports how ESUTs engaged and empowered students to enhance learner autonomy using ICT, navigated the opportunities and challenges, and what they expected for its better use. As the study adopted an interpretative paradigm and phenomenological design, semi-structured interviews and reflection notes with purposively selected ten ESUTs from five campuses of Tribhuvan and Mid-West universities in Surkhet were used. I maintained ethical guidelines for collecting data, interpreting the results, discussing the findings, and writing the report. I used ATLAS.ti7 for data coding, grouping, and extraction of networks and quotes. The result of the study showed that ESUTs used ICT for preparing their reaching, class delivery, professional tasks of reading, reviewing, and writing, and student motivation and empowerment. They pursued opportunities for self-explorative learning, peer and mentor support, and collaboration using asynchronous and synchronous media and huge online resources. They faced challenges such as electricity power cuts, lack of effective resources and skills, and managerial problems in maintaining and using the ICT infrastructure at their institutions. Consequently, they anticipated better resource management, ICT training, and a blended mode of instruction using an education management information system (EMIS). The study suggests concerned stakeholders enact better implementation of ICT policies, allocate a sufficient budget for infrastructure development and teacher training, manage regular monitoring and follow-up, and imply further research on exploring the experiences of students and other education stakeholders at different levels.

Bhutanese Refugee Crisis in Nepal: A Cause of the Political Identity Jealousy of Ngalongs and the Ruling Elites: A Narrative Inquiry On-Being Non-National, Statelessness and Third Country Resettlement

Bishnu Magar

Urlabari Multiple Campus, Tribhuvan University, Nepal

Abstract

This paper undertakes to investigate into the in-dept understandings of Bhutanese refugee crisis in Nepal. This study adopted a narrative inquiry as a methodology on constructing the meanings of being Bhutanese refugees that helped me to enrich my constructs on crisis of Bhutanese refugee in Nepal being a constructivist researcher. The crisis and outflux of Bhutanese citizens from their hometown took place in the context that the Royal Government of Bhutan introduced the cultural hegemonic policy of Driglam Namjha- a concept of one nation, one people and one culture affecting the Nepali origin Bhutanese citizens of southern Bhutan. The crisis resulted into the dispersion and family segregation with ineffable lived hi(stories) and lived experiences ultimately renouncing the originality of being.

Navigating Teachers' Perspectives and Strategies for Nurturing Workplace Wellbeing

Chet Nath Panta

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Abstract

This paper navigates ground realities to foster teacher wellbeing by employing qualitative inquiry. It appears crucial to empower teachers' agency and influence to maintain their wellbeing. Creating an empowering teacher space in the workplace ensure teacher autonomy and nurtures their wellbeing. Teachers explore ways of managing and sustaining wellbeing, cultivating a learning mindset. Teacher wellbeing is a collective concern and commitment to be deeply considered. It is imperative to transcend the deficit view and promote an appreciative culture at school to encourage and empower teachers. A motivated teacher can make a difference by being proactive and resilient, provided that school leadership pays heed to the humanistic dimension. The study embraces the insights drawn from positive psychology and appreciative inquiry. Key words: wellbeing, resilience, agency, learned optimism, appreciative inquiry, positive psychology

The Challenges of Designing an ESP Course: Perceptions of Argentinean EFL Trainee Teachers

Prof. Marina Falasca

Instituto de Enseñanza Superior en Lenguas Vivas J. R. Fernández

Abstract

English for Specific Purposes (ESP) courses in Argentina have traditionally emphasized reading comprehension, but changing demands require a paradigm shift. Belmonte, Garay, and Martini (2015) note socio-economic and linguistic factors driving this change, advocating for adjustments in course goals and methods. This shift highlights the necessity for prospective English teachers to be trained in ESP beyond comprehension. In keeping with this need, the present study investigated the perceptions of 25 EFL trainee teachers in Buenos Aires, uncovering common challenges in analyzing specialist discourse, conducting needs analysis, writing course objectives, selecting methods, choosing materials, designing tasks, and assessing learning. Findings suggest a need for a flexible approach, guided by context and student needs, to effectively identify suitable techniques and strategies.

Education Rights vs. Foreign Employment Policies: A Balancing Act in Nepal

Santosh K. Mahato and Devi Prasad Paudel

Central Department of Education, T.U., Nepal

Abstract

In Nepal, this study investigates the relationship between education rights and foreign employment policies, focusing on their effect on marginalized groups. Despite the constitutional guarantee of free and compulsory education as well as a variety of inclusive programs, widespread work migration programs contribute to high dropout rates, as families prioritize economic gains over education. Using policy analysis techniques, the paper looks at legislative frameworks and activities governing both industries, revealing difficulties in striking a balance between academic goals and commercial potential. The results show that coordinating employment and education strategies requires a thorough strategy. The conclusions stress the need for integrated strategies to prevent the right to high-quality education from being compromised by labor mobility and economic growth.

Enhancing Learning through School-Family-Community Collaboration

Medin Bahadur Lamichhane

Kathmandu University School of Education, Nepal

Abstract

A review of Nepal's history shows that establishing educational institutions was grounded in the noble concept of "School-Family-Community" partnerships. This noble concept is not a novel idea in Nepal's context. However, the gaps between schools and communities widened over time. Schools failed to engage families and communities effectively and the communities, in turn, became disengaged. The concerned ministry also failed to show interest in this concept. As a result, the impact of this disconnection on student learning was overlooked. The issue gained stakeholders' attention after the COVID-19 pandemic. It established the notion that collaboration between families and schools is essential for student learning. This paper discusses the idea that such collaboration benefits all stakeholders involved in schooling and learning.

**Integrating STEAM Approaches in Early Childhood Development: A Participatory
Action Research**

Durga Rajya Laxmi

Kathmandu University School of Education, Nepal

Abstract

STEAM learning offers valuable and meaningful experiences in the early years, encouraging children to be more active, creative, and imaginative thinkers. In Nepal's context, the STEAM approach has become a popular choice however, the actual integration of STEAM in teaching and learning still needs to be improved. This research explores potential methods for incorporating STEAM education approaches into early childhood development education by subscribing to Participatory Action Research (PAR), focusing on co-creating knowledge through active engagement and collaboration among researchers, educators, and community members. This is an ongoing study and preliminary findings will be presented at the conference. The results will be significant for school administrators, policymakers, teachers, and students, and will also serve as a valuable reference for other researchers.

**Exploring Multilingual English Language Teaching in Rural North India: Implications
of NEP 2020**

Parvesh Sharma and Pushkarni Panchamukhi

RV University, Bangalore

Abstract

The National Education Policy (NEP) 2020 of India emphasizes the importance of integrating other languages (mother tongue, regional languages) into English language classrooms. It offers a unique opportunity to foster appreciation for multilingualism (Macken-Horarik, 2018) and develop a wider range of communication skills among students (Kirkpatrick, 2014). However, integrating multiple languages into the English Language classroom also presents challenges. Some studies like Rebecca L. Callahan (2005) and Mary L. Constantine (1994) discuss potential drawbacks, though they might not be entirely against the practice.

Design And Fabrication of Electric Lawn Mower

Tanka Prasad Gaihre, Pawan Neupane, Pradeep Chapagain and Sushant Gautam

Tribhuvan University, Nepal

Abstract

The report entitled “Design and Fabrication of Electric Lawn Mower” enlightens the concept of an innovative electric lawn mower that overcomes the shortcomings of current lawn mower technology while boosting sustainability and user convenience. This lawnmower offers superior performance while minimizing environmental impact. The main focus is given for the design and analysis of mowing blade and frame that helps to overcome the challenges faced during traditional gasoline mower. Additionally, zero turn steering and height varying mechanism enhance its performance and make it convenient for use. So, to address the need of lawnmowing in the areas like hospital, academic institute and many other, this can be ultimate solution.

**Teachers' Perceptions and Experiences of Integrating Critical Thinking into Language
Education: A Review**

Daya Ram Gaudel

Kathmandu University School of Education, Nepal

Abstract

To understand teachers' practices of cultivating their students' critical thinking (CT), this study investigated secondary school teachers' perceptions and experiences of CT integration into English language education through a systematic analysis of the current literature. The analysis included qualitative studies published in peer-reviewed journals from 2010-2023. This study identifies the role of teachers' conceptual clarity in thoughtful integration of explicit methods and authentic and real-life materials, understanding of student-related problems, instructional problems and systemic problems and knowledge of how to navigate them in pedagogical practices. The teachers prioritized language skills to prepare students for exams rather than developing their deeper understanding. Thus, CT integration emerged as a byproduct of language education when the teachers struggled to understand CT notion and pair methods and materials in a class where they encountered the problems of students' low cognitive and linguistic levels, tightly packed curriculum, large class sizes, the lack of resources and support and the exam-centric assessment. Teachers' desire to teach CT often clashes with the challenges posed by insufficient professional development, lack of universally accepted definitions of CT, vague conceptual understanding, and systemic problems. Future studies should focus teachers' perspective, teachers' experiences and needs rather than curriculum perspective to provide insights into how to align curriculum goals with the practical realities of teaching CT in language education.

Gender Inequality in Nepal's School Education Leadership: Addressing the Disparity

Manita Oli

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Abstract

Gender inequality in school education leadership remains a significant challenge in Nepal, restricting women's access to decision-making roles. This article highlights the urgent need for comprehensive solutions to address these disparities. It underscores the importance of policy reforms, capacity-building initiatives, and mentorship programs to boost women's representation in leadership and dismantle structural barriers, alongside the necessity for proper monitoring by relevant authorities. The methodology proposed includes interviews to tackle these issues and promote gender equality in educational leadership. By implementing gender-inclusive policies, building supportive networks, offering leadership development programs, fostering gender-responsive school environments, and encouraging women role models, Nepal can work towards an equitable education system where women have equal opportunities to lead and shape the future.

Assessment of the reservation policy in Nepal Civil Service in relation to education.

Rita Lamsal and Denis Hyams-Ssekasi

University of Bolton, UK

Abstract

This research explores the reservation policy in Nepal civil service and its relationship with education and learning. There is a misconception about the relevance of reservation policy in the diverse community. This has led to some perceived academics and practitioners grabbing the opportunity to impose the reservation policy on marginalized individuals. Questions are still raised about the purpose and its success. Through the utilization of qualitative research (n14) and two focus groups, the findings indicated that the success of the reservation system in civil service employment depends on quality education and individuals' competitiveness. It further noticed the development of various strategies to ensure education and learning of targeted groups is considered in the policy success.

**A Harmonized Framework of Standards and Practices for Teacher Education
Curriculum Quality Assurance**

Riomar G. Obliopas

Eastern Samar State University

Abstract

In response to the growing necessity for coordination across quality assurance authorities, this study developed a harmonized framework of standards and practices for teacher education curriculum quality assurance. Employing semi-structured interviews and document analyses, a harmonized framework was developed utilizing the Multi-grounded Theory and a rigorous heat mapping. Six quality assurance standards are presented with four convergent categories, namely curriculum structure, human resources, physical resources, and student support, including two divergent categories surrounding program performance and teaching and learning. Two core categories of conformance practices are further emphasized targeting quality and sufficiency requirements. The framework's components were found valid and internally coherent; thus, securing its applicability in improving coordination of public teacher education curriculum quality assurance in the Philippines.

Enhancing Computer Science Engagement Through STEAM-Based Learning

Kedar Bhandari

Kathmandu University School of Education, Nepal

Abstract

This action research explores innovative approaches to address the prevalent lack of engagement in traditional computer science education. By integrating STEAM principles and cultivating critical thinking skills, the study aims to develop interactive teaching strategies that enhance the learning experience for grade 11 and 12 students in Nepal. The research involves implementing and evaluating STEAM-based teaching techniques within a classroom setting. Preliminary findings, which will be presented at this conference, will demonstrate the potential of this approach to increase student engagement, motivation, and overall learning outcomes. The results of this research can inform educational policies and practices, providing valuable insights for educators and policymakers seeking to improve computer science education and foster a more dynamic and engaging learning environment.

**A Systematic Review on Socio-emotional Connectedness of School Students and Other
Associated Factors**

Sarbani Mitra and Shnaoli Chakraborty Acharya

West Bengal State University, Kolkata

Abstract

This review offers an overview of literature on socio-emotional connectedness among students and its correlates. A total of 25 articles, published between 2000 and 2024, were selected from databases such as Shodhganga, SAGE Journals Online, Elsevier, Springer-Journals Archive, ResearchGate, and ERIC. The findings reveal a strong relationship between socio-emotional connectedness and factors like school climate, mental health, peer relationships, and anxiety. The review identifies research trends, thematic directions, and future research areas. Notably, the limited research on this topic in the Indian context, particularly among adolescents, highlights the need for studies focused on primary school students to better understand socio-emotional connectedness in a diverse and multicultural country like India.

Academic Integrity in the Age of ChatGPT: Voices from the Field

Shu Wan

University at Buffalo, New York, USA

Abstract

Since the release of ChatGPT in late 2022, its risk of academic dishonesty in the college classroom has been controversial among higher education instructors and administrators. Based on students' response to the question about the extent to which the abuse of ChatGPT could affect academic integrity in an Asian history undergraduate-level general education course at the University at Buffalo in the winter of 2023, this study found that most students recognized the risk and took it seriously. Hence, college instructors should not be pessimistic about the student's misuse of Generative AI.

**Implementing a Hybrid CHAT-Inspired Model to Enhance International Student
Success in Canadian Higher Education**

Irene Torres-Arends

Yorkville University and University of Calgary

Abstract

This research introduces a hybrid Cultural-Historical Activity Theory (CHAT) framework designed to explore and support international students' academic and sociocultural experiences in Canadian higher education. The model's hybrid nature emerges from its adaptation of the CHAT third-generation framework, understanding that international students' previous academic system continues to influence them as a latent system. The research seeks to bridge the conceptual gap between the second and third generations of CHAT by introducing a hybrid model where an active academic activity system (new academic system) intersects with a latent one (previous academic system). The study utilizes design-based research to address the contradictions arising from this intersection, enhancing international students' academic success and their understanding of the new academic culture.

**Designing and Implementing, Pedagogical Approaches for Progressive Learning in
Higher- Education for Management Students: A Participatory Action Research**

Yashodha Basnet

Kathmandu University School of Education, Nepal

Abstract

The article discusses the importance of STEAM education for management students, emphasizing experiential and progressive learning, and summarizing challenges encountered in management teaching. A participatory action research project is aimed at addressing teaching and learning issues and enhancing professional potential. The research involves designing, implementing, and evaluating STEAM pedagogy, focusing on inquiry-based, collaborative, experiential teaching-learning techniques from 3 rounds of workshops and evaluating of a couple of class demonstrations. Preliminary findings will be presented at this conference and will demonstrate the potential of this approach to increase student engagement and overall learning outcomes. This research offers valuable insights for educators and policymakers to enhance teaching-learning tactics in management faculty in higher-level studies, fostering dynamic managers in response to 21st-century demands.

**Exploring Formative Assessment Practices and Challenges Faced by Social Studies
Teachers in Grade 4 to 8 in Nepal**

Chinta Mani Basnet

Kathmandu University School of Education, Nepal

Abstract

Formative assessment makes progressive learning as follows continuous feedback and reflections of the students' performance. This article explores the practices and challenges of implementing formative assessment in Social Studies subject from grade 4 to 8. The gap is discovered via empirical studies and data is collected through narrative inquiry, sharing from concrete experiences to active experimentations. It is found that there are ample meaningful activities which align with formative assessment in social studies, however some challenges have also been explored. Advancement in digital tools and transformation in the social environment have brought some challenges in implementing formative assessment. The findings of the research will be beneficial for teachers, teacher educators, curriculum developers and policy makers.

Holistic Education for Learners in Teaching Learning Practices in Nepal

Laxmi Siwakoti

Kathmandu University School of Education, Nepal

Abstract

This report is about holistic education for holistic wellbeing of learners in the context of developing countries like Nepal. The report tries to create awareness on the holistic education of the learners for the continuous improvement and growth of our learners. It is the demand of 21st century which prioritizes the importance of nurturing and developing the whole person instead of considering only the academics. The report provides insights of ongoing practices of holistic education of some educational institutions. The author of the report uses autoethnography methodology to extract the data and information. The report finally concludes that holistic education is the only way, means and tools for the entire development of our learners in order to create sound individuals.

**The Intersection of Critical Race Theory and Diversity, Equity, and Inclusion
Initiatives in Community Colleges: A Framework for Advancing Racial Equity in
Higher Education**

Bria N. Sykes

Morgan State University, USA

This presentation explores the intersection of Critical Race Theory (CRT) and Diversity, Equity, and Inclusion (DEI) within community colleges, focusing on addressing systemic racial disparities across various institutional frameworks. It investigates how CRT principles can inform DEI strategies to enhance inclusivity, highlighting structural challenges within higher education. Through qualitative case studies involving interviews, observations, and digital media analysis, the research will examine DEI officers' efforts to incorporate CRT in policies and initiatives. The framework combines foundational CRT insights from scholars like Delgado and Bell with practical perspectives to build a comprehensive approach toward fostering equity in educational institutions, emphasizing the role of CRT in reshaping DEI implementations to confront and mitigate entrenched inequalities.

Impact of Integrating Art-Based Pedagogy in Science Classroom for Motivating Students' Learning: A Participatory Action Research

Nimisha Ghimire

Kathmandu University School of Education, Nepal

Abstract

The purpose of the study is to investigate how incorporating art-based pedagogy into science courses affects students' motivation to learn. The study utilizes a Participatory Action Research strategy in which students and the subject teacher collaborate to integrate artistic aspects like drama, poetry, and sketching into the curriculum. This research aims to address the limitations of traditional teaching methods by fostering creativity, critical thinking, and a deeper understanding of scientific concepts. According to preliminary studies art-based learning enhances long-term understanding and engagement with scientific concepts, while innovative and multidisciplinary approaches in science teaching boost student motivation and passion. These findings have significant implications for educators, curriculum designers, and policymakers, suggesting that integrating arts into science education can lead to more dynamic and effective learning experiences.

Exploring ChatGPT Adoption and Impact in American Higher Education

Karla Bailey

Morgan State University, USA

Abstract

This study investigates the adoption and impact of ChatGPT, an advanced AI language model, among US college students. As the use of artificial intelligence (AI) in education becomes increasingly prevalent, understanding its implications within diverse educational settings is crucial. Drawing upon data collected from undergraduate students, this research examines the acceptance and usage patterns of ChatGPT for academic purposes. By employing a mixed-methods approach, including surveys and interviews, the study delves into students' perceptions, experiences, and outcomes associated with utilizing ChatGPT for various tasks, such as essay writing and study assistance. Additionally, the research explores the potential implications of ChatGPT on academic integrity and student learning outcomes. Findings from this study contribute to the broader discourse on AI integration in American higher education and provide insights into the dynamics shaping its adoption among student populations.

Enhancing Learning Outcomes to Foster Student Engagement in Institutional Growth and Global Context Requires Innovative Pedagogies that Addresses Homefront Factors

Antony Kinyua

Morgan State University, USA

Abstract

Learning outcomes are impacted by technology, shelter, income-earning, family care, teamwork and security, herein, called Homefront Factors. Our goal is to study these trends from student communications with their instructors. We have found that student preparedness was 65% in 2019 increasing to 89% in 2023. 12-Week study of 583 weekly student journal entries using the Microsoft Access Data Base and Excel, revealed seven challenges: - academic 39%; personal/family 27.0 %; mental health 23%; institutional 9.0 %; institutional support was 5%; mental health support was 42% and personal/family support 88%. The implications of these challenges and support systems are being discussed and brought to the attention of our administration as part of our institution 2030 Strategic Plan.

Role of Principal's Leadership in Teacher Retention in Private Schools in Nepal

Mukunda Kumar Giri

Kathmandu University School of Education, Nepal

Abstract

This study explores the critical role of principal leadership in teacher retention in private schools. Drawing from 30 years of experience, the researcher highlights the impact of various leadership styles on teacher motivation and retention. Supportive leaders who provide career growth opportunities and adequate facilities tend to retain teachers, even with modest salaries. Conversely, autocratic leaders, despite offering good remuneration, often face high teacher attrition. Employing a narrative inquiry methodology, the study captures teachers' personal stories and perspectives. Findings suggest that a principal's leadership style, characterized by care for colleagues' well-being and career growth, significantly influences teacher retention. The study concludes that focused strategies to enhance principal leadership are essential for ensuring teacher satisfaction and retention in a conducive work environment.

Ableism, Intellectual Disabilities, and Higher Education in India

Prof. Dr. Banibrata Mahanta

Banaras Hindu University, Varanasi

Abstract

My presentation addresses the issue of ableism in higher education, and the attendant privileging of the notion of normalcy that frames disability, particularly intellectual disability, as a deficit. Institutional apathy is compounded by cultural perceptions of disability, shaped by individual, familial and social realities, which are at a significant remove from the urban environments of such higher education institutions. I focus on the crucial role that educators in such institutions play in identifying and managing intellectual disabilities. Substantiating my contention through case studies from an Indian institution, I explore the different dimensions of disability, highlighting how increased awareness and preparedness among educators can foster more responsive and inclusive attitudes. This helps bridge the gap between institutional practices and the specific needs of students with intellectual disabilities, ultimately advancing social justice.

Keynotes Address

**Making a community a living laboratory (LakbayLapis2019): A Rural Agri-Education
Advocacy towards Climate Action and Ecopedagogical Literacies the Philippine**

Context

Prof. Arlyne C. Marsigan

College of Advanced Studies (CAS), Philippine Normal University (PNU), Manila

Abstract

In the 2018 World Risk Index (WRI), the Philippines was ranked third among the most disaster-prone countries globally. By 2023, the country had moved to the top position. Given the geographical location of the country in the Asia-Pacific region, Filipinos have had no choice but to cultivate robust resilience and accountability to withstand natural calamities and disasters. One of the best strategies to build resilience and accountability involves transforming the community into a living laboratory, extending meaningful learning experiences beyond traditional classroom settings, translating theory into practice (praxis) to foster climate action and ecopedagogical literacy. This presentation will highlight how LakbayLapis2019 supports rural basic education stakeholders to promote quality and inclusive education and to ensure community members become lifelong learners.

Distinguished Speaker

**Cultivating Resilience: Emotional Labor and Psychological Well-being in Higher
Education**

Dr. Tahira Bibi

Allama Iqbal Open University Islamabad, Pakistan

Abstract

Psychological well-being (PWB) enhances work efficiency and productivity and emotional labor (EL) effect the well-being. This study aims to explore the EL and PWB among university teachers, with a focus on understanding how resilience can be cultivated to mitigate the negative effects of EL. Participant of the study were 300 university teachers. Data was collected using a mixed-methods approach. Emotional Labor Scale and the Psychological Well-being Scale were administered, and interviews were conducted to gather data. The findings revealed that university teachers frequently engage in emotional labor, with varying intensities of interactions with students, colleagues, and institutional demands. The study recommends several strategies including: promoting work-life balance through flexible scheduling, workload management and access to counselling and mental health resource.

**Exploring the Obstacles, Drivers and Lubricants of the PhD Pursuits of English
Language Professionals in Nepali Universities**

Prof. Laxman Gnawali

Kathmandu University School of Education, Nepal

Abstract

This keynote shares the outcomes of a study into the elements influencing the PhD pursuits of English language professionals. Drawing on the data from a qualitative survey and focus group discussions with the 36 PhD scholars who are pursuing their studies at three universities in Nepal in English language education, the paper explores professional and personal elements shaping these professionals' decisions to embark on their PhD journeys. The obstacles that held them back from enrolling in the program and the drivers that played significant roles for them to undertake the doctoral journey will be discussed. What lubricants helped/help them overcome obstacles they faced/face, stay on track and continue materializing their dream of obtaining this apex degree will also be highlighted.

Book Talk

Leadership during Times of Uncertainty, Change, and Crisis: Requirements and Expectations

Dr. Edward J. Valeau

Superintendent/President Emeritus of Hartnell Community College District, California, USA

Today's environment is powered by innovative technologies, direct access, disinformation, and a growing mass of disgruntled communities, professionals, and learners demanding a place in the decision-making process and that their voices be heard. Your role as leaders in this process is crucial, as community engagement is not just a requirement but an expectation. Engaging communities and practitioners to effect change requires knowledge and expertise, but beyond that, more is expected of leaders today. This cauldron includes vision, compassion, building teams, communicating effectively, authenticity, and losing the ego while achieving the desired goals. This keynote will underscore the crucial role of community engagement in effectively managing competing forces during times of limited resources and institutional capabilities. It will delve into the immense pressure leaders face and the rapid burnout they experience. By providing insights, strategies, and practical responses, it aims to empower communities, leaders, and practitioners in advancing transformative educational leadership practices to achieve and sustain institutional goals, faculty excellence, community and student access, and success.

**Current Perspectives on Intercultural and Global Competence: Insights from the
World Council on Intercultural and Global Competence Community**

Mizuho Tatebayashi, North Carolina State University, USA

Maria Elena Guerrero de Stöhr, Hochschule Worms, Germany

Tobias Grünfelder, Zeppelin University, Germany

Christa Olson, Co-founder Global Intercultural Circle and Affiliate with Gateway
International Group

Abstract

This book talk will present *Current Perspectives on Intercultural and Global Competence*, an edited volume featuring contributions from scholars and practitioners across diverse disciplines and regions. The book delves into the complexities of navigating practical steps toward building a better world together. The session will highlight three key perspectives: an exploration of intercultural competence and interculturality in Latin America, transcultural education as a relational approach to develop commonalities in cultural complexity, and the Global Intercultural Circle's community-based practices to facilitate intercultural learning. Attendees will gain deeper insights into how intercultural competence can be developed and applied across various contexts, engaging with the crucial understanding needed to navigate today's interconnected yet polarized world.

"The Man Who Knew Infinity: A life of the Genius Ramanujan" by Robert Kanigel

Bhanu Bhakta Khadka

Kathmandu University School of Education, Nepal

Abstract

Infinity, once limited to mathematics, is now recognized across various fields—mathematical, physical, and metaphysical. It describes something without limit, often symbolized by ∞ , and is used in mathematics to represent endlessness, though it is not a natural or real number. Physically, infinity is a mathematical abstraction, with some arguing it exists at extremes like the universe's extent, while metaphysical views suggest it may exist within the physical world. Historically, Zeno and the Vedanta School introduced concepts of "Ananta" to describe infinity as the infinite, non-dual reality. Ramanujan's contributions, significant in areas like the Casimir effect, string theory, and quantum physics, have influenced modern understanding. The collaboration between Hardy and Ramanujan, leading to discoveries like Ramanujan summation, taxicab number, the Hardy-Ramanujan number, is central to the book, which gained further popularity through adaptations in English and Indian cinema.

**Current Trends in Global Education: Bridging K-12 and Higher Education for an
Interconnected World**

Prof. Marina Falasca, I.E.S. en Lenguas Vivas “Juan Ramón Fernández”

Dr. Karina J. Baum, Buckingham Browne & Nichols (BB&N)

Abstract

This virtual book presentation will explore the volume’s key themes, emphasizing the need to bridge the gap between K-12 and higher education in an interconnected world. The editors will analyze emerging trends shaping the educational landscape, such as the integration of innovative pedagogies and cutting-edge technologies. They will also discuss the significance of transnational exchanges and cross-border collaborations in enriching educational practices and curricula. Furthermore, the presentation will highlight the challenges faced by educators and institutions in adapting to these changes, including issues of accessibility and equity. To conclude, the editors will propose actionable strategies for fostering a more interconnected and equitable global education system, aiming to ensure that all learners can benefit from the advancements in education worldwide.

Uncommon Wisdom for Common Time

Prof. Narayan Prasad Paudel

Mid-West University, Nepal

Abstract

I am so interested in understanding the behaviors of wild and pet animals, birds and other living beings. Whatever the behavior they all have revealed in the nature was due to the result of their association with the group members, seniors and juniors. As a human being the thought pattern, learning, and stability of our mind determines our action and pattern of our behavior. If we upscale the state of our mind, improves the state of our mindfulness and apply the practical wisdom as and when required the resulted behavior will be acceptable to the self and others and vice versa. At the same time when we explore human behavior for their progress we are not prepared to fight with the situations with our full power and potential and thus we remain as a losers. Because our focus is distracted in many centers and we remain weak. I want to explain through this book that greater uncommon wisdom can be explored when we are sincere to the self and most of the common problems can be addressed when we are so focused and goal oriented.

Flipped Mathematics Classroom: Transforming Traditional Practices and Outcomes

Deependra Budhathoki

Department of Teacher Education, Defiance College, USA

Abstract

This presentation reports how mathematics education student teachers experienced teaching a flipped mathematics lesson. Fifteen graduate students enrolled in a mathematics education course at a university in Nepal—most of them were currently teaching school- or college-level mathematics courses—worked in groups of 2 to 4 to design and implement a flipped mathematics lesson and documented their experiences, observations, and reflections, including a detailed description of how they implemented the project, what changes they saw in students' behaviors, and their plans for changes for future implementation. The groups reported increased student motivation as the students could follow their pace in building understanding, active engagement during in-class activities, and better understanding level than in traditional teaching mode. The groups agreed that flipped teaching has the potential to transform mathematics teaching and learning in Nepal by providing students with opportunities to follow their paces in learning, fostering the individual and collaborative application of the concepts, and enhancing instructor support while students apply the concept. However, they indicated some challenges, including teachers' reluctance as it is time-consuming to prepare online and textual learning resources in advance, technological access to students at home, and students' preparedness before coming to class. Still, the student teachers are excited about implementing flipped classrooms in their future teaching and plan to minimize the related challenges.

**Supporting Teachers to Adopt Art-Based Pedagogy in Grade 10 Science Teaching: An
Action Research**

Rabina Maharjan

Head teacher, Saraswati Niketan Secondary School, Kathmandu, Nepal

Abstract

Science is the subject embedded in our daily life. But our science classrooms are far from our real life and are dominated by conventional teaching methodologies. Our learners are passive and disengaged, our science classrooms are monotonous and boring. Our teaching learning activities are based on textbooks and are too exam centric. As a result, the students lack empathy towards nature and other soft skills necessary to live a happy life. Our present teaching methodology focuses only on the so-called bright students while the rest are left behind and their interest in science is decreasing day by day. Interest in any subject is the fundamental need to learn that subject. Any learning activity done without igniting interest in learners would only go in vain. In this scenario, integration of art in science can be a ray of hope as humans by nature love art. Art-based pedagogy through art-based projects promotes hands-on, collaborative and creative work which ultimately ensure better learning. Realizing the fact, I tried to support and empower a group of five teachers from different community schools of Kathmandu metropolitan city to implement art-based learning in their classrooms. Though initially the teachers were reluctant to adopt art-based pedagogy, with a series of sessions they designed art-based activities, incorporated them in 5E lesson plans and finally implemented them in their classrooms. And they realized that art-based pedagogy not only increases the students' engagement in science but also helpful in making the academically below average students to actively participate in art-based activities which eventually enhanced their science learning. This paper is a communion of my journey as a teacher educator who tried to transform the practices of a group of five secondary level science teachers through action research and mentoring models to adopt art-based pedagogy in their science classroom.

Elevated Cardiovascular Risk Among Postmenopausal Women in Nepal.

Sujata Sharma

Morgan State University, USA

Abstract

The risk of cardiovascular disease (CVD) significantly increases in postmenopausal women due to hormonal changes, particularly due to the decline in estrogen levels. This natural shift lowers high-density lipoprotein (HDL), which protects against heart disease and increases low-density lipoprotein (LDL), triglycerides (TG), and total cholesterol (TC), a condition known as dyslipidemia. Postmenopausal women are considerably more at risk of developing CVD in Nepal, due to a lack of healthcare awareness and availability. The association between menopause, changed lipid profiles, and cardiovascular risk in postmenopausal women, highlights the significance of early detection and intervention. The study emphasizes the necessity of regular tests for lipid profiles and health education programs designed specifically for this susceptible group. There is a need to create targeted healthcare interventions to alleviate the increasing burden of cardiovascular disease (CVD) among postmenopausal women in Nepal by concentrating on the biochemical changes that occur during menopause and their long-term influence on cardiovascular health.

**Artificial Intelligence in Nepali Classrooms: Teacher Perspectives and Challenges in
Secondary Education**

Kabita Baral

Kathmandu University School of Education, Nepal

Abstract

This study examines the perspectives of secondary school teachers in Nepal on the integration of Artificial Intelligence (AI) in education. The literature review synthesizes research on AI's potential to enhance personalized learning, automate administrative tasks, and support data-driven teaching strategies, while also addressing concerns about equity, ethical issues, and infrastructure limitations. Through narrative inquiry, the study captures the experiences and reflections of secondary school teachers in Nepal as they confront the opportunities and challenges of AI implementation. These narratives provide a nuanced understanding of teachers' hopes for AI as a tool for improving education, contrasted with concerns over insufficient resources, training, and the ethical implications of automation. The findings contribute to ongoing discussions on AI's role in educational reform, offering recommendations for teacher professional development, policy adjustments, and AI solutions that are contextually relevant for secondary education in Nepal.

Navigation in the Dynamic Internationalization Landscape of PostCovid-19 Higher Education to Improve Institutional Reputation in Service Delivery

Lizl Steynberg

Tshwane University of Technology, South Africa

Abstract

This paper examines "institutional way power" and its importance in transforming higher education institutions amidst the COVID-19 pandemic. It highlights the need for higher education institutions to adapt and strengthen their capabilities to navigate the evolving landscape of higher education internationalisation. The study uses a comprehensive documentary qualitative approach and a constructivist grounded theoretical method to develop a crisis-ready model. Through qualitative analysis of scholarly articles, the research identifies key themes and pathways. Findings emphasize the necessity for higher education institutions to adapt, promote international cooperation, and adopt comprehensive digital strategies. By addressing these aspects, higher education institutions can enhance their reputation, meet emerging needs, and effectively manage crises like COVID-19.

Reflections on Recent Pedagogical Innovations in the Field of law in India: An analysis

Garima Singh and Navjeet Sidhu Kundal

Vivekananda Institute of Professional Studies-TC, India

Abstract

Post pandemic has brought about an entire shift in education sector of India. Along with the traditional pedagogical spaces, teachers have entered into innovative online methods in higher education without training's and technical know-how. This, however, is not without challenges that they often face. This paper tries to analyse the change in pedagogical methods and the challenges of technological innovation. Post pandemic has brought about an entire shift in education sector of India. Along with the traditional pedagogical spaces, teachers have entered into innovative online methods in higher education without training's and technical know-how. This however is not without challenges that they often face. This paper tries to analyze the change in pedagogical methods and the challenges of technological innovation.

Women Teachers' Voice on Quitting Jobs from School in Nepal

Bibha Jha

Kathmandu University School of Education, Nepal

Abstract

The topic of my paper is ' Women Teachers' Voice on Quitting Jobs from School. It's an emerging issue in Nepal. Also it's essential to find out the live causes behind the quitting jobs from the academic institutions. I will accomplish this study under the qualitative research applying narrative inquiry by collecting data via interview. After the collection of the data, I will follow the required guidelines to complete my work. I will select 4 women teachers who have left their jobs recently from their private institutions. After gathered the experiences of women teachers, I will prepare findings based on collected data. It will benefit for the stakeholders and relevant people who want to study about it.

**Examining Foreign Language Classroom Anxiety of Saudi International Students
Attending Colleges in the United States of America**

Shahinaz Alkhaldi

George Washington University

Abstract

The purpose of this correlational study was to investigate the relationship between academic performance self-reported GPA, Foreign Language Classroom Anxiety FLCA and The International English Language Testing System IELTS scores among Saudi international students attending college in the United States, and to discover how this relationship would be varied by a host of demographic factors. The demographic variables included gender, age, college major, college classification, length of study in the US, type of high school, funding type, and marital status. The study utilized correlational methods, Pearson product moment coefficient, and regression analysis, as analytical statistical tools to explore the newly collected data from Saudi international students in the United States (U.S.). A total of 551 Saudi international students, undergraduate and graduate attending colleges in the U.S., participated in this study, which was conducted in October 2020 using an online survey. Students' anxiety levels were measured by the FLCAS. Students were also asked to complete a demographic information sheet. The findings indicated that there was no relationship between foreign language classroom anxiety and academic performance. The findings indicated that the FLCAS and the IELTS improved the prediction of academic performance over and above significant demographics variables; moreover, the results revealed that three significant variables primarily predicted academic performance. The results indicated that the academic performance increases for Saudi international students who earned their master's degree from English-speaking countries, and those whose majors are human studies and who have a low level of Foreign Language Classroom Anxiety. The result concluded that Saudi international students' academic performance is dependent on various demographic and educational factors like academic major and college preparation such as language preparation. So, recognizing these factors can play an important and effective role in improving students' academic achievement. The current study recommended to use effective educational practice; for instance, the staff and personnel could coordinate with Saudi international students clubs to raise awareness about the potential gains in taking an active part in university or course activities in different fields in order to moderate students' foreign language anxiety and therefore improve their academic performance.

Community Engagement and Lifelong Learning in Higher Education

Dr. N. Johnson

Department of Lifelong Learning, Alagappa University, Karaikudi

Abstract

In higher education, community engagement and lifelong learning play pivotal roles in creating inclusive, dynamic learning environments. Community engagement involves collaboration between institutions, students, faculty, local organizations fostering mutual learning and addressing real-world challenges. It enhances students' academic experiences, cultivates civic responsibility, and supports the development of skills critical for career success. Lifelong learning, integrated within higher education, encourages continuous personal and professional growth, empowering individuals to adapt to evolving societal and technological demands. By prioritizing community partnerships and fostering a culture of lifelong learning, higher education institutions can produce graduates who are not only knowledgeable but also socially responsible, capable of contributing meaningfully to society throughout their lives, enhancing both personal and collective well-being. This paper explores on the perspective of community engagement and promotion of civic sense and social responsibility of youth of higher education towards advocacy of Lifelong Learning education.

Sustainability and Legal Education: A Study of Select Law Schools from India

Navjeet Sidhu Kundal

Vivekananda Institute of Professional Studies- Technical Campus, India

Abstract

Sustainability in legal education is relatively under-researched. The paper argues for building a case for developing a sustainability based legal curriculum in Law schools of India in order to give it the due that it deserves for leaving a greener planet for the coming generations. The paper proposes to look at the course curriculum of 5 select Law schools from India and see how far sustainability is built into them. Based on the study, inferences would be drawn regarding the extent to which legal education is pro-actively oriented towards sustainability. Thereafter, conclusion would be arrived at to whether a sound case is made out to draw a more effective approach towards addressing sustainability through legal education.

**Research on Exploring the Professional Stories of Female English Language Teachers
Teaching in Higher Education Level in Nepal**

Nilam Banjade

Resunga Multiple Campus, Nepal

Abstract

This research tour entitled Research on Exploring the Professional Stories of Female English Language Teachers Teaching in Higher Education Level in Nepal keeps its aims to explore the lived stories of 4 female English language teachers teaching in higher education level from Gulmi district. I shall employ participants centered ethnographies under autoethnographic narrative inquiry research method to collect qualitative data through informal interview. In addition to this I will navigate through their professional stories of perceptions to elicit/associate my understanding to others who belong to the same professional discipline. I believe my insights will be insightful for academic and administrative purpose.

Social and Emotional Learning (SEL) Competencies for Better Student Performance

Mahendra Thapa

Kathmandu University School of Education, Nepal

Abstract

The acquisition of Social-Emotional Learning (SEL) competencies is vital for improving student performance. The five fundamental SEL abilities offer a complete structure for cultivating crucial life skills. Students who showcase better SEL competence demonstrate greater academic performance, improved emotional self-regulation, and better social connections. This presentation examines the impact of SEL competence on student well-being, behaviour and learning outcomes. By incorporating existing literature and case study findings, this paper demonstrates the status of SEL in Nepalese students. It underscores the positive effect of SEL on student well-being and performance and emphasises the integration of SEL programs into the schooling system by making it a compulsory component of the school curriculum to equip students with the essential skills needed for long-term success.

Global South Academic Research Genre and Narratives: Afro-Asia and Australia Lived Experiences

Iliyasu Biu Mohammed and Hannah Itopa Emmanuel

Department of Public Administration, Federal University Wukari, North-East Nigeria

Abstract

This paper examines a Ph.D. and MSc postgraduate students' narrative of lived experiences from Nigeria, undertaken at the University of Colombo, Sri Lanka South Asia, and the International College of Management Sydney Australia. The doctoral research write-up was done using "pure" qualitative inroads which is akin to "stirring the hornets' nest". For the first time in the PhD student's higher education study life, he encountered "pure" qualitative research, regarded as an academic "cultural shock" and more that came. Connectedly, the MSc student's experiences in Australia marked a new epoch of learning. Her previous attempts at same MSc programme in Nigeria, characterized 'motion' and 'no movement'. Her academic journey in Australia by her narratives presented a novel and 'turnaround' enriching experience.

Developing Reading Culture through Booktube

Raj Chaudhary

Kathmandu University School of Education, Nepal

Abstract

This presentation presents the issue of Gen-Z about reading culture and examines the impact of modern innovations on teaching and learning. The presentation is based on research applying mixed (qualitative and quantitative) methods having purposive sampling among the secondary level students and teachers. The students growing up with the internet are supposed to be engaged with social media, which the teachers' beliefs are reluctant and burden in reading culture. The research finds out the ways to develop the reading culture through social media like booktube. It highlights the evolving roles of teachers and offers strategies to foster a reading culture in-between social media applying learning tools through booktube.

**Policy Framework for Renewable Education in Mixed Classrooms: A Study of
Community Schools in Nepal**

Multiple Campus

Krishna Bhattarai

Tribhuvan University, Nepal

Abstract

The present paper explores the implementation of renewable education policies in diverse educational landscape of Nepal. Community schools often catering students from various socio-economic, linguistic, and cultural backgrounds where mixed classroom setup presents both challenges and opportunities for sustainable and inclusive education. The main objective of this study is to examine how renewable education, as an alternative to traditional liberal education, addresses the specific needs of students in these contexts. It focuses on the existing governmental policies promoting renewable education and how they are applied within community schools in Nepal. By analyzing the integration of eco-conscious practices, personalized learning, and cultural inclusivity, the research sheds light on the effectiveness of these policies in enhancing learning outcomes and fostering an equitable educational experience. Further, this paper examines the current educational situation of students in mixed classrooms, inspecting the barriers they face and how renewable education policies can address issues of access, quality, and equity. The findings offer insights into the potential for a broader policy shift that aligns with Nepal's educational and social justice goals, highlighting the critical role of teacher training, curriculum adaptation, and community engagement. This study ultimately aims to contribute to the ongoing discourse on sustainable education practices in Nepal, proposing practical recommendations for policymakers, educators, and stakeholders in community schooling.

**Empowering Parents' Role Towards Digital Wellbeing of Preschoolers; An Action
Research**

Rubina Bishunke

Kathmandu University School of Education, Nepal

Abstract

The pandemic-driven surge in digital device usage has increased global screen time drastically. Early exposure to the digital world poses risks, including mobile addiction. This research explores parents' understanding of digital well-being in kindergarteners and their role in fostering safer digital spaces. This study involved six upper kindergarten parents from a preschool in Lalitpur who participated in the action research and reflected on their children's digital well-being after the action plan was implemented. Through education sessions, interviews, and demonstrations, parents learned about digital well-being tools and set screen time rules for their children. Active parental guidance—such as co-viewing digital behaviour—helps preschoolers build healthier habits and minimizes risks associated with early digital exposure, such as screen addiction and developmental delays.

Gender Mainstreaming in Legal Language

Garima Singh

Vivekananda Institute of Professional Studies – TC, Delhi

Abstract

Language that we use often construct gender realities. Legal language can be seen as essentially masculine in nature. The language of law used in law schools and courts have not been inclusive of women or any other category other than male. Gender mainstreaming can be seen as strategy for realizing gender equality. It involves the process of including gender neutral language for dealing and ensuring that the existing discriminatory structures are changed. This paper tries to study the existing use of gender language in legal field and tries to draw suggestion for mainstreaming gender for inclusive society.

**Developing Ecocentric Consciousness among Bangladeshi English Language Learners:
Encouraging Environmental Sustainability via Green Contents**

Sonia Sharmin

Abstract

This study emphasizes integrating green content into English Language Teaching (ELT) materials in Bangladesh to promote eco-consciousness and ecological literacy among English Language Learners (ELLs). Focusing on the new 2023 primary curriculum, it qualitatively analyzes two units— “Save Our Planet” from grade 3 and “Animals and Birds” from grade 2—to assess environmental awareness in learners. The findings suggest that ELT materials are effective in enhancing eco-centric thinking and promoting sustainability. The study advocates a contrastive approach, which highlights environmental threats while encouraging actions like tree planting, ultimately shaping learners' perceptions to support ecological literacy and sustainability. The research underscores the importance of incorporating green content into ELT for fostering eco-consciousness.

Navigating the Numbers: Understanding and Alleviating Math Anxiety Among College Students

Rajendra Bista

Morgan State University, USA

Abstract

Math anxiety is a prevalent issue affecting college students' academic performance, career choices, and overall well-being. This study explores the underlying factors contributing to math anxiety in higher education settings and proposes evidence-based strategies to alleviate its impact. Utilizing qualitative and quantitative research methods, we analyze students' experiences, identifying key triggers and coping mechanisms. This presentation will highlight findings from recent surveys and focus group discussions, offering practical solutions for educators to create a supportive learning environment. Attendees will gain insights into effective teaching practices, curriculum adjustments, and psychological interventions that can reduce math anxiety, ultimately fostering a more inclusive and positive educational experience for students pursuing mathematics and related fields.

Hearing Students' Voices: Access, Use Pattern and Attitudes towards Generative AI Technologies among Chinese Students

Angela Xia

Xi'an Jiaotong Liverpool University

Abstract

Higher education institutions face both enthusiasm and apprehension in the wake of rapid advancements in Generative Artificial Intelligence (GenAI) technologies. Students' voices, however, are often lost in debates and discussions about GenAI. This study surveyed 718 students at a large English as Medium of Instruction (EMI) University in China, to examine their attitudes and usage patterns of GenAI. The results indicate that many students have utilized AI technologies for language assistance and completing coursework. In addition, various factors like gender, academic level and academic interests all influenced students' attitudes towards GenAI. The study emphasizes the importance of proactive engagement by educators and administrators to ensure access to AI-based technologies in learning, while also focusing on fairness and inclusivity. Concerns about the digital divide and equitable distribution of access underline the need for comprehensive support and guidance.

**Exploring Deferred Action for Childhood Arrivals (DACA): A Case Study in Policy
Development and Impact**

Marcia Sun

Oklahoma State University

Abstract

DACA is an acronym for Deferred Action for Childhood Arrivals (DACA). The conception of this program was initiated by President Obama on June 15, 2012. A significant proportion of the young people in this group were brought into the country as children and did not have connections to their country of birth. Many people refer this group as American citizens but without legal status. The purpose of this paper is to examine the DACA program as a case study by focusing on the significance of the development of the directive and determine the key stakeholders' primary motivations and the measures they pursued to accomplish. This paper postulates issues surrounding DACA towards a more comprehensive immigration reform. Section one provides a historical overview of the Dream Act coupled with its connection with DACA, the main purpose of program, and the beneficiaries of the program. Next section considers the background description for the differentiation of lawful status and lawful presence in discussion of the development and implementation process, as well as the significance of the directive by inspection examples from the responses of different states. Furthermore, this section examines the constitutionality of the program. For these reasons, this part is dedicated to how the program was developed and implemented during the Obama era. Subsequently, the continuous evolution of the policy, with a focus on how this program evolved in the Trump and Biden Administrations in combination with judicial influence and rules on the policy, is explored in the final section. Overall, the DACA program is a delaying mechanism to shield undocumented youth from deportation; therefore, it is not a form of deliverance. Proceeding forward, it is essential to establish a legislative solution to offer continuous and consistent protection to this population. The current immigration system has triggered a drastic challenge that only substantial reform could be remedy. DACA serves as a catalyst to facilitate the inception of more comprehensive immigration reform.

Architectural Strategies for Enhancing Taman Baca Masyarakat: Designing Inclusive Spaces for Lifelong Learning and Community Engagement

Dian Awaliyah

Sultan Fatah University, Indonesia

Abstract

Taman Baca Masyarakat (Community Reading Gardens) are informal learning spaces that promote literacy and lifelong learning within local communities. This paper explores how architectural design can enhance the effectiveness of these spaces, creating environments that foster community engagement and support sustainable learning ecosystems. The physical environment of Taman Baca Masyarakat significantly influences their capacity to attract and retain users. Many of these spaces are underfunded and lack appropriate architectural designs that support diverse learning activities and community interaction. This study aims to identify architectural strategies that can transform *Taman Baca* into vibrant, inclusive learning hubs. Using a mixed-methods approach, this research examines successful architectural interventions in community learning spaces. It includes case studies of *Taman Baca* that have incorporated design elements such as flexible spaces, natural lighting, and locally sourced materials to create inviting and functional environments. Interviews with architects, community leaders, and users inform the analysis. The findings indicate that thoughtfully designed spaces can significantly improve the usability and appeal of *Taman Baca Masyarakat*. Key architectural elements—such as open layouts, multifunctional spaces, and integration with the natural environment—enhance community participation and learning experiences. By integrating architectural principles that prioritize community engagement, *Taman Baca Masyarakat* can evolve into more sustainable and effective learning environments. This paper provides recommendations for architects and educational institutions to collaborate on designing inclusive, resilient spaces that support lifelong learning in local communities.

Navigating Dreams Abroad: Education Mobility Aspirations of Nepali Youths in Japan

Sanjaya Karki

Chiba University, Japan

Abstract

This paper investigates the mobility aspirations of Nepali students attending Japanese language schools, a rapidly growing yet under-researched student population in Japan. Drawing on semi-structured interviews with ten Nepali students from five Japanese language schools in Kanazawa, Japan, the study explores the socio-cultural factors that shape and influence these students' mobility aspirations and examines how their imagined future ambitions lead to self-transformation. Building on Bourdieu's theory of cultural capital, it analyzes the varied mobility aspirations of Nepali students, highlighting their connection to social mobility. The research aims to enrich current scholarship on student mobility by offering a conceptual framework for understanding the aspirations of mobile students. Japan has become a popular destination for Nepali youths in recent years, constituting the country's second-largest community of international students (Nikkei Asia, 2023). Despite the significant financial investment required for education migration, pervasive discontent stemming from a decade-long civil war from the 1990s to 2006 and the political and economic chaos after that has propelled many youths to seek education opportunities abroad, considering the subsequent employability and career prospects. Despite the traditional allure of English-speaking countries such as Australia, the United States, and the United Kingdom, Nepali students tend to prefer Japan for its unique advantages. These include the easy threshold for visa application, relatively low tuition fee, little prior language proficiency, and a promise of earning from a part-time job (Liu-Farrer & Tran, 2019; Sato et al., 2020). A significant factor in this migration paradigm is the growing presence of intermediary language schools and consultancies in Nepal that mediate Nepali youths' academic transition to Japanese educational institutions (Kharel, 2022). Japan's burgeoning Nepali student population constitutes a crucial, albeit underexplored, cohort in academic research. This research explores the varied mobility aspirations of Nepal youths and investigates how they exercise their student agency to convert these aspirations into socio-economic capital. By exploring the underlying dynamics of Nepali students' mobility trajectory in Japan, the research aims to contribute valuable insights to the broader discourse on international education, encompassing familial, societal, and education market influences on migration decisions. In addition, this research contributes to expanding on the recent conceptualization of education migration by integrating the idea of social mobility. This is a qualitative study that broadly sits under the domain of educational anthropology. Grounded in the theoretical framework of Bourdieu's (1986) concept of capital, it analyses the diverse mobility aspirations of Nepali students, elucidating their interplay with the theme of social mobility.

**Exploring Secondary Level Teachers' Performance and Transformation in
Mathematics Lab: A Narrative Inquiry**

Bhupendra Chaulagain

Kathmandu University School of Education, Nepal

Abstract

Teaching mathematics has always been a very challenging task in school level education in Nepal. I have also taught mathematics in different schools at different locations using mathematics labs. Mathematics labs may bring some insights to locate the actual realities of the pedagogical activities or practices inside the classroom situations. This study used a qualitative research methodology to explore the secondary level teachers' performance and transformation using mathematics lab in teaching Mathematics. This study will contribute to the educators, policymakers, and curriculum designers working in the field of mathematics. Jean Piaget's constructivism and Jack Mezirow's transformative learning theory are use in my study. In research has delimit within four schools of Four teachers of Hetauda Sub-metropolitan City whose have mathematics labs.

Revitalizing Social Literacy Practices in Nepal

Jagadish Paudel

Clemson University

Abstract

Social literacy practices emphasize socio-cultural interactions over academic tasks (Boivin, 2013). In recent years in Nepal, modernization has led to the sidelining of our traditional social literacy practices. The shift towards adopting foreign social literacy practices, while neglecting our own, has become a significant concern. Western-imported practices may not align with our land, culture, and ways of knowing. Using a decolonization framework, I will examine social literacy practices such as storytelling and indigenous practices related to food, medicine, and technology. By revaluing and revitalizing these practices, we can strengthen our connection to our cultural heritage and promote a more inclusive understanding of social literacy in our contemporary context.

**Interspirituality in Higher Education: A Foundational Construct for Sustainable Peace
in the World**

Hari Chandra Kamali

Far Western University, Nepal

Abstract

Interspirituality is the understanding of different spiritual/religious thoughts and the practice of applying these thoughts in daily life to make a meaningful living. It is the practice of exploring and applying spirituality across different traditions/religions. Wayne Teasdale (1999) coined the term "interspiritual" and defined it as "the sharing of ultimate experiences across traditions" (26). He further states that interspirituality enriches one's understanding of the inner life through assimilating the psychological, moral, aesthetic, spiritual, and literary treasures of the world's religions. Founded in interspirituality studies in global higher education (Kamali, 2024), this presentation explores the qualities enriched by interspirituality and highlights its significance for sustainable peace. Thus, I posit that interspirituality can be a more effective tool to integrate wisdoms from diverse religious practices into a common body of knowledge as interspirituality studies which can be employed for promotion of sustainable peace in the world as included in SDG 16. I will illustrate how the teachings of the Gita, from interspiritual perspective, can contribute to global higher education and sustainable peace in the world.

**Using Training Knowledge and Skills in the Classroom: Public School Teachers'
Perspectives**

Prem Singh Shintan

Kathmandu University School of Education, Nepal

Abstract

Professional development aims to improve teachers' knowledge and skills so that they can perform at their best in the classroom. Policymakers in Nepal have placed a high priority on teacher professional development in their policies over the years. However, there are questions about the effectiveness of the teachers' professional development programme in Nepal, particularly regarding translating training knowledge and skills in the classroom. The existing studies are silent in exploring public school teachers' perspectives on this. So, considering the narrative inquiry approach and transformative theoretical lens, this study explored public school teachers' experience using training knowledge and skills in the classroom. The narratives were collected by conducting in-depth interviews with teachers who received professional development training and teaching in basic education grades in Dhading, then transcribed, coded, categorised, thematised, and done meaning-making. The study revealed several internal and external factors teachers experienced in continuing to use the training knowledge and skills. The study further found that transforming teachers' pedagogical beliefs and classroom teaching-learning practices is linked with the school ecosystem and transformation. This study will help school principals, teacher educators, local government, and policymakers review and design professional development and teacher education programmes and policies.

Transforming Research to Advance its Social Purposes

Prof. Shyam Sharma

Stony Brook University, USA

Abstract

Ask ChatGPT how research and scholarship can serve thirty or fifty meaningful social purposes, and it will provide plausible responses. Ask professors in fields like biology, economics, or engineering, especially in global-south countries like Nepal, and most won't have a clue, beyond the old idea of producing knowledge for its own sake. This issue stems from a global academic order that rewards research detached from social needs. My proposed presentation will offer four solutions to the crisis: build a community advocating for socially impactful research; create training programs for researchers, editors, and reviewers; influence policymakers to reward socially relevant scholarship; and raise public awareness about the crisis. I will conclude by having participants strategize by diversifying their own scholarship (by languages, genres, mediums, and venues) to make it more locally and socially relevant.

**Engaging Communities, Leaders, and Practitioners: Advancing Transformative
Research and Education**

Narayan Shrestha

Kathmandu University School of Education

Abstract

This study explores effective strategies for universities and educational institutions like schools to enhance community engagement and promote lifelong learning. With rising demands for relevant education and community integration, institutions are seeking innovative approaches to bridge gaps between academia and local spheres. The purpose of this research is to identify and discuss practical methods for fostering active partnerships with communities and advancing lifelong learning initiatives. Methodologically, this study includes surveys, case studies, and expert consultations that highlight successful models and challenges. Findings reveal that community-centric programs and collaborative projects significantly boost educational outcomes and local development. Discussions emphasize the importance of adaptable, resilient, inclusive strategies and institutional commitment. Conclusions underscore the need for continuous feedback and dynamic engagement to sustain long-term impact and relevance at the community level. Key Words: Community, lifelong learning, community centric, engagement

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