e- Proceedings

INTERNATIONAL CONFERENCE

CHANGE MAKERS IN ACTION

ICCA - 2025

04-05 July, 2025

Organized by

**Department of Humanities & Social Sciences
National Institute of Technology, Warangal**

In collaboration with

Mozilla Responsible Computing Challenge
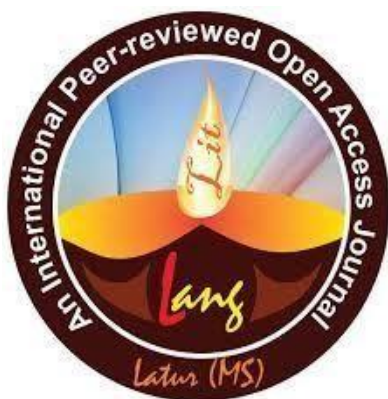
Organizing secretary

Dr. B. Spoorthi

**PI, CLILuminating Changemakers Project
Assistant Professor, Department of H&SS
NIT Warangal**

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Journal Partners

LangLit

LangLit is a peer-reviewed, open-access international journal that focuses on language, literature, and cultural studies. It provides a platform for scholars, researchers, and educators to publish original and high-quality research papers, articles, reviews, and essays. The journal welcomes interdisciplinary approaches and encourages submissions that explore connections between language, literature, and related fields such as philosophy, media studies, linguistics, and education.

Published quarterly, LangLit accepts work in English and often includes contributions from both emerging and established academics. The journal promotes academic rigor and creativity and is widely used by postgraduate students, researchers, and teachers in humanities and social sciences.

The journal is indexed in several academic databases, enhancing the visibility and credibility of the work published. Submissions typically undergo a double-blind peer review process to ensure quality and integrity. LangLit is particularly known for supporting young researchers and fostering scholarly dialogue across global academic communities.

Daath Voyage

Daath Voyage: An International Journal of Interdisciplinary Studies in English is a Refereed and Double blind Peer Reviewed Online journal which publishes theoretical and research articles on English Literature and Language, Humanities and Social Sciences Quarterly (frequency). Daath Voyage: An International Journal of Interdisciplinary Studies in English encourages fresh insights into new and established authors and texts and seeks to generate a serious debate on different multidisciplinary academic issues. We also encourage literary contributions in the form of original research articles, fiction, book reviews and author interviews.

Objective of the journal is to serve as a forum for all professionals to share their research, innovative ideas, and best classroom practices to the English learners as a whole. As an interdisciplinary journal, we publish research and practice-based articles by and for teacher learners, trainers, researchers, administrators, and professionals from different, yet related fields. It is our aim to have a representation of different contexts concerning english literature, cultural studies, discourse analysis, intellectual history, language evolution, linguistic anthropology, linguistics, philosophy, the politics of language, pragmatics, psychology, and sociolinguistics to foster an ongoing dialogue between academicians.

Message from Director

Prof. Bidyadhar Subudhi

It is with great pride and anticipation that I welcome you all to the *International Conference on Changemakers in Action (ICCA 2025)*, organized by the Department of Humanities and Social Sciences, NIT Warangal, in collaboration with Mozilla's Responsible Computing Challenge, India.

At a time when the world is grappling with rapid social, technological, and environmental changes, this conference serves as a timely and much-needed platform to explore educational transformation through a multidimensional lens. The focus on themes such as transformative pedagogies, inclusive and multilingual education, mental health, ethical technology, and teacher leadership aligns perfectly with NIT Warangal's vision of holistic, future-ready learning.

NIT Warangal has always championed interdisciplinary research and innovation. By bringing together educators, scholars, community leaders, and students, ICCA 2025 fosters collaboration that transcends disciplines and borders. It is heartening to see the Department of Humanities and Social Sciences take a leading role in addressing contemporary educational challenges through this unique collaboratory approach.

I particularly appreciate the emphasis on learner agency, community-rooted knowledge, and well-being—critical elements for nurturing empowered, empathetic individuals and communities. The diverse panel of speakers and participants from academia, civil society, and industry ensures that this conference will be both intellectually enriching and socially relevant.

I extend my heartfelt congratulations to Dr. B. Spoorthi and the organizing team for their tireless efforts in curating such an inclusive and forward-thinking platform. I am confident that ICCA 2025 will spark meaningful dialogue, innovative ideas, and sustainable partnerships that will shape the future of education in India and beyond.

Wishing all participants a stimulating and successful conference experience.

Prof. *Bidyadhar Subudhi*

Director NIT Warangal

Message from HOD

Dr. Madhavi K.

It is a pleasure to welcome you to the *International Conference on Changemakers in Action (ICCA 2025)*, hosted by the Department of Humanities and Social Sciences, NIT Warangal, in collaboration with the Mozilla Responsible Computing Challenge.

This conference addresses the urgent need to reimagine education as a tool for equity, innovation, and social transformation. The themes—ranging from inclusive pedagogies and digital ethics to mental well-being and indigenous knowledge—reflect our shared commitment to creating meaningful change in and beyond the classroom.

As Head of the Department, I take pride in our faculty and research community for organizing a platform that bridges academic inquiry with real-world impact. ICCA 2025 embodies our department's mission to foster interdisciplinary learning, critical thinking, and socially engaged scholarship.

My sincere appreciation to Dr. B. Spoorthi and the organizing team for their dedication in shaping this important event. I hope the conference inspires thoughtful dialogue, collaborative action, and long-term partnerships that contribute to shaping inclusive and responsible educational futures.

Dr. Madhavi K.
Professor & Head, Department of Humanities and Social Sciences
National Institute of Technology, Warangal

Message from Principal Investigator

Dr. Spoorthi B.

It is with immense pleasure and heartfelt gratitude that I welcome you all to the **International Conference – Changemakers in Action (ICCA 2025)**, hosted by the Department of Humanities and Social Sciences, NIT Warangal. This conference is a dedicated space where educators, researchers, community leaders, and innovators come together to explore how communication and education can drive purposeful, inclusive, and sustainable change.

ICCA 2025 is not just an academic gathering—it is a celebration of **changemakers in action**. The conference is thoughtfully designed to highlight youth-led initiatives, learner agency, teacher leadership, multilingual education, ethical technology use, mental health, and community partnerships. Through keynote sessions, panels, workshops, and paper presentations, we aim to spark meaningful conversations that transcend disciplinary boundaries and lead to real-world impact.

As the Principal Investigator of the **CLILuminating Changemakers Project**, I am honoured to see this conference align with our mission of empowering learners through **Content and Language Integrated Learning (CLIL)**. The project focuses on building socially responsive classrooms that nurture critical thinking, multilingual competence, and active citizenship. ICCA 2025 provides a valuable platform to expand this vision, bringing together practitioners and scholars who are equally committed to educational transformation and social responsibility.

We are especially grateful for the funding support provided by **Mozilla Responsible Computing Challenge (Mozilla Foundation)**, whose encouragement has been instrumental in making this conference and the associated changemaking initiatives possible.

I extend my deepest appreciation to all our distinguished speakers, panelists, presenters, and participants who have graciously contributed their time and expertise. I also thank the organising committee, volunteers, and supporting teams whose tireless efforts have brought ICCA 2025 to life.It is my sincere hope that the dialogues initiated here will inspire long-term collaborations and changemaking actions that ripple far beyond this conference.

Warm regards,
Dr. Spoorthi B.
Organising Secretary, ICCA 2025
Principal Investigator, CLILuminating Changemakers Project

Organising Committee

Dr B Spoorthi PI – CLILuminating
Changemakers Project, Assistant Professor

G Amrutha
Research Assisstant
CLILuminating Changemakers project

J Ravi Prakash

Aiswaria P.R.

Rehana Iffath

Korimi Prathyusha

Anumpama Venugopal

Harishma A Gireesh

Roopna Ravindran

Thallapally Vinuthna

INAUGURAL INVITATION

INTERNATIONAL CONFERENCE
CHANGEMAKERS IN ACTION
(ICCA 2025)
04-05 JULY 2025

CHIEF GUEST

Ms. Archana Suresh
Director, T-SIG
Telangana

GUEST OF HONOUR

Mr. Jibu Elias
Mozilla RCC Lead
India

Prof. Bidyadhar Subudhi
DIRECTOR, NIT WARANGAL

Prof. K. Madhavi
HOD, HS

Prof. B. Spoorthi
PI – CLILUMINATING CHANGEMAKERS PROJECT
Organising Secretary
(ICCA 2025)

09:00 AM – 04 JULY 2025
KHURANA HALL, SEMINAR HALLS COMPLEX

Inaugural Agenda

Date: **04-JULY-2025** **Time:** 09:00 AM **Location:** Khurana Hall, Seminar Halls Complex

Agenda Items

Topic	Presenter:	Time allotted:
☐ **Welcoming the Guest & Lighting of the Lamp**	Dr. B. Spoorthi, PI NITW-RCC	08 Min (09:00 – 09:08)
☐ **Welcome Note**	Prof. K. Madhavi, HOD HS	08 Min (09:08 – 09:13)
☐ **Address by the Director, NITW**	Prof. Bidyadhar Subudhi	07 Min (09:13 – 09:20)
☐ **RCC India Project Lead Talk**	Mr. Jibu Elias, RCC India Lead	10 min (09:20 – 09:30)
☐ **Address by Chief Guest**	Ms. Archana Suresh, Director, T-SIG	15 Min (09:32 – 09:47)
☐ **Distribution of Mementoes**	-	05 Min (09:47 – 90:52)
☐ **Vote of Thanks**	Dr. B. Spoorthi	03 Min (09:53 – 09:55)

VALEDICTORY INVITATION

INTERNATIONAL CONFERENCE CHANGEMAKERS IN ACTION (ICCA 2025)

04-05 JULY 2025

CHIEF GUEST

PROF. M. E. VEDA SHARAN
EFL UNIVERSITY, HYDERABAD

PROF. K. MADHAVI
HOD, HS

PROF. B. SPOORTHI
PI – CLILUMINATING CHANGEMAKERS PROJECT
&
ORGANISING SECRETARY
(ICCA 2025)

04:30 PM – 05 JULY 2025
KHURANA HALL, SEMINAR HALLS COMPLEX

Valedictory Agenda

Date: 05-July-2025　**Time:** 04:30 PM　**Location:** Khurana Hall, Seminar Halls Complex

Agenda Items

Topic	Presenter:	Time allotted:
☐ **Welcoming the Guest**	Ms. Prathyusha K.	05 Min (04:30 – 04:35)
☐ **Report on the Conference**	Dr. B. Spoorthi, PI NITW-RCC	07 Min (04:35 – 04:42)
☐ **Address by Chief Guest**	Prof. Veda Sharan, EFLU-H	12 Min (04:43 –04:55)
☐ **Distribution of Certificates**	-	10 min (04:55 – 05:05)
☐ **Vote of Thanks**	Ms. Amrutha G.	03 Min (05:06 – 05:09)

INTERNATIONAL CONFERENCE
CHANGEMAKERS IN ACTION
04-05 July, 2025
OUR GUESTS AND SPEAKERS

Prof. Bidyadhar Subudhi
Director
NIT Warangal

Prof. K. Madhavi
Head
HS, NITW

Prof. B. Spoorthi
PI - RCC Project
Asst. Professor
HS, NITW

Ms. Archana Suresh
Director
T SIG, Telangana

Mr. Jibu Elias
Mozilla RCC
Country Lead
India

Prof. M. E.
Veda Sharan
Professor
EFLU

Dr. Keerthi Bollineni
President
Vasaviya Mahila
Mandali

Ms. Chrysolyte
Sanamanda
Executive Director
Red Rope Movement

Dr. Kalyani Vallath
CEO & Founder,
Vallath

Ms. Pavithra
Yudhishter
Neuro Coach
Founder
Studio Hunavey

Mr. Arun
Daniel Y.
Founder
Youngistaan
Foundation

Ms. Aishwarya
Tatapudi Founder
and CEO Finding
Roots HR
Consulting

Dr. Ambica Pallavi
Eranki, MD, Tampa
General Hospital,
USA

Dr. Abhinav K
Independent Health social
care consultant, UK

Dr. Sweta Mukherjee
Associate Professor
GITAM Deemed University

Dr. Tabitha Chekuri
Associate Professor
Mahindra university

Dr. Surya Kiran
Assistant Professor
Christ University

Dr. Madhumeeta Sinha
Assistant Professor
EFLU

Dr. Spoorthi Rao Nadipally
Consultant Obstetrician and
Gynecologist
Warangal

Ms. Teija Hebshibah K
Intern at Stanford Health
Care – Technology
USA

Dr. O. Kranthi Priya
Head
Department of English
KL University

Mr. Praveen Alluri
National YMCA Nova
Scotia Works, HaliFax,
Canada

INTERNATIONAL CONFERENCE
CHANGEMAKERS IN ACTION
(ICCA 2025)

04-05 JULY 2025

SCHEDULE

Day	Time	Activity	Topic	Speaker 01	Speaker 02	Speaker 03	Speaker 04	Moderator
Day 01 (04 July 25)	09:00 – 10:00	Inaugural						
	10:00 - 10:30	**Group Picture & Registration**	https://meet.google.com/dhx-hczt-mat					
	10:30 – 11:00	**Networking & High Tea**						
	11:00 - 12:30	**Panel 01**	**Educators as Agents of Change, Youth-led initiatives and learner agency; Well-being in Education**	**Ms. Pavithra Yudhishter** Neuro Coach Founder Studio Hunavey	**Ms. Aiswarya Tatapudi** Founder and CEO Finding Roots HR Consulting	**Dr. Sweta Mukherjee** Associate Professor GITAM Deemed University	**Mr. Arun Daniel Yellamaty** Founder Youngistaan Foundation	**Ms. Prathyusha,** Degree Lecturer, TWRDC & Research Scholar, NITW
	12:30 - 02:00	LUNCH						
	02:00 - 03:15	**Project Building Workshop**	**Dr. B. Spoorthi & Team**					
	03:15 - 04:00	**Parallel Paper Presentation**	**Parallel 01 (04 Papers) Khurana Hall**	**Parallel 02 (04 Papers) Chandra Shekar Hall**				
	04:00 - 04:15	**Snack Break**						
	04:15 - 05:30	**Panel 02 (Online)**	**Tech & Innovation; Ethical, Inclusive Use of Digital Tools Inclusiveness Mental Health and Safe Spaces**	**Dr. Abhinav K** Independent Health social care consultant, UK	**Dr. Ambica Pallavi Eranki** MD Tampa General Hospital, USA	**Ms. Teija Hebshibah Kohir** Intern at Stanford Health Care – Technology and Digital Solutions, California, USA	**Mr. Praveen Alluri** YMCA Nova Scotia Works, Halifax, Canada	**Ms. Vinuthna T.** Research Scholar, NITW
	07:00 - 09:30	Cultural Program & Conference Dinner						

Day	Time	Activity	Topic	Speaker 01	Speaker 02	Speaker 03	Speaker 04	Moderator
	09:30 - 10:30	**Parallel Paper Presentations**	**Parallel 03 (5 Paper) Khurana Hall**	**Parallel 04 (05 Papers) Chandra Shekar Hall**	**Parallel 05 (Online)**			
	10:30 - 10:45	**High Tea**						
	10:45-12:00	**Panel 03**	**Teacher Leadership; Transformative Teaching; Inclusive & Multilingual Education**	**Dr. Surya Kiran** Assistant Professor, Christ University	**Dr. Madhumeeta Sinha** Assistant Professor, EFLU Hyd.	**Dr. O. Kranthi Priya** Head, Department of English, KL University, Hyd.	**Dr. Tabitha Chekuri** Associate Professor, Mahindra University	**Ms. Amrutha G.** Research Assistant, RCC Project, NITW
	12:00 – 01:00	**Researchers Roadmap**	DIY Kits and Gamified CLIL: Building Tomorrow's Changemakers **Mr. Jalli Ravi Prakash**, Research Scholar, NITW	Evaluating the Effectiveness of Design Thinking Integration in English Language. **Ms. Anupama Venugopal,** Research Scholar, NITW	Integrating UNSDG 15.2 into English Language Education: A Framework for Sustainable Forest Management. **Ms. Roopna Ravindran,** Research Scholar, NITW	Reimagining English Language Teaching through Project-Based Learning in Engineering Colleges of Telangana **Ms. Rehana Iffath,** Research Scholar, NITW		
Day 02 **(05 July 25)**	01:00 - 02:00				LUNCH			
	02:00 - 03:30	**Panel 04**	**Community Partnership, Learning Beyond classroom**	**Ms. Chrysolyte Sanamanda** Executive Director, Red Rope Movement	**Dr. Keerthi Bollineni** President Vasaviya Mahila Mandali	**Prof. M. E. Veda Sharan** Professor EFLU	**Dr. Spoorthi Rao Nadipally** Consultant Obstetrician and Gynecologist, Warangal	**Ms. Harishma A Gireesh,** Research Scholar, NITW
	03:30 - 04:15	**Talk (online)**	**Inclusive & Multi Lingual Education: Language, identity, and access**	**Dr. Kalyani Vallath,** CEO & Founder, Vallath				
	04:15 - 04:30	**Snack Break**						
	04:30 - 05:00		**Valedictory & Certificate Distribution** **https://meet.google.com/dhx-hczt-mat**					

ICCA 2025 – Paper Schedule

Paper ID	Paper Title	Area	Date	Time
ICCA2528	Access to Agency: Youth-Led Responses to Digital Inequity in Learning	Youth-led Initiatives and Learner Agency	04-07-2025	**Parallel 01** 03:15 - 04:00 pm Chair: Dr. Tabhitha Chekuri Co-Chair: Ms. V. Anupama
ICCA2523	Claiming the right to speak: Youth Agency & Student Voice in the Fiction of Upamanyu Chatterjee and Aravind Adiga			
ICCA2506	Empowering the Future: Exploring Student Voice and Agency in Undergraduate colleges in Telangana			
ICCA2507	Out-Reach Programmes to Government Schools: Impact on the Primary Learners			
ICCA2529	Transforming writing Proficiency Among Engineering Students Through Inclusive Pedagogies and Digital Tools: A Change maker's Approach	Transformative Teaching	04-07-2025	**Parallel 02** 03:15 - 04:00 pm Chair: Dr. Sweta Mukherjee Co-Chair: Ms. Rehana Iffath
ICCA2535	Transformative teaching pedagogies that promote equity and social change			
ICCA2520	Universal Design for Learning (UDL) a game changer to address learner variability in ELT classroom			
ICCA2521	Strategic Minds and Fluent Voices: Enhancing Leadership and Professionalism			
ICCA2501	A Brief study on the role of Inclusive and Multilingual Education in the global scenario	Multilingual Education	05-07-2025	**Parallel 03** 9:30 am- 10:30 am Chair: Dr. Madhumeeta Sinha Co-Chair: Ms. Prathyusha Korimi
ICCA2517	Building Collaborative Ecosystems Through Teacher Leadership			
ICCA2502	Integrating Inclusive and Multilingual Pedagogies in ELT in Engineering Colleges in Hyderabad". An Exploratory Study			
ICCA2530	A Comprehensive analysis of Cognitive and Cultural development through education in native languages			
ICCA2512	Voices Beyond Borders: Reimagining Education through Inclusive and Multilingual Futures			
ICCA2525	Eco- mythology and Indigenous knowledge in Chitra Banerjee Divakaruni" The Mistress of Spices and "The Palace of Illusions			

Paper ID	Paper Title	Area	Date	Time
ICCA2504	Teacher Leadership in Indian Higher Education: Aligning Faculty Roles with Nep-2020 Reforms	Teacher Leadership, Educators as Agents of Change, Tech and Innovation; Ethical, Inclusive use of Digital Tools	05-07-2025	**Parallel 04** 9:30 am- 10:30 am Chair: Dr. Surya Kiran Co-Chair: Ms. Roopna Ravindran
ICCA2537	Educator as a Change Maker to Bring Transformation in Government Schools of Telangana			
ICCA2526	Exploring Teacher Leadership through Peer Collaboration and Research: Perspectives from a Teacher Training Program			
ICCA2510	Ethical and Inclusive Technology Use in English Language Teaching in India: A Critical Exploration			
ICCA2505	Investigating Teaching Methodologies in Programming Languages: A Survey on Engineering Teaching Practices			
ICCA2538	Nurturing Rural Potential: Creating Product Oriented Industry experts from Campus			
ICCA2508	Learning Redesigned: A Digital Humanities Approach	Tech and Innovation; Ethical, Inclusive use of Digital Tools; Well-being in Education; Transformative Teaching	05-07-2025	**Parallel 05** 9:30 am- 10:30 am Chair: Dr. O. Kranthi Priya Co-Chair: Mr. J. Ravi Prakash https://meet.google.com/dhx-hczt-mat
ICCA2503	Understanding Loneliness: A theoretical framework for distinguishing its types			
ICCA2524	Holistic Wellness Through Integrative Yoga Education: An Empirical Study on the Role of Experiential Learning at Isha Yoga Centre			
ICCA2531	Empowering Learners through Self-Assessment			
ICCA2509	Bridging the Digital Divide: Ethical Tech, Inclusive Education, and Transformative Pedagogies for Women's Empowerment			
ICCA2527	Balancing Uniformity and Autonomy: Curriculum Design, Indigenous Knowledge, and the NEP 2020 Vision			
ICCA2522	Experiential Learning Through Community Engagement: Examining the Influence of Auroville's Sustainability Initiatives on Student Well-being and Pro-sustainable Behaviour"			

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Chrysolyte Sanamanda,
Executive Director, Red Rope Movement
Consulting HR & Trainer
PoSH Trainer & Counsellor
Seasoned professional trainer, with a wealth of experience in designing and delivering dynamic training programs tailored to meet the unique needs and objectives of participants. With a passion for lifelong learning and a deep understanding of adult education principles, strive to create engaging, interactive, and impactful learning environments that inspire individuals to unleash their full potential.
chrsltsnmnd@gmail.com
+91 9000835675

Key Skills and Expertise:
1. Curriculum Development
2. Facilitation Technique
3. Needs Assessment
4. Evaluation and Feedback

Consulting Experience:
Facilitated training for three MNCs, four schools, and 12 colleges on various topics,including: Stay Ahead, New Joinee Inductions, Communication Skills, College to Corporate Transition, Verbal & Non-Verbal Etiquette, Soft Skills & Life Skills, Inclusion &Diversity. These training sessions catered to participants ranging from students to mid-level managers, fostering personal and professional development across diverse settings and audiences including:

1. IBM
2. Cognizant
3. Capgemini
4. Symbiosis Hyderabad
5. KL University Hyderabad
6. Eyetex
7. Mondelez International
8. Bharatiya Vidya Bhavans

PoSH & PoCSO Trainer
PoSH & PoCSO Trainer: As a certified PoSH and PoCSO trainer, have conducted enlightening sessions for NGO partners, colleges, and school students. These sessions have raised awareness and promoted a culture of safety and respect in educational and organizational settings. Some of the institutions she has collaborated with include:

1. Symbiosis Hyderabad
2. Kasturba Gandhi Balika Vidyalaya
3. Gurukul Vidyalaya
4. Holy Faith School

Professional Journey:
Began career as a Recruiter and ascended to the role of Deputy HR Manager over a
span of five years, providing comprehensive HR services to organizational development, with a keen focus on nurturing talent and fostering inclusive workplaces,including:

1. Think Energy Partner
2. Green Connexion Start-Ups Pvt Ltd
3. Deloitte Shared Support Services
4. Qualcomm Pvt. Ltd.
5. Kantar Operations

Red Rope Movement
The founder and president of Red Rope Movement, NGO committed to combating human trafficking and championing the rights and well-being of its victims. With a profound vision to eradicate human trafficking in all its forms, I have spearheaded impactful initiatives and forged strategic partnerships to drive positive change and
create a safer world for vulnerable individuals.

Education:
Executive Program for Young Managers, IIM Calcutta (2015)
Bachelor of Business Administration (Hons), GITAM University, Visakhapatnam
(2012)

Certifications:
Level 2 of Counselling Course by CCA
PoSH Trainer by VLegal
I-Heart Compassion Training by Youth Alive

Hobbies:
Beyond my professional endeavors, I find joy and fulfillment in creative pursuits and exploration. Her hobbies include:

DIY Art
Traveling
Gardening
Cooking
Hospitality

Languages:
Fluent in English, Hindi, and Telugu, Chrysolyte bridges cultural and linguistic divides,fostering effective communication and understanding.

In Brief:

Steadfast dedication, strategic leadership, and compassionate advocacy epitomize my commitment to advancing learning and empowerment. As a trainer, I believe every individual can unlock their full potential and thrive in environments that nurture growth and dignity. Through dynamic training initiatives, seeking to inspire positive change,foster inclusive communities, pushing people out of their comfort zones and empowering individuals to become catalysts for transformation.With a profound belief in the power of education and collaboration, continues to champion the cause of human rights and social justice, leaving an indelible mark on those trainees and the organizations I serve.

Dr. Chennupati Keerthi,
Change Maker and President, Vasavya Mahila Mandali

Dr. Keerthi, 69, is born in Indian humanist and freedom fighters 'family and daughter of Sri Chennupati Seshagiri Rao Philanthropist and businessman and Mrs. Chennupati Vidya Former Member of Parliament and Gandhian social worker and grand daughter of GORA. She studied in India and at INSEAD Business School,Paris and St Francis Xavier University, Canada. With her 47 years of social transformation impactful work, she is spearheading Vasavya Mahila Mandali Gandhian, women led NGO as President.

Keerthi is a guest faculty for 2 Universities, police training colleges and training institutes for government functionaries. As a practitioner she is contributing for academic field through publications, research and mentoring the interns. She is on the board of Institute Ethics Committee of AIIMS, Mangalagiri and member on more than 40 Internal Complaints Committees under POSH act. She is recipient of national and international awards some to mention: Anjani Mashelkar Inspirational Award 2022, SABERA Award -2022, Best Citizen Award by Vijayawada City Police, 2017.

Dr. Keerthi is a victim of social norms and taboos of widowhood and faced lot of domestic violence in the second marriage. She challenged to change hence victim turned to survivor and curved as Change Maker and strong women motivating others in distress. Keerthi's daughter is living in 894 people seeing through SWETCHA EYES, when her daughter died Keerthi donated her daughter's eyes and established an eye bank.

Keerthi not only a role model but a coach, mentor, guide for young girls and women in crisis. Her life is a motivation for women to live with dignity and respect. She walks the talk, practice what she tells.

Her life mission is Creating Leaders for Change to build a society with dignity and respect for women in reality.

Dr. Surya Kiran

Dr. Surya Kiran is an Assistant Professor in the Department of English and Cultural Studies at Christ University, Bangalore, where he also serves as the Curriculum Coordinator for BA English. His research interests span AI, Digital Humanities, Ethics, Architecture, Space, and Dystopia. He holds a Ph.D. in English Literature from the University of Hyderabad and is currently leading a Mozilla-funded project on integrating ethics into technical communication and English language pedagogy. His recent work focuses on the intersection of technology and humanities education.

Dr.Sweta Mukherjee,

Dr. Sweta Mukherjee holds a PhD in English Language Education and has been working in Higher Education for the past ten years. She is currently working as an Associate Professor with the Department of English, School of Humanities and Social Sciences at GITAM (Deemed to be University). She was a Fulbright Scholar in the year 2012-2013 at the University of West Georgia, Carrollton, Georgia, USA. She has also completed the Higher Education Teaching Certificate from the Derek Bok Center for Teaching and Learning, Harvard University. She has been the project lead for a project on creating experiential cultural archives with virtual reality in collaboration with Coventry University, UK. She also has a copyright on Guidelines for curriculum Design and Transaction: new journey for effective education system, and Grading rubrics on E-Forms. Her areas of interest include Emotional Intelligence in education, higher education faculty development, social- emotional learning in online and digital education, and the integration of AI in language education.

Dr. Tabitha Chekuri,

Dr Tabitha Chekuri is an Associate Professor in the Department of Humanities and Social Sciences at the École Centrale School of Engineering, Mahindra University. She holds a Ph.D. and M.Phil in English Language Education from The English and Foreign Languages University,Hyderabad. With over a decade of teaching experience, she rendered her services as a Teaching Assistant at EFLU, Hyderabad and as an Instructor at the T.I.M.E Institute, Hyderabad before taking on her current role at Mahindra University. She has presented her research at various national and international conferences and has contributed to academic journals. Her research interests include reflective thinking and professional development, teacher training and classroom-based research, Additionally, she has served as a resource person, conducting workshops and guest lectures at institutes such as Maris Stella College, Vijayawada, St Francis College for Women, Geetanjali College of Engineering, Hyderabad and Christ University, Bangalore on topics related to English Language Teaching and Learning.

Praveen Alluri,

Praveen Alluri is a nationally Certified Career Development Practitioner based at YMCA Nova Scotia Works in Halifax, Canada. With a strong background in employment services and client-centered support, Praveen is dedicated to helping individuals navigate their career paths through personalized coaching, job readiness training, and strategic career planning. He works closely with diverse client groups, including newcomers, youth, and mid-career professionals, providing guidance on resumes, interviews, and labor market trends. Praveen is passionate about building inclusive employment pathways and contributing to community development through his role at the YMCA.Praveen has presented research papers at academic and professional forums in the UK, Oman, and India, focusing on workforce development, inclusive education, and language training.

Pavithra Yudhishter,

Pavithra Yudhishter is an **Artist and Neuro Coach** whose work blends **Aesthetic Intelligence with Deep Human Insight.**She is an Internationally Certified Clinical Hypnotherapist trained under Dr. Paul McKenna, and holds the coveted IAPCP Accreditation. She is also qualified in areas of NLP–Neuro linguistic Program – through ICCHP (UK) and in Shadow Work by IPHM.After over a decade in the corporate world, Pavithra transitioned into Early Education, serving as an Atelierista-training Educator's pan-India in creative stimulation methodologies and then as Principal for a reputed International School with The Edvance Group. Her expertise in Education and Human Behaviour led her into Ed-Tech, where she Co-founded and served as CEO of companies like "Image of a Child" and "Freckled" – now integrated into several Colleges across India.Today, she is the Founder of Studio Hunavey, a space through which she uses "creativity" as a medium for healing, expression, and transformation where she conducts niche programs such as "Omakase Intuitive Art Retreats", "Full Moon Parenting Courses", and "Conscious Creativity workshops". Her Philanthropy work through these workshops have impacted hundreds of Educators and thousands of Children, in rural and government sectors. Pavithra is also a Keynote speaker, a Banjara Format Bellydance teacher and the author of the upcoming book **The Six Codes of Conscious Creativity.**Early on in life she was a celebrated NCC cadet, she represented India as a youth ambassador to Vietnam, led the Republic Day Parade at Rajpath, and co-commanded the Prime Minister's Rally—earning numerous State and National honours/accolades, including the prestigious **Director General's Scholarship.**

Dr. Ambika Eranki,

Dr. Ambika Eranki is an Infectious Disease consultant physician and faculty at the University of South Florida/Morsani College of Medicine. She completed her medical training in India following which she received a master's degree in public health, and then went on to postgraduate residency training in Internal Medicine & Pediatrics. She then pursued sub specialization (fellowship) in Infectious Diseases. She has over a decade of experience as a clinician and educator, and is passionate about clinical teaching, mentoring learners, and providing evidence based, compassionate and equitable care to her patients. Her interests also include healthcare disparities, providing care to vulnerable populations, and physician wellness.

Jibu Elias

Responsible Computing Challenge Fellow (India), Mozilla Foundation

Jibu Elias is an AI Ethicist, Activist, and Researcher with a diverse portfolio of roles. He is widely recognized as the foremost authority on India's AI ecosystem. Jibu serves as the Research & Content Lead at INDIAai, a government initiative under the purview of the Government of India, and the Responsible Computing Challenge Lead for India at Mozilla. His impactful work centers around the construction of a unified AI ecosystem in India, with a strong emphasis on mitigating the digital divide engendered by technologies like AI. Furthermore, he is actively engaged in the development of inclusive AI ethics and governance guidelines, ensuring that the benefits of AI are accessible to all segments of society.

Dr. Kalyani Vallath

Dr. Kalyani Vallath is an educational entrepreneur, author, and teacher specializing in English literature. She is known for her innovative teaching methods and her dedication to making learning accessible to all, particularly through her work with Vallath Education, previously known as Vallaths TES. She has been teaching and mentoring students for over 25 years, focusing on NET/JRF preparation and beyond.

Key Aspects of her Bio:
Early Career and Education:
Kalyani Vallath began her career as an informal teacher to six postgraduate students in Trivandrum after qualifying NET with JRF in English literature in 1999. She later pursued her PhD and Doctoral Fellowship, including a Shastri Indo-Canadian Doctoral Fellowship from the Government of Canada at the University of British Columbia.

Entrepreneurial Ventures:
She founded Vallath Education, previously Vallaths TES, and is also involved with Bodhi Tree Publications and E-ProF.

Teaching Philosophy and Methods:
Kalyani emphasizes alternative education, multiliteracies, and multimodality. Her approach includes interactive and engaging methods, incorporating elements from pop culture, film, and other media to enhance learning. She believes in making learning accessible to all, regardless of background or learning style.

Notable Achievements:
She is the Managing Director of Vallath Education, has authored/edited over 50 books, and has played a key role in the publication of A Contemporary Encyclopedia of British Literature and A Contemporary Encyclopedia of Literature of the Americas.

Commitment to Students:
Kalyani's mission is to inspire and guide students, helping them achieve success in NET/JRF exams and beyond, while also exploring diverse career paths in English literature.

Aishwarya Tatapudi

Aishwarya Tatapudi is a prominent figure known for her work in human resources and entrepreneurship. She is the founder of Finding Roots HR Consulting, a company that provides HR consulting, corporate training, coaching, and mentoring services across various industries. She is also recognized for her leadership and for inspiring women to pursue their entrepreneurial ambitions.Here's a more detailed look at Aishwarya Tatapudi's work and accomplishments:

Finding Roots HR Consulting:

Services:
The company offers a range of HR solutions, including recruitment, strategic HR management, and leadership development.

Industries Served:
Finding Roots has worked with clients in IT, consulting, pharma, healthcare, real estate, finance & accounting, BPO, and creative sectors.

Recognition:
Finding Roots was recognized as one of the Top 10 Women-led startups in Hyderabad in 2023, according to Business Talkz.

Leadership and Inspiration:

Breaking Barriers:
Aishwarya is seen as a role model for women entrepreneurs, encouraging them to pursue their dreams and challenge traditional gender roles in the workplace.

Merit-Based Approach:
She emphasizes a merit-based approach to leadership, with women holding key positions within Finding Roots, alongside capable male leaders.

Inspiration to Women:
Aishwarya's journey is highlighted as an example of how women can achieve success in male-dominated fields through hard work, determination, and a passion for their vision.

Other Notable Aspects:
Aishwarya Tatapudi is also associated with NxtWave's CCBP 4.0 Academy, where she is learning full-stack development and 4.0 technologies. She is active on LinkedIn and other social media platforms where she shares her insights and experiences related to HR, entrepreneurship, and leadership.

Dr. Spoorthi Rao Nadipally

Dr. Spoorthi Rao Nadipally is a leading Obstetrician and Gynaecologist in Hanamkonda and Warangal, known for her compassionate care and clinical expertise. After completing her MBBS, DGO, and DNB in Obstetrics & Gynaecology, she pursued her Senior Residency at the Government Maternity Hospital, Kakatiya Medical College, Hanamkonda. She holds Fellowships Infertility, Minimal Access and Robotic Surgery.Dr. Spoorthi specializes in managing high-risk pregnancies, natural birthing, and VBAC (Vaginal Birth After C-section). She is highly experienced in treating PCOS, recurrent miscarriages, advanced maternal age, and endometriosis. Trained in Infertility procedures, she has helped numerous couples achieve parenthood An accomplished surgeon, she is skilled in open, vaginal, laparoscopic, and robotic procedures, including Total Laparoscopic Hysterectomy, Myomectomy, Tubal Ligation, and Hysteroscopy. She is also a published author in reputed national and international journals and has won awards for her academic presentations.With a holistic and patient-centered approach, Dr. Spoorthi blends clinical excellence with empathy, delivering outstanding care in women's health.

She has also served in various reputed institutions including:
- Assistant Professor at Government Medical College (SIMS), Ramagundam.
- Consultant at Lavanya Hospital, Hanamkonda.
- Consultant at Oasis Fertility, Warangal.
- Full-time Consultant at Gravid Home Hospital, Hanamkonda.

Teija Hebshibah Kohir (Tia)

Teija Hebshibah Kohir (Tia) is a dynamic health data analyst and emerging voice in ethical AI and healthcare innovation. She holds an M.S. in Health Data Analytics from the University of North Texas, an MBA in Hospital and Healthcare Management from the Apollo Institute of Hospital Administration, and a Bachelor's degree in Computer Science Engineering from Malla Reddy University.

With over eight years of industry experience—spanning global roles at Deloitte and EXL (post-acquisition of Clairvoyant)—Tia has led and contributed to high-impact projects at the intersection of technology, healthcare, and data science. Her work focuses on harnessing data-driven insights to improve healthcare delivery and inform policy-level decisions.

Currently interning at Stanford HealthCare, Tia is involved in evaluating the financial and operational impact of next-generation digital health tools. Her IRB-approved research at the University of North Texas breaks new ground in exploring AI's potential to reduce emotional dependency—an urgent concern in mental health and educational ecosystems. She champions the creation of psychologically safe, inclusive spaces through responsible AI design.

Tia's interdisciplinary expertise and passion for socially conscious innovation position her as a compelling speaker on the future of ethical technology, healthcare equity, and mental well-being. Her work not only bridges disciplines but also brings a human-centered perspective to data science in service of the greater good.

Madhumeeta Sinha

Bio-Note: **Madhumeeta Sinha**, Ph.D.

Assistant Professor, Department of Training and Development, School of English Language Education

The English & Foreign Languages University

Hyderabad-500 007

madhumeeta@efluniversity.ac.in

Bio-note: I teach courses like, "ELT in India," "Language Teaching through Media," "Interpretation of Literature," "Introduction to Gender Studies" etc. and do research in the areas of language education, teacher education, gender studies, media and literature. I have taught for a semester in the Munich University of Applied Sciences, Germany two times on international teaching fellowships. I co-edited a broadsheet & have publications on gender and higher education, gender and documentary cinema in India in journals and edited collections. Currently I am one of the editors of an EFL University journal Languaging.

Dr. O. Kranthi Priya

Dr. O. Kranthi Priya is an Assistant Professor and Head of the Department of English at KL University, Hyderabad, bringing over eight years of experience in academia, including three years in her current leadership role. With a Ph.D. in English Language Education from The English and Foreign Languages University, Hyderabad, her expertise spans English Language Teaching, Language Testing and Assessment, Materials Development, and Teacher Education.

Dr. Priya is recognized for her passion for creating innovative and engaging learning experiences, fostering critical thinking and creativity among students, and equipping students with essential language and life skills.

She is the editor of the Routledge publication "Impending Inquisitions in Humanities and Social Sciences" (2024) published nine papers and organized ten professional development programs and delivered several invited talks at prestigious national and international forums. Among her significant achievements is the coordination of a team of 14 resource persons for a Teacher Training project under the auspices of The State Government of Karnataka and Sarva Sikhsha Abhiyan. Dr. Oruganti continues to make impactful contributions to the field of English language education through her teaching, research, and leadership

Archana Suresh

A TED X Speaker, Archana has over 19 years of work experience. She spent 14 years in the Corporate Communication teams of Microsoft India, HSBC and Yahoo! India in the past.

She is currently, Director, Telangana Social Impact Group (T-SIG). T-SIG is the official CSR or Corporate Social Responsibility Wing of the Government of Telangana. She's been part of T-SIG since early 2021 and was part of Mr. Jayesh Ranjan's team, (IAS, Special Chief Secretary, ITE&C, Industries and Sports). T-SIG offers pro-bono services and connects a network of 800+ Corporates to 40+ Government departments and 300+ NGOs. The objective is to help Corporates meet their SDGs / Sustainable Development Goals. T-SIG facilitated and was responsible for pumping in INR 18 crores in the Telangana CSR eco-system in 2024-25.

**A Brief Study on the Role of Inclusive and Multilingual Education
- in the Global Context**

~Dr. B. Chandana
Asst. Professor of English, Matrusri Engineering College, Saidabad,Hyderabad

ABSTRACT

Inclusive and multilingual education (IME) is an essential aspect of modern education systems. It addresses the diverse needs of learners by ensuring equitable access to high- quality education regardless of socio-economic, cultural, or linguistic differences. As the world becomes increasingly globalized, educational systems must adapt to accommodate multiple languages and cultural backgrounds, promoting inclusion for all students, especially those from marginalized communities. This research paper explores the importance of IME in fostering an environment that values diversity, equity, and respect for multiple languages. The study investigates the challenges and opportunities that arise from the integration of multilingual education within inclusive frameworks, highlighting the role of language policies, pedagogical strategies, and teacher training in achieving these goals. Moreover, it discusses the impact of IME on student learning outcomes, social cohesion, and the broader societal benefits that arise from a more inclusive education system. Through qualitative and quantitative analysis, this paper examines case studies from various countries and regions that have successfully implemented inclusive and multilingual education models. The findings indicate that when implemented effectively, IME enhances cognitive development, improves academic achievement, and fosters social and cultural inclusion. Furthermore, the paper suggests strategies for policymakers, educators, and stakeholders to promote inclusive multilingual practices in education systems worldwide.

Keywords: Multilingual environment, digital communication, inclusive education, cognitive development

Integrating Inclusive and Multilingual Pedagogies in ELT: A Study of Engineering Colleges in Hyderabad

~Dr. Anuradha Dorepally

Associate Professor, Geethanjali College of Engineering and Technology, Hyderabad

ABSTRACT

This proposed study aims to explore how inclusive and multilingual pedagogies are incorporated into English Language Teaching (ELT) in engineering colleges in Hyderabad, a region characterized by significant linguistic and cultural diversity. With student community hailing from diverse socio-linguistic backgrounds, the compelling need for inclusive approaches that support equitable access to English learning in higher technical education is the pressing priority.

Employing a mixed-methods research design, the study will examine both the pedagogical practices of ELT faculty and students' linguistic capabilities. Quantitative data will be collected through surveys targeting teachers and students to ascertain prevalent attitudes, approaches, strategies and challenges related to inclusive and multilingual teaching. Qualitative data, comprising classroom observations and semi-structured interviews, will provide comprehensive insights into how linguistic diversity is directed in ELT classrooms.

By investigating the existing practices and institutional approaches, the study strives to contribute to the discourse on inclusive education in higher education and offer pedagogical recommendations aligned with the principles of linguistic equity and the National Education Policy (NEP) 2020. The research will also inform future directions in teacher training and curriculum development to better serve linguistically diverse learners in India's engineering education system.

Keywords: multilingual pedagogies, inclusive education, English language teaching, cultural diversity, and National Education Policy (NEP) 2020

Understanding Loneliness: A Theoretical Framework for Distinguishing its Types

~Deepesh Behra

Research Scholar, Visvesvaraya National Institute of Technology, Nagpur

ABSTRACT

Loneliness is a rising mental health concern worldwide. However, the concept is usually understood as a unidimensional construct. This theoretical paper examines the taxonomy of loneliness by categorizing its core types based on the psychological and philological literature. The analysis highlights four type of loneliness i.e., social, emotional, situational and existential, emphasizing their unique structural and phenomenological features. Using a comparative framework, the paper delves into the conditions of emergence, persistence and potential resolution strategics associated with each type of loneliness. The in-depth theoretical analysis enhances the approaches and methodology of empirical research design. Further, it contributes to better understanding among researchers, social scientists, and practitioners to alleviate loneliness.

Keywords: Loneliness, Social loneliness, Emotional loneliness, Situational loneliness, Existential loneliness

ICCA2504

**Teacher Leadership in Indian Higher Education: Aligning Faculty Roles
with NEP 2020 Reforms**

~K.Prakash

SR Scholar, Assistant Professor, Marri Laxman Reddy Institute of Technology and
Management.

ABSTRACT

The National Education Policy (NEP) 2020 emphasizes the need for a methodical transformation in Indian higher education, mainly by endorsing academic autonomy, faculty empowerment, and participatory institutional governance. This milieu calls for a reformative framework, wherein teacher leadership becomes a driving force in implementing and sustaining significant change. This proposed study intends to explore the evolving roles of faculty as leaders in the context of NEP 2020, focusing on how teacher leadership can contribute to curriculum innovation, interdisciplinary collaboration, and institutional development. Using a qualitative research design, data will be collected through interviews and focus group discussions with faculty and administrators across selected higher education institutions in India. The study will also examine the structural and cultural challenges that influence the exercise of teacher leadership. The research seeks to generate insights that can inform institutional strategies and policy recommendations to support faculty-led leadership in alignment with NEP 2020.

Keywords: NEP 2020, academic autonomy, teacher leadership, structural and cultural challenges, faculty empowerment

ICCA2505

Investigating Teaching Methodologies in Programming Languages: A Survey on Engineering Teaching Practices

~Dr. V. Madhupama

Faculty of Science and Technology, IFHE, Hyderabad

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ABSTRACT

This paper investigates the teaching methodologies employed by engineering faculty in teaching programming languages, with a focus on how different methods influence student engagement, understanding, and performance. As programming becomes a core skill in engineering education, and effective teaching practices are critical to student success. The study explores a range of approaches, including lecture-based instruction, project-based learning, flipped classrooms, and peer programming. Data was collected through faculty interviews and student feedback surveys. The findings reflected the need for interactive and student-centered methods, while also revealing challenges in implementation, such as time constraints, varying student skill levels, and resource availability. The paper concludes by recommending best practices for improving the effectiveness of programming pedagogy in engineering institutions

Keywords: Teaching Methodologies, programming pedagogy, teaching practices.

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Empowering the Future: Exploring Student Voice and Agency in Undergraduate Colleges in Telangana

~Preeya Ratnalikar

Assistant Professor, S.R.University

ABSTRACT

A progressive and inclusive education system is a harbinger of a healthy society, with student voice serving as an essential component of equitable and transformative education. Student voice and agency play a crucial role in shaping the academic landscape. However, in the Indian milieu, the systematic incorporation of student perceptions into teaching and learning at the undergraduate level remains limited and under-researched.

This proposed study aims to explore how student voice and agency are understood, facilitated, or hindered within Indian undergraduate colleges, particularly in relation to pedagogical practices, institutional culture, and educational policy frameworks. The research will employ a qualitative approach, including in-depth interviews, focus groups, and classroom observations in selected urban and semi-urban undergraduate colleges across Telangana.

The key stakeholders of the study will be students, teachers, and organizations committed to shaping educational experiences. The study will focus on interpreting and implementing participants' ideas of agency and voice within undergraduate education. Special attention will be given to issues such as socio-cultural norms, teacher attitudes, and institutional priorities that influence the promotion or suppression of student participation.

The outcomes are expected to inform policies and practices through which undergraduate colleges can more effectively integrate student perspectives and promote participatory learning environments.

Keywords: Student voice, agency, Indian higher education, participatory learning, qualitative research

ICCA2507

Out-Reach Programmes to Government Schools: Impact on the Primary Learners

~S. Shravan Kumar

Assistant Professor, Rajiv Gandhi University of Knowledge Technologies, Basara.

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ABSTRACT

Experiencing the change in the primary learners of a government school was a joy. The willingness to learn something new from a stranger, whom they consider as a person with certain abilities, makes them sit in the class, or even express eagerness to peep out of the class to see who it is. They get emotional if they like the person and when they learn something new. An ordinary thing becomes an extraordinary thing for them. That person becomes a role model for them and in the process becomes a change maker. Their attitude towards learning changed. And they follow every instruction given by the person, building certain kind of relationship. These kinds of changes were observed in the primary learners when the teaching fraternity from the department of English of Rajiv Gandhi University of Knowledge Technologies, Basara (RGUKT-B) visited Government Schools of the Nirmal District. This change was observed even more in the primary learners, when forty five engineering graduates, accompanied by their three Program Officers of RGUKT-B, camped in their school for three days, to teach them and to engage them in social and community activities for a better tomorrow. This paper uses a mixed method approach to explore how out-reach programmes can be the change makers in action, by bringing a significant change in the primary learners of Government Schools of Nirmal.

Keywords: Out-Reach Programmes   Attitudes, Emotions, Change Makers Primary School Learners

Learning Redesigned: A Digital Humanities Approach

~Prayas Pattnaik   ~Dr. Josit Mariya

Prayas Pattnaik, Indian Institute of   Assistant Professor, Indian Institute of

Science Education and Research, Bhopal   Information Technology Kottayam

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ABSTRACT

As classrooms evolve into sites of collaborative inquiry and design, Digital Humanities (DH) offers a compelling response to the shifting demands of 21st-century education. This paper examines DH not as a set of tools but as a transformative pedagogical philosophy—one that bridges humanistic inquiry with technological imagination. By drawing on frameworks such as generative scholarship and additive pedagogy, the study foregrounds a participatory model of learning, where students are empowered as co-creators of knowledge, rather than just consumers.

Through practices like transmedia storytelling, geospatial mapping, digital curation, and multimodal composition, DH enables more inclusive, multisensory, and multilingual approaches to teaching and learning. It challenges print-centric hierarchies, redefines authorship, and invites collaboration across disciplines, institutions, and communities. Case studies from DH classrooms—including virtual heritage reconstructions and collaborative annotation projects—illustrate how such approaches foster critical thinking, creativity, and civic engagement.

Aligned with the ethos of the Changemakers in Action conference, this paper argues that DH nurtures ethical, equitable, and contextually grounded learning environments. It highlights how the integration of design thinking and digital literacy with critical pedagogy can reshape curricula to reflect contemporary challenges—be it epistemic justice, access to cultural memory, or student agency in knowledge production. In doing so, Digital Humanities emerges as a powerful catalyst for educational transformation, capable of inspiring not only what we teach, but how—and with whom—we learn.

Keywords: Digital Humanities, Transformative Pedagogy, digital literacy, Educational Equity, Ethical Design

Bridging the Digital Divide: Ethical Tech, Inclusive Education, and Transformative Pedagogies for Women's Empowerment

~**Mahera Imam**

Research Scholar, Department of Women's Studies, Khajamalai Campus, Bharathidasan University, Tiruchirapali

~**Prof N. Manimekalai**

Director, Centre for Women's Development Studies, New Delhi

Professor, Department of Women's Studies, Khajamalai Campus, Bharathidasan University, Tiruchirappalli

~**Prof S. Suba**

ABSTRACT

The rapid digitalization of societies worldwide offers immense potential for inclusive education and transformative pedagogies; however, this potential remains unevenly realized due to persistent ethical and gendered divides. This paper critically examines how ethical technological frameworks intersect with inclusive multilingual education and transformative pedagogies to bridge gender-based digital inequalities. Drawing from feminist epistemologies and participatory action research methodologies, the study explores innovative educational initiatives that amplify student voice and agency, particularly among marginalized women and girls in diverse linguistic communities. Anchored by critical scholarship from Couldry and Mejias (2019) on data colonization and Van Dijck's (2014) conceptualization of datafication, the paper integrates insights from UNESCO's Global Education Monitoring Report (2023), "Technology in Education: A Tool on Whose Terms?" to investigate how ethical and inclusive technologies can disrupt existing inequalities and foster equitable digital participation. According to UNESCO (2023), despite increasing technology adoption, significant gaps remain due to disparities in access, particularly affecting marginalized groups.

Through a comprehensive analysis of case studies from the Global South, especially India, supported by data from UNICEF's report, "Bridging the Digital Divide for Girls and Women in South Asia" (2022), the research underscores the transformative potential of community partnerships and teacher leadership in cultivating digitally inclusive environments.

UNICEF's findings highlight the need for targeted educational and technological interventions to ensure equitable participation and reduce digital exclusion among women and girls. Furthermore, this study emphasizes the critical importance of mental health and well-being in educational settings, acknowledging that technological inclusion must address socio-emotional needs arising from online harassment and gender-based cyber violence. Insights from the World Health Organization's (WHO) report on mental health and psychosocial well-being in digital education contexts (2021) reinforce these considerations. The paper incorporates indigenous and local knowledge systems, emphasizing their essential role in shaping contextually relevant, empowering educational frameworks. The outcomes suggest pathways for educational policies and practices that prioritize ethical technological integration, ultimately promoting equitable participation and empowerment of women in digital and educational spaces.

Keywords: Ethical Technology, Transformative Pedagogies, Inclusive Education, Digital Divide, Gender Empowerment, Indigenous Knowledge .

**Ethical and Inclusive Technology Use in English Language Teaching in India:
A Critical Exploration**

~Pranathi Das

Assistant Professor, Marri Laxman Reddy Institute of Technology and Management,
Dundigal, Hyderabad.

ABSTRACT

As English language teaching practices have transformed immensely with the integration of digital technologies in India, there is a growing need to re-examine their ethical and inclusive application in diverse linguistic and socio-economic contexts. This proposed study seeks to explore thoughtful integration of technology into ELT to support equitable access, consider multilingual landscapes and promote culturally receptive pedagogies. With the intersection of India's multilingual policy and digital presence, the research raises vital questions which focus on accessibility, representation and learner agency, data use and teacher autonomy.

Going further, the study will employ a mixed-methods approach to engage educators and learners across varied regions to understand current practices, challenges, and aspirations regarding technology in ELT. The research intends to create awareness of ethical strategies for digital language education, particularly in marginalised communities. The study will further facilitate discussions on educational equity, digital justice, and the future of English language education in multilingual settings. This study will be relevant for policymakers, educators and researchers who are passionate and steadfast in steering the digital learning environments towards a socially just and inclusive society.

Keywords: ELT, inclusive technology, ethics in education, multilingualism, digital justice, India, language policy, educational equity.

Resisting the Silence: Community Voices on Girls' Educational Exclusion in India

~Karishma Udawat
Student, University of Birmingham

ABSTRACT

Despite rising enrolment rates, girls in Rajasthan, India, continue to leave school at disproportionately high rates. This poster draws on qualitative research conducted for my Master's dissertation to investigate the socio-cultural, economic, and institutional factors behind this enduring dropout crisis. Using interviews and focus groups with students, parents, and educators, the study explores how intersecting identities, such as gender, caste, class, and rural marginality, shape access to and experiences within education.

Central to this research is the role of community partnerships in both identifying and addressing the barriers girls face. The study highlights the crucial role local actors, families, teachers, and grassroots advocates play in resisting gendered norms, challenging exclusionary practices, and promoting girls' continued engagement in education. These partnerships often function in the absence of strong institutional support, showcasing the power of collective action and community-led solutions.

Key findings reveal the influence of early marriage, domestic labour, and unsafe school environments on dropout rates, alongside systemic policy and infrastructure gaps. Yet, stories of resilience and resistance demonstrate the transformative potential of communities working collaboratively to support girls' learning. This poster aligns with the theme of Community Partnerships by illustrating how educational transformation can emerge from the ground up. It calls for policies that centre community voices, foster trust, and strengthen local collaborations as a pathway to inclusive, equitable, and sustainable education.

Keywords: Community Voices, Community Voices, educational transformation.

ICCA2512

Voices Beyond Borders: Reimagining Education through Inclusive and Multilingual Futures

~Aman Hashir

Student, Calicut University.

ABSTRACT

The 21st century requires a radical re-theorizing of paradigm of education capable of helping to get out of the hegemonies of monolinguality inherent in past educational systems. This international symposium questions the purpose of multilingual education as a form of accommodative cultures and argues its position as an epistemic decolonization and social justice promoter. It is our hypothesis that natural multilingual pedagogies are rich ecological webs of convergence of different knowledge systems, which generates new possibilities of cognitive flexibility, cross-cultural admiration and new ways to solve complex problems that the world continues to face. Unlike in most instances when linguistic differentiation has been viewed as something lacking (or as an obstacle), the convention addresses how linguistic plurality is core when it comes to constructing global citizenship that can live with complexity with fine-grain comprehension. In the middle of this debate, we raise the voice of the student in the construction of knowledge in which the learners are recognized as cultural keepers of knowledge through their linguistic repertoires in enriching the pedagogical space.

We look at innovative practices that recognize indigenousness of knowing, challenge the dominance of Eurocentric curriculum, and create the conditions in which cultural identity stops being a liability, and it becomes an intellectual asset. By means of trans-continental collaborative inquiry, participants will find new frames that demonstrate the neuroplasticity created by multilingual education, metacognitive awareness, and the development of critical consciousness that would allow democratic engagement. We consider cutting-edge technologies that can increase linguistic diversity and guarantee cultural authenticity and discuss the innovations in the policy that can transform access to education into an aspect of right, as opposed to privilege. The vision of this seminar itself is education as liberation, every language spoken is a key to cognition, every cultural vision attains credence as wisdom and every student becomes a force of good in the world. We will create educational futures as expressions of our collective great humanity that embraces such beauty of diversity.

Keywords: Multilingual Education, Language Justice, Decolonizing Pedagogy, Inclusive Curriculum, Student Voice, Global Citizenship

Building Collaborative Ecosystems Through Teacher Leadership

~Manzoor. AP
Student, University of Calicut

ABSTRACT

The educational changes in the twenty-first century call for a fundamental move from antiquated top-down frameworks to collaborative systems wherein teachers become vital change agents. This seminar looks at the concept of educational collaboratories—active settings where teachers, researchers, politicians, and communities collaborate to create innovative solutions to current educational challenges including digital literacy, inclusive education, and equity. Teacher leadership—which goes much beyond just teaching in the classroom—is at the heart of this transformation. Development of new curriculums, mentoring, policy advocacy, action research engagement included in this process Leading teaching, community connections, and advocates of professional development, educators help to cause change at the classroom, school, and more general system levels. Achieving this potential calls for dismantling conventional barriers like fixed hierarchies, lack of adequate recognition, and limited freedom. Focusing on essential needs for developing skills through continuous professional development and peer collaboration, the seminar will investigate several forms of teacher leadership, including action researchers and curriculum innovators. Participants will investigate how helpful surroundings—that is, those with mentorship programs, teamwork platforms, and recognition systems—can improve teachers' impact on institutional management and decision-making. Participants will investigate how teacher-led inventions dramatically transform pupils' outcomes and school culture by means of case studies and lively debates. The session emphasizes how crucial institutional support is, how policies should be aligned, and how the community may be engaged in creating sustainable collaborators where teachers are empowered as designers of educational change rather than just carrying out exterior demands.

Keywords: Evidence-Based Practice, Knowledge Sharing, Teacher Agency, Teacher Empowerment, Scalable Innovations.

Universal Design for Learning (UDL) a game changer to address learner variability in the ELT classroom

~**Rajendra Babu Vemuri**
Assistant Professor, VFSTR (Deemed to be University), Guntur

~**Dr.Mohana Charyulu Gomatam**
Professor of English, VFSTR (Deemed to be University), Guntur

ABSTRACT

This paper explores the limitations of traditional English Language Teaching (ELT) approaches and proposes the Universal Design for Learning (UDL) framework as a transformative solution to address the diverse needs of ESL learners. Conventional ELT methods often rely on uniform instructional strategies, fixed materials, and single-mode assessments, failing to accommodate the inherent diversity in learner profiles. In contrast, UDL is grounded in the philosophy of equitable and inclusive education, emphasizing that learner variability is not an exception but the norm.

Recent research in neuroscience and cognitive psychology highlights that while learners may appear similar externally, their cognitive structures differ significantly in size, connectivity, and functionality. These differences are not merely biological or genetically fixed; instead, they are dynamic and malleable, shaped by context, environment, and experience. UDL responds to this variability by offering Multiple Means of Engagement (the "why" of learning), Multiple Means of Representation (the "what" of learning), and Multiple Means of Action and Expression (the "how" of learning), thereby fostering flexible, learner-centric teaching practices.

To operationalize these principles, the study employed the VARK learning style questionnaire to identify diverse learner profiles and designed a model ELT task integrating multiple resources aligned with UDL principles. The findings reinforce that learner variability is a scientifically grounded reality and that adopting UDL can lead to more inclusive, engaging, and effective ESL instruction.

Keywords: UDL principles, variability, equitable, brain networks, learner-centric, neuroscience, VARK model

Strategic Minds and Fluent Voices: Enhancing Leadership and Professionalism

~Dr.P.V.Rajlakshmi

Assistant Professor, Kongu Engineering College, Erode, Tamil Nadu

ABSTRACT

Mother tongue-based education (MTBE) is essential for promoting cognitive growth and cultural identity among students. This research article provides an in-depth examination of how education in native languages promotes cognitive and cultural growth among students, especially in multilingual and multicultural environments. Utilizing interdisciplinary approaches from cognitive psychology, sociolinguistics, and educational theory, the study investigates the fundamental connection between language, thought, and the formation of identity. The research posits that instruction in one's native language improves cognitive abilities such as critical thinking, memory retention, and problem-solving by allowing learners to interact with complex ideas in a linguistically and culturally relevant context. Moreover, the study highlights the significance of native language education in safeguarding intangible cultural heritage, strengthening community ties, and facilitating the transfer of knowledge across generations.

The methodology combines qualitative case studies from tribal and rural educational contexts in India with comparative international data, showcasing both achievements and obstacles. In this process, the study uncovers trends indicating that mother-tongue instruction correlates with improved academic outcomes, increased learner motivation, and more inclusive classroom environments. Furthermore, the research assesses policy measures, including the National Education Policy (NEP) 2020 in India, and examines how these frameworks either support or impede the effective implementation of education based on native languages.

The article wraps up by advocating for a multilingual educational model that prioritizes the native language during the initial years of schooling, gradually incorporating regional and global languages. This strategy is framed not just as a pedagogical necessity but also as a way to decolonize education, lower dropout rates, and close equity gaps. In summary, the research reinforces that educational methods based on native languages play a crucial role in fostering cognitive diversity and cultural connection—an important basis for sustainable and inclusive growth in varied communities.

Keywords: Native Language Education, Cognitive Development, Cultural Identity, Mother-Tongue Instruction, Multilingual Education, Educational Equity, Indigenous Knowledge Systems

Claiming the Right to Speak: Youth Agency and Student Voice in the Fiction of Upamanyu Chatterjee and Aravind Adiga

~**Mallavalli.Thambi Rani**
Research Scholar, Vignan's Foundation for Science, Technology & Research, Vadlamudi AP

~**Dr.Shah Al Mamun Sarkar**
Assistant Professor, Department of EOFL, Vigan's Institute of Science, Technology & Research, Vadlamudi AP

ABSTRACT

This paper critically analyses how student voice and youth-led agency are expressed in a few works by well-known Indian English novelists Aravind Adiga and Upamanyu Chatterjee, who are renowned for their sharp depictions of modern Indian society. This study examines how young protagonists negotiate institutional structures, including elite educational systems, bureaucracies, and socio-economic hierarchies, in order to assert their individuality, moral agency, and socio-political consciousness. It does this by drawing on stories like English, August: An Indian Story, Weight Loss, The White Tiger, and Selection Day. The novels reveal the conflicts between imposed identities and the desire for self-written futures through the characters of Agastya Sen, Balram Halwai, and Manju Kumar. These main characters act as fictionalized depictions of young people in the real world who challenge social norms, oppose systemic control, and doubt ingrained values. Their experiences mirror the existential and psychological

challenges of young people torn between their own goals and social expectations

This paper makes the case that Chatterjee and Adiga portray young people as active change agents who are frequently imperfect, conflicted, and able to critique and reinvent themselves rather than as passive recipients of tradition. The texts emphasize how crucial it is to hear students' opinions and consider young people's viewpoints in literary and educational discussions. By doing this, they support the demand for increased student agency and involvement in institutional settings.

By integrating literary analysis with the theme of learner autonomy, this study contributes to a broader understanding of how fiction can foster critical reflection on the socio-educational role of youth. It advocates for literature as a transformative space where young voices are not only heard but empowered to lead and reimagine the future.

Keywords: socio-economic hierarchies, individuality, socio-political consciousness, ingrained values, young voices

ICCA2524

Holistic Wellness Through Integrative Yoga Education: An Empirical Study on the Role of Experiential Learning at Isha Yoga Centre

~Thottempudi Jitendra Prasad

Student, FMC - Ramaiah University of Applied Sciences

~Rashmi. R

M S Ramaiah University of Applied Sciences

ABSTRACT

This study empirically investigates the influence of integrative yoga teaching, based on experiential learning, on holistic health outcomes within the Isha Yoga Centre in Tamil Nadu. This study, involving 422 individuals, investigates the impact of immersive practices such as yoga, Ayurveda, meditation and sattvic diet on individual transformation in physical, mental, and behavioural aspects. The conceptual model has five interconnected constructs: Experiential Wellness Engagement (EWE), Wellness Literacy and Awareness (WLA), Physical Vitality (PV), Psychological and Emotional Well-being (PEWB), and Holistic Lifestyle Adoption (HLA).

The results from Partial Least Squares Structural Equation Modelling (PLS-SEM) indicate that EWE considerably improves WLA ($\beta = 0.64$, $p < 0.001$), which in turn positively influences both PV ($\beta = 0.55$) and PEWB ($\beta = 0.62$). Consequently, PV and PEWB significantly impact HLA, with PEWB exhibiting a more pronounced effect ($\beta = 0.49$). Mediation research indicates a multi-stage process from immersive engagement to the adoption of a sustainable lifestyle. The model accounts for 63.8% of the variance in HLA, demonstrating a robust experience process underlying behavioural change.

Qualitative results additionally validate the model's significance, with participants indicating improved physiological awareness, emotional management, mindful eating, and spiritual grounding. This study advances the debate on wellness pedagogy, illustrating that experiential, integrative education based on traditional Indian knowledge systems can promote enduring well-being and lifestyle transformation. The results support the integration of these methods into comprehensive educational and therapeutic frameworks for widespread health benefits.

Keywords: Experiential learning, holistic wellness, yoga education, Ayurveda, sattvic nutrition.

Eco-Mythology and Indigenous Knowledge in Chitra Banerjee Divakaruni's *The Mistress of Spices* and *The Palace of Illusions*

~Ramya
Research Scholar, Vignan's Foundation for Science, Technology& Research, Vadlamudi, A.P

~Dr. K V B Ravindra Babu
Associate Professor, School of Applied Sciences & Humanities, Vignan's Foundation for Science, Technology and Research, Vadlamudi, A.P

ABSTRACT

This paper focuses on how *The Mistress of Spices* and *The Palace of Illusions* by Chitra Banerjee Divakaruni highlight the close relationship between people and the environment by fusing traditional environmental knowledge with Indian mythology. *The Mistress of Spices* illustrates the relationship between nature and healing by showing Tilo's application of spice knowledge from Indian medicine and culture. Retelling the Mahabharata from Draupadi's perspective, "The Palace of Illusions" highlights her connection to sacred landscapes and the implications of nature for human existence while also illustrating the results of upsetting the natural order. The paper examines the ideas of eco-mythology and local knowledge in both novels using a qualitative research methodology, particularly literary analysis. Understanding the connections between, culture, and ecological ideas imposes a critical reading of the texts. To learn more about how Divakaruni recovers indigenous knowledge and nature as important cultural and ecological resources, the study applies theories of ecofeminism and postcolonial ecocriticism. This paper will look at how Divakaruni uses myth and nature to both tell a story and critique the current ecological disconnect. It will examine how traditional knowledge and feminine strength foster environmental consciousness. The purpose of the study is to demonstrate how the novels function as literary platforms that uphold and acknowledge regional customs and environmental values. The analysis of these texts in the paper aims to highlight how important it is for literature to integrate cultural heritage and environmental consciousness. Thus, by connecting myth and nature together, this study makes strong claims that *The Mistress of Spices* and *The Palace* of *Illusions* are two significant novels that promote a deeper understanding of ecological and cultural identity.

Keywords: Eco-mythology, indigenous knowledge, ecofeminism, myth, cultural identity

Exploring Teacher Leadership through Peer Collaboration and Research:
Perspectives from a Teacher Training Program

~Jyothsna. B

Research Scholar, The English and Foreign Languages University, Hyderabad

~Dr. M. Udaya

Associate Professor, Dept. of. ESL studies, The English and Foreign Languages University, Hyderabad

ABSTRACT

Teacher leadership has become a significant component of contemporary teacher education, particularly in programs designed to develop reflective practitioners and emerging researchers. This study investigates how teacher trainees cultivate leadership capacities through collaborative teaching experiences and academic research, emphasizing informal, practice-based forms of leadership over traditional formal institutional roles. Teacher leadership is conceptualized as the ability to influence pedagogical decisions, support colleagues, and contribute to professional learning environments. The study was conducted at The English and Foreign Languages University, Hyderabad, with 15 participants enrolled in the Postgraduate Diploma in the Teaching of English (PGDTE) program. Employing a mixed-methods design, data were gathered through a structured questionnaire that captured both quantitative trends and qualitative insights.

The research explores how participants implemented research-based strategies in the classroom, engaged in peer collaboration involving shared reflection and metacognitive dialogue, and developed critical perspectives through sustained academic inquiry. Findings indicate that leadership development occurred through reciprocal learning, reflective interaction, and increased confidence in instructional decision-making. Supportive mentoring, guided feedback, and structured opportunities to share classroom practices emerged as key factors in fostering leadership potential. Peer collaboration further encouraged metacognitive awareness, allowing participants to evaluate and refine their teaching practices through joint reflection and discussion.

This study positions PGDTE participants as active contributors to pedagogical innovation rather than passive recipients of training. It argues for the intentional integration of leadership development into teacher education curricula by aligning practical teaching experiences with reflective research practices.

Ultimately, the findings underscore the role of teacher education programs in nurturing professional agency and long-term growth through meaningful engagement with teaching, collaboration, and inquiry.

Access to Agency: Youth-Led Responses to Digital Inequity in Learning

~Dr. Srirangam Prathibha Priyadarshini
Degree Lecturer in English, TGSWREIS, Hyderabad

ABSTRACT

Student voice and learner agency are key to creating transformative learning environments. This study examines the digital dimensions of student voice—focussing on how youth ethically use digital platforms like podcasts, Instagram, YouTube, Google

Classrooms to address inequity and co-create relevant content via peer support. It argues how recognizing students as changemakers, not passive recipients of knowledge, can challenge the traditional teacher-centered approach. However, 'digital divide' continues to undermine this vision. As of early 2025, approximately 80 percent of individuals aged 15–24 worldwide are online, indicating that one in five youth remains disconnected, missing out on critical opportunities for digital learning and collaboration (International Telecommunication Union). In India, a recent survey by National Statistical Office (NSO) revealed that less that one-third Indian youth aged 15-29 can perform basic internet functions such as—browsing websites, emailing, or conducting

online transactions. Digital exclusion thus limits students' ability to access resources, express themselves, and take ownership of their own learning. Yet, across regions, student-led initiatives around the world, are creating inclusive and connected environments, both offline and online. India's *Digital Nagrik Campaign* has trained over 12 lakh students in safe internet practices, while the U.S.A.'s *Hack4 Impact* enables student developers to collaborate with non-profit organisations, in designing technology solutions that address social challenges. Offline initiatives such as *UPAY* (Under Privileged Advancement by Youth) employ open-air learning centres for basic skill development, among the under-privileged children. Insights from these youth-led initiatives suggest— when supported with trust and guidance, students begin to take ownership of both personal and collective learning goals. While mentorship from educators and collaboration among peers, helps sustain the

momentum of these initiatives.

Keywords: Student voice, learner agency, youth-led initiatives, digital inclusion, ethical education.

Transforming writing Proficiency Among engineering Students Through Inclusive Pedagogies and Digital Tools: A Changemaker's Approach

~Mrs. K. Vijaya Kumari
Research Scholar, Vignan Deemed to
Be University

~Dr. G. Nageswara Rao
Associate Professor, Department of English,
Other Indian and Foreign Languages,
School of Applied Sciences and Humanities,
VFSTR Deemed to be University,
Vadlamudi AP

ABSTRACT

Engineering students, mainly from rural and multilingual backgrounds, often face many challenges in developing English writing Proficiency due to limited experience with structured writing practices. Traditional writing instruction obviously lacks for students the inclusivity and adaptability required to meet the diverse linguistic needs of learners in technical education. This education responds to face many challenges by exploring the impact of combining complete pedagogical practices with ethical digital tools to improve writing performance and students' involvement. Conducted at VFSTR University, this experimental study involved two student groups: one is a controlling group receiving normal instruction and an experimental group engaged in a blended writing intervention. The experimental group students are participating in structured writing tasks supported by AI-based writing tools more than peer- feedback sessions, and literature-informed writing activities encouraged by texts from English literary history. These types of tasks aimed to develop coherence, vocabulary, and critical thinking in writing. Data collection also involved pre- and post- assessment samples, observational notes, and students' surveys.

Results revealed that students in the experimental group are significant to improvement in overall writing proficiency, with enhanced organization, clarity, vocabulary usage, and writer confidence. Learners also increased motivation and active participation in the learning process due to the collaborative and interactive involvement. These outcomes propose that whole pedagogies, when combined with responsibly implemented digital tools, help as powerful changemaking strategies in language instruction.

It is suggested that engineering institutions adopt tech -supported, inclusive writing modules within their curriculums. Furthermore, training educators to ethically implement digital writing tools while lecturing

students' linguistic and cultural diversity is essential to ensuring meaningful and transformative learning outcomes.

ICCA2530

A Comprehensive Analysis of Cognitive and Cultural Development through Education in Native Languages

~Ms.S.Sughapriya

ABSTRACT

Mother tongue-based education (MTBE) is essential for promoting cognitive growth and cultural identity among students. This research article provides an in-depth examination of how education in native languages promotes cognitive and cultural growth among students, especially in multilingual and multicultural environments. Utilizing interdisciplinary approaches from cognitive psychology, sociolinguistics, and educational theory, the study investigates the fundamental connection between language, thought, and the formation of identity. The research posits that instruction in one's native language improves cognitive abilities such as critical thinking, memory retention, and problem-solving by allowing learners to interact with complex ideas in a linguistically and culturally relevant context. Moreover, the study highlights the significance of native language education in safeguarding intangible cultural heritage, strengthening community ties, and facilitating the transfer of knowledge across generations.

The methodology combines qualitative case studies from tribal and rural educational contexts in India with comparative international data, showcasing both achievements and obstacles. In this process, the study uncovers trends indicating that mother-tongue instruction correlates with improved academic outcomes, increased learner motivation, and more inclusive classroom environments. Furthermore, the research assesses policy measures, including the National Education Policy (NEP) 2020 in India, and examines how these frameworks either support or impede the effective implementation of education based on native languages.

The article wraps up by advocating for a multilingual educational model that prioritizes the native language during the initial years of schooling, gradually incorporating regional and global languages.

This strategy is framed not just as a pedagogical necessity but also as a way to decolonize education, lower dropout rates, and close equity gaps. In summary, the research reinforces that educational methods based on native languages play a crucial role in fostering cognitive diversity and cultural connection, an important basis for sustainable and inclusive growth in varied communities.

Empowering Learners through Self-Assessment

~ M. Asha
Assistant Professor, XIM University, Odisha

ABSTRACT

With the implementation of NEP 2020, significant reforms have been introduced to improve the quality of education in alignment with SDG-4. One such critical area is assessment, particularly self-assessment, which is often overlooked due to its subjective nature. Self-assessment involves students' awareness of their own learning process and understanding how to improve. Research emphasizes its role in enhancing metacognitive skills, decision- making, and professional development.

The researcher attempts to reduce the subjectivity in Self-assessment and incorporate it as one of the assessment domains in Problem/Task/Project/activity-based learning. Self-assessment rubrics combine the concepts of students assessing their own work and learning from peers. A self-assessment rubric has been designed with defined parameters, allowing students to rate their performance. These scores are then compared with faculty evaluations to assess the accuracy of student self-perceptions. Peer assessment complements this process by encouraging students to observe and evaluate their peers' work, fostering observational learning and critical thinking. Each student will be graded on observing their peers' tasks and pointing out what they are learning from them.

Teaching students to reflect on their work and others' tasks critically builds essential skills such as self-awareness, evaluation, and interpretation of feedback. However, challenges arise in large classrooms or when students lack sufficient metacognitive maturity. Despite these hurdles, incorporating structured self- and peer-assessment practices supports deeper learning and student engagement, aligning with the transformative vision of NEP 2020.

Keywords: Self-Assessment, Peer Assessment, Problem-based Learning, Latent Learning**.**

ICCA2532

**Integrating UNSDG 15.2 into English Language Education: A Framework
for Sustainable Forest Management.**

~Roopna Ravindran

Assistant Professor, Government Degree College, Khairatabad

ABSTRACT

English Language Education (ELE) has evolved from skill-based approaches into a more holistic practice of incorporating socio-cultural engagement. In this context, ELE can serve language learning objectives and contribute meaningfully to the world. The United Nations proposed 17 United Nations Sustainable Development Goals (UNSDGs) in 2015 to ensure a better planet for the future generations and integrating global challenges into education is an essential practice to achieve UNSDGs. Previous research has emphasized the critical role of education in addressing global environmental challenges through language learning (Yu et al. 2024). This paper aims to investigate how integration of themes of deforestation and afforestation (UNSDG 15.2) into the English course material can help learners engage with environmental issues, cultivate ecological awareness, think of sustainable practices and also develop their English language proficiency. An examination of the themes of undergraduate English Language textbooks of Osmania University reveals that two lessons related to these themes are available in the textbook, i.e. 'The Felling of the Banyan Tree' by Dilip Chitre and 'Jadev Payeng'. A lesson plan on Dilip Chitre's *"The Felling of the Banyan Tree"*, in conjunction with the real-world deforestation of banyan trees in Chevella, Telangana and another based on 'Jadev Payeng' in relation to the Wayanad incident, and the tree felling incident at the University of Hyderabad are examined in the research. This paper finds that an undergraduate curriculum revision aligning with the UN Sustainable Development Goals (SDG 4, 13, 15) is required as local environmental incidents, ecopoetry and ecofiction provide learners an avenue to engage critically with language and ecological issues, demonstrating how ELT can become a platform for transformational pedagogy.

Keywords: English language Education, United Nations Sustainable Development Goals, Pedagogy, Environmental issues, Deforestation.

Evaluating the Effectiveness of Design Thinking Integration in English Language

~Anupama Venugopal

Assistant Professor, G Narayanamma Institute of Technology and Sciences

ABSTRACT

Aim/Purpose: The purpose of this study is to explore the opportunities to incorporate elements of Design Thinking in English Language Learning classrooms to enhance the learner engagement and effectiveness of language training for engineering students. Furthermore, it aims to investigate the potential of Design Thinking (DT) to foster the development of 21st-century skills, such as decision making, collaboration, and creativity, which can have a positive impact on students' professional outcome in the future.

Background: To achieve success in today's highly technological and globally competitive world, individuals need to develop a different set of skills. One such skill is design thinking, a problem-solving approach that emphasizes empathy, creativity, and experimentation. Design Thinking—a human-centered, iterative problem-solving framework—has gained prominence in disciplines such as business and engineering but remains underutilized in language education. English proficiency is crucial for engineering students in India, yet traditional teaching methods often fail to engage learners in meaningful and context-driven ways. With the emergence of ChatGPT and other AI models, there is a new opportunity to incorporate design thinking (DT) principles in the language classrooms. DT can assist educators in creating personalized, collaborative, innovative, language learning experiences; which in turn encourage students to think creatively and critically. This can help students develop a more open-minded approach to language learning and problem-solving; in general. This paper proposes a learner-centered, Design Thinking based English language learning course, which focuses on improving Language proficiency and develop Critical and creative thinking skills. The course will be offered to First year engineering students for a semester and the impact will be analysis using a mixed-method approach, where data from pre- and post-tests; focus group discussions and interviews with the students will be statistically analysed to measure effectiveness of the course.

Keywords: Design Thinking, English language classrooms, Integration, technology

ICCA2534

**Reimagining English Language Teaching through Project-Based Learning
in Engineering Colleges of Telangana**

~Rehana Iffath

Research Scholar, Department of Humanities and Social Sciences

National Institute of Technology Warangal, Telangana

ABSTRACT

With the ever-changing context of higher education, English Language Teaching (ELT) in engineering institutions requires fresh pedagogical techniques relevant to the needs of communication in the 21st century. Project-Based Learning (PBL) is one such method that is student-centered, focuses on real-world connections, critical collaboration, and active involvement of students. This paper examines the potential of PBL in revolutionizing ELT in engineering colleges in Telangana. It explores how PBL develops skills that are crucial in engineering students, like critical thinking, communication, and problem-solving skills—skills that become more and more important in both academic and professional situations.

The research investigates various facets of PBL implementation, ranging from the attitude of English language teachers to the level of student participation and the readiness of institutions to embrace this cutting-edge approach. Surveys and case studies carried out across various engineering institutions are used in the research to establish that the incorporation of PBL in ELT greatly enhances students' motivation, fluency, and competence to communicate in day-to-day and professional settings. In addition, the study establishes how PBL closes the frequently-touted gap between academic instruction and the realities of workplace demands to allow students to deploy their language skills in tangible and realistic terms. In summary, the research emphasizes the necessity of making the transition from conventional modes of instruction to learner- centered, interactive approaches such as PBL in order to effectively prepare engineering students for actual communication challenges.

Keywords: Project-Based Learning (PBL), English Language Teaching (ELT), 21st Century Skills, Student Engagement, Communicative Competence.

DIY Kits and Gamified CLIL: Building Tomorrow's Changemakers

~Jalli Ravi Prakash

Research Scholar, Department of Humanities and Social Sciences

National Institute of Technology Warangal, Telangana

ABSTRACT

This workshop aims to explore how two well-established educational approaches, CLIL and Gamification, can be integrated using DIY (Do It Yourself) kits to promote experiential learning. CLIL stands for Content and Language Integrated Learning, which involves teaching and learning of a subject and a language simultaneously. Whereas, Gamification is the systematic integration of game design elements to create a game-like environment which promotes immersive learning. The integration of these two innovative approaches using DIY kits related to global issues would result in a more sustainable and holistic learning experience for present-day learners.

ICCA2535

**Educator as a Change Maker to Bring Transformation in Government
Schools of Telangana**

~Sampat Kumar Kokkula

Teacher of English, ZP High School (Girls), Uppal, Kamalapur,Hanumakonda

ABSTRACT

This presentation highlights the impactful professional journey of a teacher educator, who has consistently transformed classroom practices and inspired systemic change across Telangana. The multidimensional approach—ranging from grassroots-level classroom strategies to state-level teacher mentoring—demonstrates how educators can evolve into change makers in public education.

An innovative project has been developed for Learning English through Indigenous Games. Local play-based activities were used to make language learning culturally relevant and engaging. Transformation of classroom teaching is possible through a lifelong learning process, completing online courses, attending conferences, and webinars. Innovative initiations are being made through student competitions in story telling, elocution, drama, and English Olympiads to build confidence and fluency. The professional development is included training teachers in technology-enabled pedagogy, Connecting Classrooms Project, Exploratory Action Research Project, and participating in various professional activities brought a drastic change in teaching and learning process.

During the COVID-19 crisis, the Techy Kids, Master Techy Kids and Super Techy Kids Projects were introduced to promote autonomous learning among students using mobile phones and educational apps and Special initiatives like connecting students with prestigiou**s** **i**nstitutions of India were introduced. Young talents of students were promoted through PublicSpeaking and Design Thinking Courses with the help of NGOs. With these initiatives the students can access and create digital content, fostering a generation of independent learners.

The mentorship for teachers is done to use IFPBs (Interactive Flat Panel Boards) for increased student participation, and improved classroom interaction. This presentation outlines his holistic model for transformation—teacher development, student engagement, and community participation—supported by practical classroom innovations and technology integration. It offers scalable strategies to empower teachers and learners in low-resource settings.