Ontario International Development Agency
Canada

22nd International Conference on Sustainable Development 2025

September 3-4, 2025

"Innovating Ideas for a Better World."
"Tomorrow's Research Today"

**Successfully defended and high-impact research will be published in the
OIDA International Journal of Sustainable Development
Indexed in SCOPUS and DOAJ**

Program

22nd International Conference on Sustainable Development 2025
is jointly presented by
International Centre for Interdisciplinary Research in Law (ICIRL),
Centre for Research in Social Justice and Policy (CRSJP) at Laurentian University and
Ontario International Development Agency (OIDA) in Canada.
Department of Studies and Research in Political Science, Tumkur University,
Institute of Management Studies, Davangere University,
Faculty of Commerce, Anjaneya University, Raipur,
Chhattisgarh, India.

Host Country Sri Lanka Partner Institutes

International Center for Multidisciplinary Studies,
Faculty of Humanities and Social Sciences
**University of Sri Jayewardenepura,
Sri Lanka**
and
Department of Civil Engineering
**Open University of Sri Lanka (OUSL),
Sri Lanka.**

Venue
BMICH
Bandaranayake Memorial International Conference Hall
Bauddhaloka Mawatha,
Colombo,
Sri Lanka

Team OIDA, Canada

Conference Co-chair

**Dr. Henri Pallard, LL.B., Ph.D.
Canada.**
Emeritus Professor Law and
Justice. Director, International
Centre for Interdisciplinary
Research in Law Laurentian
University, Canada.

Dr. Henri Pallard is the Director of the International Centre for
Interdisciplinary Research in Law and Professor emeritus in the
Department of Law and Justice, Laurentian University, Sudbury (Ontario),
Canada. He is broadly interested in the relationship between culture and
human rights as it manifests itself in both western and non western cultures.

From 1994 to 2005, he was the Director of Persons, Culture and Rights
(Personne, culture et droits), an international North/South research team
which was funded by the International Francophone University (Agence
universitaire de la Francophonie). During this period, he worked closely
with researchers and academics from Morocco, Tunisia and Egypt distilling
the cultural issues underlying the interpretation and implementation of
human rights, the rule of law and democracy in North Africa.

From 2010 to 2016, he was the Associate Director, Poverty, Homelessness
and Migration, at Laurentian University, which received a $1 million grant
from the Social Sciences and Humanities Research Council of Canada
(SSHRC). Working in partnership with First Nations and northern
communities, this five-year project examined the underlying causes of
poverty, poor housing, homelessness, and out-migration in northern
Ontario. For its outstanding work under its Director of SSHRC, it received
the SSRHC Impact Partnership Award. Dr. Pallard is the executive editor
of the OIDA International Journal of Sustainable Development.

Conference co-chair

**Dr. Robert Taylor, Ph.D.
USA.**
Professor of Environmental and
Earth Studies
Department of Earth &
Environmental Studies,
Montclair State University,
Montclair, New Jersey,
USA

Dr. Taylor is a Professor of Organizational and Urban Sustainability in the
Department of Earth & Environmental Studies and Coordinator of the M.S.
in Sustainability Science - Sustainability Leadership. A member of the
Doctoral Faculty mentoring PhD students in environmental management.

Areas of Expertise:
Working with communities and companies to design sustainability projects
to enhance development, encourage new business formation and business
plans in green technology, increase employment and reduce poverty,
develop plans for climate change adaptation for cities, and develop
strategies for food security and mobility that reduce the carbon footprint of
cities.

Current Projects in Sustainable Development:
Consultation for U.S. Department of Labor's Occupational Network for
Career Development for Sustainability Specialists.
Recently awarded a Grant of $195,000 from the United States Department
of Defense for the project "Actionable Decision-Making for Flooding
Events utilizing a small UAV Platform with LiDAR and Hyperspectral
Instruments." This Grant is designed to establish student training programs
and community projects using Aerial Drones for Environmental Research
and Analysis.

Conference Co-chair

**Dr. Neville Hewage, Ph.D.
Canada.**
Former Adjunct Professor,
Research Fellow at the
International Centre for
Interdisciplinary in Law
Laurentian University, Canada.
Program Director, Ontario
International Development
Agency, Canada.

Dr. Neville Hewage obtained his B.Sc. (General Science) from the University of Colombo, Sri Lanka, M.Sc. (Industrial Environmental management) from the University of Abertay Dundee, United Kingdom, MIPIS (Masters in Infrastructure Protection and International Security) from the Norman Patterson School of International Affairs of Carleton University, Canada, M.Sc. (Biology), and Ph.D. (Human Sciences) from Laurentian University, Canada. Dr. Hewage, former Adjunct Professor of the Law and Justice department, Laurentian University. He is a Research Fellow at the International Centre for Interdisciplinary Research in Law, Laurentian University, Canada.

He is also the Program Director of the Ontario International Development Agency, which provides sustainable development programs that involve research in human development, international security, and governance. Dr. Hewage is also a Senior Policy Analyst at the Ontario Centre for Policy Research, Canada.

Dr. Hewage is a member of the Law Society of Ontario and is licensed to provide legal services in the province of Ontario, Canada. Dr. Hewage is the Managing Editor of the OIDA International Journal of Sustainable Development. The Journal is indexed in DOAJ and SCOPUS.

Observer - Conference Compliance and Regulations

Dr. Emily Tan, Ph.D.
Retired Professor
Kwantlen Polytechnic University
Canada

Dr. Tan did her masters degree in education at University of Leeds, U.K., and earned her Ph.D. in educational technology at Science University of Malaysia. She held a graduate diploma in education from Universiti Malaya, and obtained a provincial diploma in instructorship from Vancouver Community College, Canada. Emily specialised in education technology and teacher education, spending the most part of her academic career on training pre-service and in-service teachers.

Emily was a certified master facilitator for Intel's Teach to the Future programs, and conducted workshops and training at multinational factories and universities in Malaysia. She has presented papers internationally, published journal articles, and written university texts on study skills and learning strategies. Over the past nine years, she served as coordinator at the Learning Centre, Kwantlen Polytechnic University, training tutors on teaching methods and students on study skills and learning strategies

Observer – Conference Compliance and Regulations

**Dr. Steven Cheah, Ph.D.
Canada.**
Retired Economics Professor,
Kwantlen Polytechnic University,
Canada

Dr. Steven Cheah holds a Malaysian M Econ, a British Ph.D., an American MBA, a Canadian teaching diploma, and is an Australian Certified Management Accountant. His research interests are wide-ranging, including financial regulation and innovation, financial reporting, corporate governance, industrial technology transfer, open and distance education. Steven has published a number of academic books and book chapters, over 25 journal articles, and sat on journal editorial boards. He worked closely with industry, and has undertaken consultancy projects for United Nations and other international agencies, multinational corporations, central and commercial banks.

Steven was professor of economics at several public and private universities in Malaysia and Canada, and was a visiting professor at an American state university. During his long and distinguished academic career, he supervised a number of masters and doctoral candidates, and was appointed external Ph.D. examiner for Malaysian, Australian, and Indian universities (including Indian Institute of Technology). He has served in various leadership and management capacities, such as economics chair, director of continuing education, dean of business school, and dean of graduate school at various universities. He recently retired as economics professor at a Canadian public university.

Observer - Conference Compliance and Regulations

**Dr. Masud Rahman, Ph.D.
Norway**
Emeritus Professor, University of
Nord, Norway.

Masudur Rahman, Ph.D, Emeritus, Nord University, Norway, has a long academic carrier as a teacher and researcher, at various universities in Norway. Educated as a sociologist and an economist, Dr. Rahman has an eclectic range of research interests, embracing economy and society relations, both at micro and macro-levels.

Dr. Rahman's research works are diverse and multifaceted. Those include macroscopic studies of the structures of power as well as interpersonal network relations, at a variety of levels. Divers, yet, Dr. Rahman's research works fit broadly under the umbrella of development process, including economic and social organizations and political mobilization, in Bangladesh and South Asian countries. Dr. Rahman's recent studies include the sustainability of the Norwegian welfare mode.

Keynote Speaker

Dr. Chandana Kulasuriya, Ph.D.
Curtin, Australia.
Conference Co-chair
Senior Lecturer (Grade I) in Civil
Engineering at the Open University
of Sri Lanka,
Sri Lanka.

Dr. Chandana Kulasuriya is a senior academic, researcher, and engineering practitioner specializing in structural engineering, sustainable construction materials, and the broader role of engineering in society.

He currently serves as a Senior Lecturer (Grade I) in Civil Engineering at the Open University of Sri Lanka. Previously, he served as Program Coordinator (Engineering) and Senior Lecturer (Higher Grade) at Curtin Colombo Campus, which delivers engineering degree programs from Curtin University, Australia. Before entering academia, he worked as an engineering practitioner in Sri Lanka, and later, he also gained industry experience in Australia.

Dr. Kulasuriya earned his Doctoral Degree from Curtin University, Australia, and holds a Master's Degree in Structural Engineering Design and a Bachelor's Degree in Civil Engineering from the University of Moratuwa. He is a Chartered Engineer in Sri Lanka (CEng, IESL), a Chartered Professional Engineer in Australia (CPEng, IEAust), and an International Professional Engineer (IntPE). He has also been recognized as a Fellow of the Institution of Engineers Sri Lanka.

His research interests span a broad spectrum, including structural engineering, construction engineering, materials engineering, sustainability, philosophy, the aesthetics of engineering, engineering education and the impact of technology on the environment and society. Beyond engineering, he is also passionate about fine arts and educational film production. He has conceptualized, scripted, and directed several academic films that have been screened at academic forums in Sri Lanka, Australia, and the USA. Through his artistic work, Dr. Kulasuriya seeks to initiate meaningful discourse on the impact of technology on society and the environment.

Keynote Speech

22nd International Conference on Sustainable Development 2025
Organized by the Ontario International Development Agency (OIDA), Canada
Held at BMICH, Colombo, Sri Lanka, Sep 3–4, 2025

Extended Abstract

Aesthetic Sustainability & Visual Pollution
Dr. Chandana Kulasuriya, Ph.D.

According to the literature, both the concept and the term *aesthetic sustainability* are relatively recent, emerging around 2000 and evolving thereafter. In 2000, Leist and Holland described aesthetic sustainability as a communal tradition of intrinsically valuing natural things, in a Policy Research Brief titled *Conceptualising Sustainability*, published by Cambridge Research for the Environment. In 2012, Kulasuriya and Vimonsatit conceptualized aesthetic sustainability as a philosophical notion, highlighting its subjective component within the broader sustainable paradigm, in the *Proceedings of the Australasian Structural Engineering Conference 2012* published by the Institution of Engineers Australia. In 2017, Harper described aesthetic sustainability as a novel dimension of product design and consumption, focusing on expressional durability and the sensuous bond between humans and objects. These early authors appear to have developed the concept of aesthetic sustainability independently, and in different directions.

After 2020, the concept gained wider attention. For instance, Lehtinen (2021) introduced it as a conceptual tool for understanding how human aesthetic preferences and choices function. In 2024, Korpelainen and Lehtinen framed it as the temporal prolongation of aesthetic value, understood through subjective experience, contested values, functionality, ecological integrity, and broader sustainability frameworks. In 2025, Thorhauge and Porse examined aesthetic sustainability as an integral dimension of the STEAM approach to teaching and learning in museums within the broader context of education.

Thus, it is evident that the concept of aesthetic sustainability has gradually developed across diverse disciplines over the past two decades—including philosophy, ecology, product design, urbanism, engineering, and education—through the contributions of various authors. Among these contributors, Kulasuriya focuses on aesthetic sustainability in relation to environmental sustainability. In this context, aesthetic sustainability is defined as the sustenance or maintenance of environmental aesthetics through conservation and regeneration, while the degradation of environmental aesthetics is referred to as *visual pollution*. Hence, aesthetic sustainability and visual pollution are binary opposites, representing the preservation and degradation of environmental aesthetics, respectively. Accordingly, maximizing aesthetic sustainability requires minimizing visual pollution in the environment. Therefore, both concepts are examined together.

This paper begins by examining the origin of the term aesthetic and its historical meaning, 'the science of sensory perception.' It then explains the involvement of the five senses, the brain, and the mind in sensory perception and interpretation. The components of aesthetic experience are subsequently explored, namely the affective and cognitive components. The affective component is defined as the ability to emotionally appreciate environmental aesthetics, whereas the cognitive component refers to the ability to intellectually appreciate them. This discussion leads to an important question concerning the cognitive aspect of aesthetic experience: can aesthetic sustainability be achieved solely by beautifying the surface (landscape) while neglecting the subsurface (infrastructure below ground)? The paper then highlights the critical role of subsurface systems—such as drainage, utility lines, and soil stability—in supporting surface aesthetics. Consequently, it argues that lasting aesthetic sustainability cannot be achieved solely through surface beautification, such as planting flowers or adding ponds, without addressing the subsurface.

Next, the paper explores different approaches to understanding environmental aesthetics. It proposes viewing the environment as an *aesthetic composition*, similar to a painting or sculpture. Here, composition is defined as the arrangement of elements to form a unified whole. It then proposes the *Principle of Formal Analysis* as an objective criterion for assessing the richness of a composition. This principle outlines the basic elements of aesthetic composition and the fundamental principles for organizing these elements, such as unity, balance, harmony, and rhythm. Thereafter, it explores the narratives behind compositions, which may be objective or subjective. Both types of narratives thus provide yardsticks for evaluating compositions from an experiential perspective.

These stances of objectivity and subjectivity lead the paper toward a philosophical discourse. It examines the ontological and epistemological dimensions of objective and subjective realities underpinning aesthetic sustainability and visual pollution. It then explores ways of integrating them, rather than privileging one and excluding the other, through the framework of Integral Theory. Integralism, or Integral Theory, introduced by contemporary American philosopher Ken Wilber (1996), not only recognizes multiple realities but also integrates them. This approach has created space for discourse on aesthetic sustainability to acknowledge and incorporate both subjective and objective realities, including narratives. Integral philosophy also accommodates diverse positions within the subjective–objective debate. One perspective holds that the ideal forms of the subjective and the objective should not be regarded as mutually exclusive opposites, but as two ends of a continuum. From this view, every practical matter involves both subjective and objective dimensions. Dias (2010) contends that treating subjectivity and objectivity as absolute polarities is characteristic of modern thought. His reasoning suggests that the two can coexist not only in contrast but also in complementarity.

Finally, the paper presents real-world examples from Sri Lanka, such as the city of Kandy, to demonstrate environmental aesthetics. First, the objective characteristics of unity, balance, harmony, and rhythm in relation to the city of Kandy are discussed. Next, subjective interpretations, meanings, reputations, and identities are examined. Ultimately, the speech emphasizes the importance of *context* in assessing aesthetic sustainability and visual pollution. It concludes by recommending ways to maximize aesthetic sustainability and minimize visual pollution within a given composition, with particular attention to context.

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Chhattisgarh, India.

Plenary session
September 03, 2025

Moderator: Dr. Stephen Cheah, Ph.D. Canada.

Time	Description
4:30 PM	Welcome Dr. Neville Hewage, Ph.D. Program Director, Ontario International Development Agency, Canada
4:40 PM	OIDA Publication Grant announcement
4:50 PM	Greetings Dr. Henri Pallard Conference Co-chair Director, International Centre for Interdisciplinary Research in Law, Laurentian University, Canada.
5:00 PM	Greetings Dr. Robert Taylor Conference Co-chair Montclair State University, New York, USA.
5:10 PM	Greetings Senior Professor M. M. Pathmalal, Ph.D. Vice-Chancellor of the University of Sri Jayewardenepura, Sri Lanka.
5:20 PM	Greetings Eng. Prof. Tirath Manojya Pallewatta , Ph.D Senior Professor, Department of Civil Engineering of the Open University of Sri Lanka, Sri Lanka.
5:30 PM	Greetings Dr. P. Paramashivaiah, Ph.D. Tumkur University, India.
5:40 PM	Greetings Professor R. Shashidhar, Ph.D. Davengere University, India.
5:50 PM	Greetings Dr Jasmine Joshi, Ph.D. Principal Maharaja Agrasen International College Raipur, Chhattisgarh, India
6:00 PM	Keynote Speech Dr. Chandana Kulasuriya , Ph.D. Sri Lanka.
6:35 PM	Film 'Aesthetic sustainability' in the built environment.
7:30 PM	Networking Buffet Dinner Room: Orchid

Program at a glance

September 04, 2025
Late Registration Begins from 7:30 AM

Morning Session 9:30 AM – 12:30 PM

Room: Tulip			Room: Saffron		
Theme	Time	Ref. No.	Theme	Theme	Ref. No.
Development	9:30 am 9:50 am	061	Governance	9:30 am 9:50 am	074
	9:50 am 10:10 am	004		9:50 am 10:10 am	087
	10:10 am 10:30 am	022	Health	10:10 am 10:30 am	016
	10:30 am 10:50 am	083		10:30 am 10:50 am	062
	10:50 am 11:10 am	097		10:50 am 11:10 am	075
	11:10 am 11:30 am	099	Information And Comm.	11:10 am 11:30 am	005
	11:30 am 11:50 am	104		11:30 am 11:50 am	041
Economics	11:50 am 12:10 pm	020		11:50 am 12:10 pm	055
Environment	12:10 pm 12:30 pm		Social Policy	12:10 pm 12:30 pm	002

Tea, Coffee and soft drinks are available during the session

Networking Lunch
Catering by Mount Lavinia Hotel
12:30 PM – 1:30 PM
Room: Orchid

Afternoon Session 2:00 PM – 5:00 PM

Room: Tulip			Room: Saffron			Room: Lavender		
Theme	Time	Ref. No.	Theme	Time	Ref. No.	Theme	Time	Ref. No.
Environment	2:00 pm 2:20 pm	013	Science & Technology	2:00 pm 2:20 pm	095	Science and Technology	2:00 pm 2:20 pm	102
	2:20 pm 2:40 pm	111		2:20 pm 2:40 pm	079	Information and Communication	2:20 pm 2:40 pm	015
	2:40 pm 3:00 pm	054		2:40 pm 3:00 pm	093	Gender Equality	2:40 pm 3:00 pm	068
	3:00 pm 3:20 pm	056		3:00 pm 3:20 pm	094	Science and Technology	3:00 pm 3:20 pm	103
	3:20 pm 3:40 pm	081		3:20 pm 3:40 pm	106	Food and Agriculture	3:20 pm 3:40 pm	116
Governance	3:40 pm 4:00 pm	033		3:40 pm 4:00 pm	115		3:40 pm 4:00 pm	
	4:00 pm 4:20 pm	059	Environment	4:00 pm 4:20 pm			4:00 pm 4:20 pm	
Gender Equality	4:20 pm 4:40 pm	050	Gender Equality	4:20 pm 4:40 pm	098		4:20 pm 4:40 pm	
Food & Agri	4:40 pm 5:00 pm	072	Governance	4:40 pm 5:00 pm	052		4:40 pm 5:00 pm	

Tea, Coffee and soft drinks are available during the session

Special Session
Sustainable Human and Environmental Systems (SHES) Roundtable
September 04, 2025,
5:30 PM – 7:00 PM
Room: Lavender

7:30 PM
Networking Dinner
Catering by Mount Lavinia Hotel
Room: Orchid

September 04, 2025
Late Registration Begins from 7:30 AM
Morning Session 9:30 AM – 12:30 PM

Room: Tulip			Room: Saffron			
Session Chair		Observers	Session Chairs		Observers	
Dr. Stephen Chea, Ph.D, Canada., Prof: Sunethra Thennakoon, Ph.D, Sri Lanka		Prof. DAR Dolage, Sri Lanka.	Dr. Masud Rahman, PhD, Norway. Dr. Nadira Gunathilaka, Ph.D., Sri Lanka		Eng. Prof. T. M. Pallewatta, Sri Lanka.	
Theme	Time	Description	Theme	Theme	Description	
Development	9:30 am 9:50 am	061 Unravelling Socio-Spatial Dimensions of Appropriation of Urban Spaces for Street Vending in Hyderabad Shalini Kakani [1*], Ayon Kumar Tarafdar [2] [1,2] School of Planning and Architecture Vijayawada, India.	Governance	9:30 am 9:50 am	074 Intellectual Property Rights Can Be a Game Changer for MSMEs – A Study P. Paramashivaiah [1], B.K. Suresh [2] [1,2] Tumkur University, Tumkur, Karnataka, India.	
	9:50 am 10:10 am	004 Influence of Morphological Characteristics on the Sustainability of Underserved Settlements: A Case Study in *Jaffna* Municipality and its Urban Fringe, Sri Lanka. Cavitha Thiliepan [1], Thennakoon, T.M.S.P.K [2], Buddhika Madurapperuma [3] [1] Department of Geography, University of Jaffna, Thirunelvely, 40000, Sri Lanka [2] Department of Geography, Faculty of Humanities & Social Sciences, University of Sri Jayewardenepura, Gangodawila, Nugegoda, 10250, Sri Lanka [2] International Center for Multidisciplinary Studies (ICMS), Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka [3] Department of Botany, The Open University of Sri Lanka, Nawala, Nugegoda, 10250, Sri Lanka.		9:50 am 10:10 am	087 Sustainable Project Management for Remote Construction: A Case Study of Dual-Scope Delivery in Puttalam, Sri Lanka Kokila Pranad Arandara [1], Thushara Priyadarshana [2] [1,2] Department of Civil Engineering, Open University of Sri Lanka.	
	10:10 am 10:30 am	022 Geospatial Assessment of Forest Fragmentation and Habitat Degradation, Spatially and Temporally in the Dry Zone of Sri Lanka: Insights for Ecosystem Restoration and Habitat Connectivity H.M.B.S. Herath [1], Nayanajith Kumara [2], Pavithra Jayasinghe [3] [1,2,3] Department of Geography, University of Sri Jayewardenepura, Sri Lanka	Health	10:10 am 10:30 am	016 A new Characterization of Peak biting times of *Aedes aegypti* and *Aedes albopictus* using the human baited double net trap technique in the Colombo District Madapathage Don Pubuditha Madushan [1*], Chamila Nuwan Dissanayake [2], Preshila Chandimali Samaraweera [3], Don Sudath Samaraweera [4] [1,3,4] National Dengue Control Unit, Ministry of Health, Sri Lanka. [2] National Insurance Trust Fund, Sri Lanka.	

Time				Time	
10:30 am 10:50 am	**083** Investigation of Monitoring and Post-Auditing in Environmental Impact Assessment (EIA) in Sri Lanka Dharmasena K.D.A.[1], Seneviratne S.W.[2], Dayanthi W.K.C.N.[3] [1,2,3] Department of Civil and Environmental Engineering, Faculty of Engineering, University of Ruhuna, Hapugala, Galle, Sri Lanka			10:30 am 10:50 am	**062** Anthropological Perspectives on Goiter Awareness: Towards Inclusive Health Development for Middle-aged Women Nelum Kanthilatha [1*], Virangi Yasodara Senevirathna [2] [1] International Center for Multidisciplinary Studies and Department of Anthropology, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka. [2] Derana Macroentertainment, Colombo, Sri Lanka.
10:50 am 11:10 am	**097** Ordination in Buddhist Reclusive Life: A Socioeconomic, Psychoanalytic and Linguistic Reading of Wijenayake's Select Short Stories Chitra Jayathilake [1], Sujeeva Sebastian Pereira [2], Hansamala Ritigahapola [3] [1,2,] Department of English and Linguistics, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Nugegoda, Sri Lanka. [3] Department of Sinhala and Mass Communication, University of Sri Jayewardenepura, Sri Lanka			10:50 am 11:10 am	**075** Seeing Differently: A Qualitative Exploration of Screen-Induced Visual Autism-Like Behaviours in Children in Southern Sri Lanka Nirosha Ruwanpathirana [1], Virasha Godakanda [2] [1] Department of Sociology, University of Sri Jayawardenepura, Sri Lanka. [2] University of Ruhuna, Sri Lanka.
11:10 am 11:30 am	**099** An Open-Source Geospatial Landslide Risk Assessment for Advancing Sustainable Development in Sri Lanka's Rathnapura DSD Isini Thisara Hewa Kokawalage [1], Pavithra Jayasinghe [2] [1,2] Department of Geography, University of Sri Jayewardenepura, Sri Lanka.			11:10 am 11:30 am	**005** Fostering Inter-cultural Understanding through Translations A Study of Japanese Literary Translations into Sinhala Samanthika Lokugamage [1], Udara Iroshini de Silva [2] [1] Department of Languages, Cultural Studies and Performing Arts, International Center for Multidisciplinary Studies, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka. [2] Department of Modern Languages, University of Kelaniya, Sri Lanka.
11:30 am 11:50 am	**104** Sustainable Alternatives to Clay Bricks: A Review on PET-Based Masonry Units for Green Construction Hasanthi Wijesundara [1], S.V.T. J. Perera [2] [1,2] Sri Lanka Institute of Information Technology, Sri Lanka.	Information And Comm.		11:30 am 11:50 am	**041** Development of Unified Framework for Innovative Information Technology Tools Diffusion towards Flood Risk Communication in Sri Lanka Ranjana Geethalankara [1*], T.M.S.P.K Thennakoon [2], Prasad Jayaweera [3], Rajendram Kandiah [4] ,Suneth Saparamadu [5] [1] Department of Geography, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka. [2] Department of Geography & International Center for Multidisciplinary Studies (ICMS), Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka. [3] Faculty of Computing, University of Sri Jayewardenepura, Sri Lanka. [4] Department of Geography, Faculty of Arts and Culture, Eastern University, Sri Lanka. [5] Huazhong University of Science and Technology, Wuhan, China.

Economics	11:50 am 12: 10 pm	020 Fostering Innovation through the Knowledge Economy's Entrepreneurial Ecosystem Suresh B. K. Naidu [1], Paramashivaiah Puttashankaraiah [2] [1,2] Tumkur University, India.		11:50 am 12: 10 pm	055 Integrating AI into Eco-Tourism: A Conceptual Framework for Sustainable Travel Planning Thdugalage Don Chaminda Pushpakumara [1]*, Fazeela Jameel Ahsan [2] [1] University of Moratuwa, Sri Lanka. [2] Department of Marketing, University of Colombo, Sri Lanka.
Environme nt	12:10 pm 12:30 pm		Social Policy	12:10 pm 12:30 pm	002 Fostering active learner participation in higher education: an action research project Sampath Pushpakumara Department of English Language Teaching and International Center for Multidisciplinary Studies, University of Sri Jayewardenepura, Nugegoda, Sri Lanka.

Tea, Coffee and soft drinks are available during the session

Networking Lunch
Catering by Mount Lavinia Hotel
12:30 PM – 1:30 PM
Room: Orchid

Afternoon Session
2:00 PM 5:00 PM

Theme	Time	Description	Theme	Time	Description
		Room: Tulip			**Room: Saffron**
	Session Chair	Observers		Session Chairs	Observers
	Dr. Emily Tang, Ph.D. Canada. Dr. Chandana Kulasuriya, Ph.D., Sri Lanka	Prof: Lalith Arambawela, Ph.D., Sri Lanka. Prof: Valmiki Rama Krishna, Ph.D, India.		Dr. ISK Wijayawardane, Ph.D. Sri Lanka. Dr. Badra Herath, Ph.D. Sri Lanka	Dr. AMPB Abeysinghe, Ph.D., Sri Lanka Prof: P. Paramshiva, Ph.D. India..
Environment	2:00 pm 2:20 pm	013 Climate Beliefs and Attitudes and Firms' Pollution Haoyu Zhang [1], Kiridaran Kanagaretnam [2] [1,2] Schulich School of Business, York University, Canada.	Science & Technology	2:00 pm 2:20 pm	095 Nanotechnology in Product Innovation and Commercialization Shilpa Sharma [1], Jasmine Joshi [2], Rupali Chowdhury [3] [1,3] Anjaneya University, India. [2] Maharaja Agrasen International College, India.
	2:20 pm 2:40 pm	111 Landslide Vulnerability and Risk Assessment of Matara District Using The Geospatial Technologies P.H.H. Kokawalage Department of Geography, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka.		2:20 pm 2:40 pm	079 Strengthening Documentation and Field Implementation of Dam Safety Guidelines in Sri Lanka Kalana Prabhath Wickramasinghe [1], Piyum Nalaka Chandrasena [2], Anuruddhika Ganganie Jayasinghe [3], Samanthi Wickrema Seneviratne [4] [1,2,4] Department of Civil and Environmental Engineering, Faculty of Engineering, University of Ruhuna, Sri Lanka. [3] Department of Civil Engineering, Faculty of Engineering Technology, The Open University of Sri Lanka
	2:40 pm 3:00 pm	054 The role of traditional knowledge in sustainable food systems: A temporal and thematic analysis Piyoda Darmasiri Wijesekara [1], TMSPK Thennakoon [2] [1] International Center for Multidisciplinary Studies, University of Sri Jayewardenepura, Nugegoda, Sri Lanka. [2] Department of Geography & International Center for Multidisciplinary Studies, University of Sri Jayewardenepura, Nugegoda, Sri Lanka.		2:40 pm 3:00 pm	093 Sustainable bridge management strategy through modern smart phones Kunanathan Vanushan [1], Kamal Karunananda [2] [1,2] Open University of Sri Lanka, Sri Lanka.
	3:00 pm 3:20 pm	056 An Integrated Geospatial Assessment to Evaluate Factors Affecting Sustainability of Ecosystem Services of Urban Wetlands Due to Fragmentation: A Case study of Bellanwila-Attidiya wetland in Sri Lanka H.K.U. Dewmini [1] H.M.B.S. Herath [2] [1 2] Department of Geography, University of Sri Jayewardenepura, Sri Lanka.		3:00 pm 3:20 pm	094 Sustainable Urban Development Challenges: Land Use and Land Cover Change and Its Implications for Land Surface Temperature in Ratnapura, Sri Lanka Buddhini Tharushika Malaviarachchi [1], Pavithra Jayasinghe [2], A.W.G.N.M. Abeyrathna [3] [1,2,3] Department of Geography, University of Sri Jayewardenepura, Sri Lanka.

	3:20 pm 3:40 pm	081 Waste Not, Want Not: Promoting Responsible Consumption through Safe and Sustainable Disposal of Household Medicines Nanayakkara Hapugalage Gangani Isurika Faculty of Humanities and Social Sciences, The Open University of Sri Lanka, Sri Lanka.		3:20 pm 3:40 pm	106 Language and the Environment in Education: An Ecolinguistic Study of Sri Lankan School English Textbooks Lalith Ananda Gamage Department of English and Linguistics, International Center for Multidisciplinary Studies (ICMS), Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka.
Governance	3:40 pm 4:00 pm	033 Assessment of Urban Green Space Dynamics towards Mitigating the Environmental Stress in Vijayawada City, Andhra Pradesh, India Praveena K [1,] Adinarayanane Ramamurthy [2], Ramesh Srikonda [3] [1,2,3] School of Planning and Architecture Vijayawada, Government of India.		3:40 pm 4:00 pm	115 Benefit Analysis Of Usage Of Ceramic And Porcelain Waste Powder As Supplementary Cementous Materials In Interlocking Paving Block Production Krishantha H.M.B. [1], Gunathilaka A.M.L.N [2] [1,2] Department, of Civil engineering, Open University of Sri Lanka, Nawala, Sri Lanka.
	4:00 pm 4:20 pm	059 Corporate Governance in the Age of Gen AI: A Sectoral Analysis of Financial Services Ramesh Hiremaithe Naganaik [1*], Arpita Shreedhara [2] [1,2] Kuvempu University, Jnanasahyadri, Shimoga, India.	Governance	4:00 pm 4:20 pm	.
Gender Equality	4:20 pm 4:40 pm	050 Experience of forgiving in Indian marriages: A Qualitative Inquiry Wellington Mthokozisi Hlengwa University of Zululand, South Africa.	Gender Equality	4:20 pm 4:40 pm	098 Impact of Gender Equality on Economic Growth: A Commerce Perspective Chintamani Panda [1], Swayam Prava Mishra [2], Ruchi Pandey [3] [1,2,3] Anjaneya University, India.
Food & Agri	4:40 pm 5:00 pm	072 Affectionate Gesture–Speech Integration in Caregiver Communication: A LUVORA Model Intervention for Language Development, Resilience, and Lifelong Well-Being Niluka Udayangani Hettige [1], Malathie Priyangika Dissanayake [2] [1] Faculty of Graduate Studies, University of Colombo, Sri Lanka. [2] The Open University of Sri Lanka, Sri Lanka	Development	4:40 pm 5:00 pm	052 Beyond Delayed Gratification: Towards a Theory of Mental Conditioning for Sustainable Poverty Reduction T.M. S.P.K. Thennakoon [1], Rohana Ulluwishewa [2], Indujeewa K. Peiris [3], U.H. Kaushalya [4] Gayasha K. Paranamana [5] [1] Department of Geography & International Center for Multidisciplinary Studies, University of Sri Jayewardenepura, Sri Lanka. [2] An Independent Researcher in Spirituality and Sustainability, Palmerston North, New Zealand. [3] Open Polytechnic of New Zealand, New Zealand. [4] Department of Geography, University of Sri Jayewardenepura, Sri Lanka. [5] NSBM Green University, Sri Lanka.

Tea, Coffee and soft drinks are available during the session

3rd Parallel session Room: Lavender From 2:00 PM – 5:00 PM	
Session Chair/Observer	Observer/ Chair
Dr.V.Ramkrishna, India. Dr.R.Shashidhar, India Dr.H N Ramesh , India	. Dr.P.Paramashivaiah, India Dr.Ashok V Paled, India.
102 Investigating the feasibility of using Artificial Intelligence tools in the design of roof trusses M.G.N.D. Fernando[1], C. Kulasuriya[2], D.D.M. Ranasinghe[3] [1,2] Department of Civil Engineering, Faculty of Engineering Technology, The Open University of Sri Lanka, Nawala, Nugegoda, Sri Lanka [3] Department of Electrical and Computer Engineering, Faculty of Engineering Technology, The Open University of Sri Lanka, Nawala, Nugegoda, Sri Lanka	
015 Assessing the ESG Framework on Sustainable Manufacturing in Maharaja Soap Industry: A Case Study Ashokkumar V. Paled [1]*, Shashidhar Rudrappa [2], Dipikarani Lokare [3] [1,2,3] Davangere University, Davangere, Karnataka, India.	
068 Legal Analysis of Custody Rights and Their Impact on Gender Equality in Sri Lankan Family Courts Pasanya Saavindi Diwakara Law, University of London, UK.	
103 Experimental Investigation on Improving Fire Endurance of Aerated Concrete Blocks P.W.A.S. Dasanayaka [1], I.S.K. Wijayawardane [2] [1] Department of Civil Engineering, The Open University of Sri Lanka, Sri Lanka. [2] Department of Civil Engineering, The Open University of Sri Lanka, Sri Lanka.	
116 Determinants of Customer Preference for Cardless Technology Over the Card for Cash Withdrawals in Sri Lanka Sapna Miyurangi Sathsarani [1], Hashini Vimarshana Liyanage [2], Nethmi Herath [3] [1,3] University of Kelaniya, Sri Lanka. [2] University of Colombo, Sri Lanka.	

Special Session
Sustainable Human and Environmental Systems (SHES) Roundtable
September 04, 2025,
5:30 PM – 7:00 PM
Room: Lavender

Special Session

The Sustainable Human and Environmental Systems (SHES) Approach to Sustainability Education and Practice Roundtable

Foundational Thematic Principles

Michael A. Reiter [1], Paul A. Barresi [2], and Richard C. Smardon [3]
[1] Department of Integrated Environmental Science, Bethune-Cookman University, Florida, USA.
[2] Southern New Hampshire University (SNHU), Manchester, NH, USA.
Department of Environmental Studies,
[3] State University of New York College of Environmental Science and Forestry,
Syracuse, New York, USA.

Abstract: The discourse that has emerged in recent decades about how to improve sustainability education in colleges and universities worldwide is among the most consequential of our time. This article and the four articles that follow it in this issue of the journal seek to contribute to this discourse by offering a supradisciplinary alternative to current approaches to sustainability education—the Sustainable Human and Environmental Systems (SHES) approach to sustainability education and practice. The SHES approach, which is the work of the SHES Roundtable, is both a conception of sustainability education and a step-by-step cognitive strategy for use by both students in the classroom and practitioners in the field to diagnose and to prescribe sustainable responses to situations that are inconsistent with a sustainable society. Since 2009, the SHES Roundtable has been a forum for academics and practitioners from throughout North America and beyond to pursue their commitment to provide college and university students with the knowledge and skills needed to meet the existential sustainability challenges that plague the modern world. Its work has been shaped by a solid grounding in first principles, a commitment to seeking consensus from all participants at all steps of the process, and the use of lessons learned from iterative experimentation in the classroom to inform the approach's fine structure as it has evolved over time. The result is a living set of recommendations concerning the pedagogy and administration of interdisciplinary and higher-order sustainability-focused programs in higher education. The SHES approach to sustainability education and practice includes a vision, a mission, and a strategic goal. The essence of the SHES vision is a world of "sustainable societies." The essence of the SHES mission is to sustain the viability of the human and environmental systems and interactions among the systems on which the realization of the vision depends. The essence of the SHES strategic goal is to bring about and to sustain the types of social learning needed to fulfill the mission. These aspirational goals present a formidable challenge to institutions of higher education. Although the SHES approach to sustainability education and practice has many attributes essential to meeting this challenge, seven thematic principles are at its core: holism, supradisciplinarity, systems thinking, revealed complexity, social learning, stakeholder engagement, and universal applicability.

Special Session

**The Sustainable Human and Environmental Systems (SHES) Approach to
Sustainability Education and Practice**

The Administrative Challenge

Michael A. Reiter [1], Richard C. Smardon [2], Paul A. Barresi [3]
[1] Department of Integrated Environmental Science, Bethune-Cookman University, Florida, USA.
[2] State University of New York College of Environmental Science and Forestry,
Syracuse, New York, USA.
[3] Southern New Hampshire University (SNHU), Manchester, NH, USA.

Abstract: The adoption of a novel approach to education at any institution of higher education is likely to pose equally novel administrative challenges. In the context of the Sustainable Human and Environmental Systems (SHES) approach to sustainability education and practice, these challenges are likely to fall into three categories: how to support SHES faculty, how to support SHES program design, and how to ensure broader institutional support and recognition for colleges and universities that incorporate the SHES approach into their curricula. The challenge of supporting SHES faculty is likely to play out differently in different types of colleges and universities. In particular, the very high degree of bureaucratization typical of large universities is likely to weigh more heavily on efforts to support SHES faculty than the more flexible institutional environments more common in smaller universities and colleges. Notwithstanding this likely variation, the most important thing that any college or university could do to support SHES faculty is to be explicit about its commitment to the SHES approach to sustainability education and practice. Implementing the SHES approach in the design of degree programs presents at least one crucial design challenge. At its core, the SHES approach to sustainability education and practice is a holistic one. For that reason, it is also supradisciplinary. Yet disciplinarity remains the pedagogical touchstone for the design of degree programs worldwide. Five basic program design models exist, which differ in how they approach disciplinarity. Some of these models are more conducive to the implementation of the SHES approach than others. Hovering above the issues of supporting SHES faculty and SHES program design is the challenge of how to ensure broader support for and recognition of colleges and universities that choose to do so. Ideally, that support should come from both inside and outside the institutions in question. The need for external support for and recognition of colleges and universities that embrace the SHES approach to sustainability education and practice is also a pressing one. The aspirational goals of the SHES approach are likely to give rise to novel administrative challenges in any college or university. Yet the SHES approach is designed to be universally applicable, regardless of institutional or subject matter context, whether by itself or as a complement to educational approaches that colleges and universities are using now. With careful planning, patience, and some creativity, any college or university could become a SHES-friendly institution.

Special Session

**The Sustainable Human and Environmental Systems (SHES) Approach to
Sustainability Education and Practice**

The Pedagogical Challenge

Paul A. Barresi [1], Michael A. Reiter [2], Richard C. Smardon [3]
[1] Southern New Hampshire University (SNHU), Manchester, NH, USA.
[2] Department of Integrated Environmental Science, Bethune-Cookman University, Florida, USA.
[3] State University of New York College of Environmental Science and Forestry,
Syracuse, New York, USA.

Abstract: The Sustainable Human and Environmental Systems (SHES) approach to sustainability education and practice embraces the education of students, stakeholders, practitioners, and whole societies as a prerequisite for transforming unsustainable societies into sustainable ones. It is suitable for use not only with students who are enrolled in academic or pre-professional courses and programs in colleges and universities large and small, but also by stakeholders, citizens, and practitioners in the field. The SHES approach is also inherently well suited for use across a full spectrum of courses and programs—not just in stand-alone "sustainability" courses and programs but also in others as a complement to content defined by reference to discipline-dependent criteria such as environmental science or studies, political science or sociology, ethics, or business administration. The hallmark of the SHES approach to sustainability education and practice is its use of holistic thinking (especially but not exclusively systems thinking) to reveal complexity holistically in a stepwise fashion as an alternative to the use of reductionist thinking (especially but not exclusively discipline-dependent thinking, including interdisciplinary thinking) to engage in analysis. Yet the SHES approach is not just a conception of sustainability education. It is also a cognitive strategy—in two senses. First, it is cognitive strategy for acquiring essential competencies through the use of certain holistic thinking strategies in the context of the steps of the SHES approach. Second, it is a cognitive strategy for diagnosing, prescribing, and implementing sustainable responses to the challenges posed by situations that are inconsistent with a sustainable society. The steps of the SHES approach as a cognitive strategy may be depicted in either of two ways. First, they may be depicted as a sequence of steps applied recursively as each situation of concern in a society is transformed into a sustainable alternative. Second, they may be depicted as a non-recursive sequence applied to all situations of concern in a society in the aggregate, without regard to the relative timing of the transformation of each situation. In either case, the SHES approach regards ten competencies as essential: holistic thinking; systems thinking; supradisciplinary thinking; complexity thinking; future thinking; adaptive thinking; diversity thinking; collaboration; stakeholder engagement; and project planning, implementation, and outcomes evaluation. The SHES approach also embraces certain pedagogical strategies as essential to students' acquisition of these competencies. These pedagogical strategies are competency-based education, backward design, the flipped classroom, and project-based education.

Special Session

The Sustainable Human and Environmental Systems (SHES) Approach to
Sustainability Education and Practice:

Program Evaluation and Transformation

Paul A. Barresi [1], Michael A. Reiter [2], Richard C. Smardon [3], Kimberly D. Reiter [4]
[1] Southern New Hampshire University (SNHU), Manchester, NH, USA.
[2] Department of Integrated Environmental Science, Bethune-Cookman University, Florida, USA.
[3,4] State University of New York College of Environmental Science and Forestry,
Syracuse, New York, USA.

Abstract: The Sustainable Human and Environmental Systems (SHES) approach to sustainability education and practice embraces the education of students, stakeholders, practitioners, and whole societies as a prerequisite for transforming unsustainable societies into sustainable ones. Yet the SHES approach is not merely a conception of sustainability education. It is also a cognitive strategy—in two senses. First, it is cognitive strategy for acquiring essential competencies though the use of certain holistic thinking strategies in the context of the steps of the approach. Second, it is a cognitive strategy for diagnosing, prescribing, and implementing sustainable responses to the challenges posed by situations that are inconsistent with a sustainable society. As this multi-pronged focus suggests, the SHES approach to sustainability education and practice has many novel features, several of which are fundamental and set the SHES approach apart from the educational approaches on which sustainability-focused programs at most colleges and universities typically rest. Similarly, the administrative settings in which those programs were designed and are delivered often diverge in ways large and small from the administrative settings in which SHES programs are most likely to thrive. The extent to which sustainability-focused programs that are not SHES programs happen to provide students with any of the SHES essential competencies is likely to vary just as much. These programs could provide students with certain SHES essential competencies to a greater or lesser extent. Other SHES essential competencies—the ones that are integral to the use of holistic and therefore supradisciplinary thinking (especially but not exclusively systems thinking) to reveal complexity holistically in a stepwise fashion—are unique to the SHES approach. These many discrepancies between sustainability-focused programs and their administrative settings as they are and sustainability-focused programs and their administrative settings as the SHES approach would require them to be highlight the need for assessment tools for use in evaluating the current state of affairs in any given college or university and charting a strategic pathway to a desired future. This article offers three assessment rubrics designed to meet this need.

Special Session

**The Sustainable Human and Environmental Systems (SHES) Approach to
Sustainability Education and Practice**

From the Classroom to the Workplace

Richard C. Smardon [1], Paul A. Barresi [2], and Michael A. Reiter [3]
[1] State University of New York College of Environmental Science and Forestry,
Syracuse, New York, USA.
[2] Southern New Hampshire University (SNHU), Manchester, NH, USA.
[3] Department of Integrated Environmental Science, Bethune-Cookman University, Florida, USA.

Abstract: The Sustainable Human and Environmental Systems (SHES) approach to sustainability education and practice seeks to provide students in higher education with the knowledge and skills needed to meet the existential sustainability challenges that plague the modern world. Colleges and universities that use this approach to prepare students for sustainability-focused careers will find that it has both pedagogical and administrative implications. One way of looking at these implications is as features of the supply side of a marketplace for SHES professionals. On the demand side of this marketplace are two groups of actors. The first is the public and private sector organizations that hire college and university graduates in relevant fields. The second is the professional associations on which those organizations rely to validate the competence of those hires and to guide their workplace activities by means of standards of practice and codes of conduct. Evaluating the current state and future prospects of the demand side of the marketplace for SHES professionals requires answering the following questions: 1) to what extent are the competencies that the SHES approach to sustainability education and practice regards as essential just as essential to the work of sustainability professionals; and 2) to what extent have the professions themselves recognized these competencies as essential in their standards of practice and codes of ethics? The essential competencies embedded in the SHES approach fall into ten categories: holistic thinking, systems thinking, supradisciplinary thinking, complexity thinking, future thinking, adaptive thinking, diversity thinking, collaboration, stakeholder engagement, and project planning, implementation, and outcomes assessment. Academics and practitioners alike increasingly recognize, at least implicitly, that most if not all of these competencies are essential to the work of sustainability professionals. Unfortunately, the standards of practice and codes of conduct for professionals who work in the sustainability field embrace the essential SHES competencies unevenly or incompletely and almost always do so implicitly if at all. One way of looking at this gap is as a distortion of the demand side of the marketplace for sustainability professionals. Rectifying this distortion is among the most important challenges facing the sustainability professions and the societies that they serve.

7:30 PM
Networking Dinner
Catering by Mount Lavinia Hotel
Room: Orchid
End

Online Presentation
Available on OIDA YouTube channel

https://www.youtube.com/@ontariointernationaldevelo808

Reference Number
014 Bridging the Digital Divide for Sustainable Development: A Study of Digitalization and Inclusive Growth among the Jenu Kuruba Tribe in Mysore Pooja Pujar Rajappa [1], Shashidhar Rudrappa [2] [1,2] Institute of Management Studies, Davanagere University, India.
017 Artificial Intelligence and Poverty Reduction: How AI Applications and Digital Solutions Can Help, Particularly in Developing Countries Nondumiso Yolande Hadebe [1]*, Fikile Gladys Xaba [2], Dumile Gumede [3], Mandla Mubecua [4] [1,2] University of Zululand, South Africa. [3,4] Durban University of Technology, South Africa.
018 Linking Entrepreneurship, Environmental Justice, and Sustainable Development: Pathways to Ecological and Social Transformation. Nondumiso Yolande Hadebe [1]*, Fikile Gladys Xaba [2], Dumile Gumede [3], Mandla Mubecua [4] [1,2] University of Zululand, South Africa. [3,4] Durban University of Technology, South Africa.
019 Adoption of climate change techniques for poverty alleviation in sustainable smallholder poultry production in Nigeria Samuel Adewale Abanigbe [1], Adewale A. Olutola [2], Ayanda M. Ngxumesh [3] [1,2,3] Tshwane University of Technology, Pretoria.

023
Crypto Investment Trends in the Digital Age: The Impact of Online Information on Risk Perception

J.K. Raju [1], Soujanya L.[2]
[1,2] Davanagere University, India.

025
Education for Sustainable Development: The Role of Creativity and Productivity

Krishnakumar Surpur [1], Dr R Shashidhar [2]
[1,2] Institute of Management Studies, Davangere University, Tholahunase , Karnataka , India

027
Understanding climate vulnerability, infrastructure gaps, and social support in coastal fishing communities: a preliminary factor study from Thiruvananthapuram, India.

Anjitha M. C.[1], Sharmistha Bhattacharjee [2]
[1,2] Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu, India.

029
Essential strategies that might mitigate domestic violence in the Tshitale rural area, South Africa

Rirhandzu Phyllis Hlungwane [1], Petrus Machete [2]
[1,2] College of Law, School of Criminal Justice, Department of Police Practice,
University of South Africa, South Africa.

031
Macroeconomic Variation Factors Influencing Indian Rupee Volatility:
A Multiple Regression Approach to Exchange Rate Dynamics

Venugopal G [1*], Shashidhar R [2]
[1,2] Institute of Management Studies, Davangere University, India.

032
Municipal Solid Waste Management: An Integral Role Played by Mysuru City Corporation

Dhanuja V.[1], Rakesh Rajendrakumar Deskar [2]
KLE Society's S Nijalingappa College, India.
[2] Post-Graduation Centre, Ramanagara, Bangalore University, India.

034
Novel framework towards integration of Environmental Carrying Capacity for Sustainable Spatial Planning:
A Systematic Approach in Indian context

Rajeev R. [1], Adinarayanane Ramamurthy [2], Ayon Kumar Tarafdar [3]
[1,2,3] School of Planning and Architecture, Vijayawada, A.P., India.

035

Measuring Operational Efficiency of Fintech Startups

Praveen Mohan Kulkarni [1*], Lakshminarayana K. [2], Basavaraj S. Tigadi [3],
Sanjeev Kumar Ningombam [4], Ameet Kulkarni [5]
[1] KLS Institute of Management Education and Research, Belagavi, Karnataka, India.
[2] Visvesvaraya Technological University, Centre for P G Studies-Bangalore Region,
Muddenahalli, Chickaballapur, India.
[3] Visvesvaraya Technological University, Belagavi, India.
[4,5] Dr. APJ Abdul Kalam Centre for Policy Research & Analysis, Indian Institute of Management
Shillong Umsawli, Shillong, East Khasi Hills District, Meghalaya, India.

036

Industry-Wise Prioritization of DEIB Initiatives in India: A Fuzzy Decision-Making Approach

Praveen Mohan Kulkarni [1*], Lakshminarayana K. [2], Basavaraj S. Tigadi [3], Sattagouda Patil [4],
Ameet Kulkarni [5]
[1,5] KLS Institute of Management Education and Research, Belagavi, Karnataka, India.
[2] Visvesvaraya Technological University, Centre for P G Studies-Bangalore Region,
Muddenahalli, Chickaballapur, India.
[3] Visvesvaraya Technological Universitym, Belagavi, India.
Visvesvaraya Technological University
[4] Department. of Management Studies and Research Mache Belagavi, India.

039

Sustainable Digital Marketing: Social Media's Role in Promoting Eco-Friendly FMCG Brand
Practices

Shanthan S. Malashetter [1], Noor Afza [2]
[1,2] Tumkur University, India.

040

Social Exclusion and Obligations of Dalit Rights in India: Dalits Rights Inclusivity

VenkateshGovindappa [1*], Valmiki Rama Krishna [2]
[1] Department of Political Science, HIKES's, A.V.Patil Degree College, Aland, India.
[2] Tumkur University, Sri Lanka.

042

Green Banking and Sustainable Development: A Systematic Review of Global Practices and
Policy Trends
Smitha S.[1], Ramesh Chandrahasa [2]
[1,2] Institute of Management Studies, Davanagere University, Karnataka, India.

044

The Grand Deception? Western Democracy and the Promise of Development in Africa

Mthandeni Patric Mbatha
University of Zululand, South Africa.

045 Emotional Intelligence and Sustainable Workplaces: A Study on Employee Well-being and Behavioral Outcomes Navya S T , Ramesh Chandrahasa [2] [1,2] Institute of Management Studies, Davanagere University, Karnataka, India.
046 A Study of Role Played by Public Sector Banks in the Priority Sector Lending Jyothi N S[1], Neelakanta N. T.[2] [1,2] Tumkur university, India.
047 The Contribution of Sustainable Agricultural Innovations to Inclusive Development: An Examination of Indian Farming Communities Snehal Kadadevarmath [1]*, R. Shashidhar [2] [1,2] Davangere University, India.
051 Traversing LGBTQ+ developments in Karnataka: A sector analysis of Education, Health and Employment Naveen Kumar B T [1]*, Ashokkumar V. Paled [2], Shashidhar R. [3] [1,2 ,3] Davangere University, Davangere, Karnataka, India.
053 Optimizing Passive Design Strategies in Warm-Humid Climates: A Holistic Framework for Green Building Rating Systems Karthik Chadalavada [1]*, Kranti Kumar Myneni [2], Srinivas Daketi [3] [1,2,3] School of Planning and Architecture, Vijayawada, India.
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064

Navigating Academic Entrepreneurship- A Case Study

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065

From Ideas to Impact: Enhancing Startup Productivity through Intellectual Property Management

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066

Bridging the Skills Gap: VET Centres as Catalysts for Sustainable Economic Growth

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067

AI-Driven Work Environments for Sustainable Retention of Indian Employees: A Critical Review on the Role of Psychological Contracts and Job Satisfaction Policies

Sumalatha [1], Raju J.K. [2], Shivalika N. [3], Rakesh D. [4]
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070

An Empirical Analysis of Sustainable volatility spillovers and Network Dynamics in the Indian Equity Market

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071

Assessing the Efficiency and Effectiveness of E-Governance Services: An Empirical Study.

Santosh Basavaraj Akki [1], Vijayalakshmi Mathalli Narasimhamurthy [2],
Shashidhar Rudrappa [3], Pooja Pujar Rajappa [4]
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073

Sustainable E-Marketing and the Path to SDGs: Evidence from Consumer Perceptions and Behaviour

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076

Adoption Of Sustainable Digital Technologies in the Real Estate Sector: A Critical Review

Rahul Vasant Mahajan [1], Jinu Kurian [2]
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077

Geospatial assessment to evaluate the factors affecting land use changes on the sustainability of agriculture in peri-urban areas: Special reference to Paddy lands in Gampaha district in Sri Lanka

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078

Servitisation Innovation as a Catalyst to Sustainability and Circular Transitions:
A Review and Future Research

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080

Evaluating the Role of ESG Scores in Shaping Financial Performance of Listed Companies in India

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082

The Effect of Risk on Capital Structure, Profitability, and Firm Value with
Sustainability Report as a Moderating Variable

Tsabita Karima [1], Kadarisman Hidayat [2], Nilai Firdausi Nuzula [3], Cacik Rut Damayanti [4]
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086 Diagnosing the systemic GAPs in Customer Experience Management: A three-dimensional assesment model from the Georgian insurance sector Nana Akhobadze [1], Natia Jibladze [2], Nino Jgamadze [3] [1,3] University of Georgia, Georgia. [2] Georgian National University, Georgia.
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091

A Study on the Impact of Shareholder Activism on ESG Performance in India's Banking Sector

Jinu Kurian[1] , S.Shwetha Iyer [2], Harsh Ahire [3] , Mohammed Azeem Khan[4],
Rishabh Kinhikar[5], Daivik Jayan Mampally[6]
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092

Mediating Role of Organizational Commitment in the Nexus of Perceived Support, Distributive Justice, and Citizenship Behavior

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096

Role of Sustainability Marketing in Shaping Consumer Intentions to Purchase Green Products

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100

Evaluating microaggression in townships: A case study of the gender-based violence secondary victims in Soweto Township

Nomsa Ingrid Zikalala
University of South Africa (UNISA), South Africa.

107

Statistical modelling of sustainable digital consumerism: data-driven strategies for environmental and
social impact in Indian markets

Shriram N. Kargaonkar [1], Surekha Gaikwad [2], Dinkar Rathod [3],
Jeevan Kasabe [4] , Reetuja Deshpande [5]
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108

AI-driven customer engagement in entrepreneurial platforms: a conceptual model for driving brand loyalty in the digital start-up era

Shwetha S. [1], Noor Afza [2]
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109 Women Leaders in Ancient India's Economy: A Historical Analysis of Economic Reforms, Trade, and Governance Abhisekh Rodricks IIT PATNA, India.
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October 20-21, 2026

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