



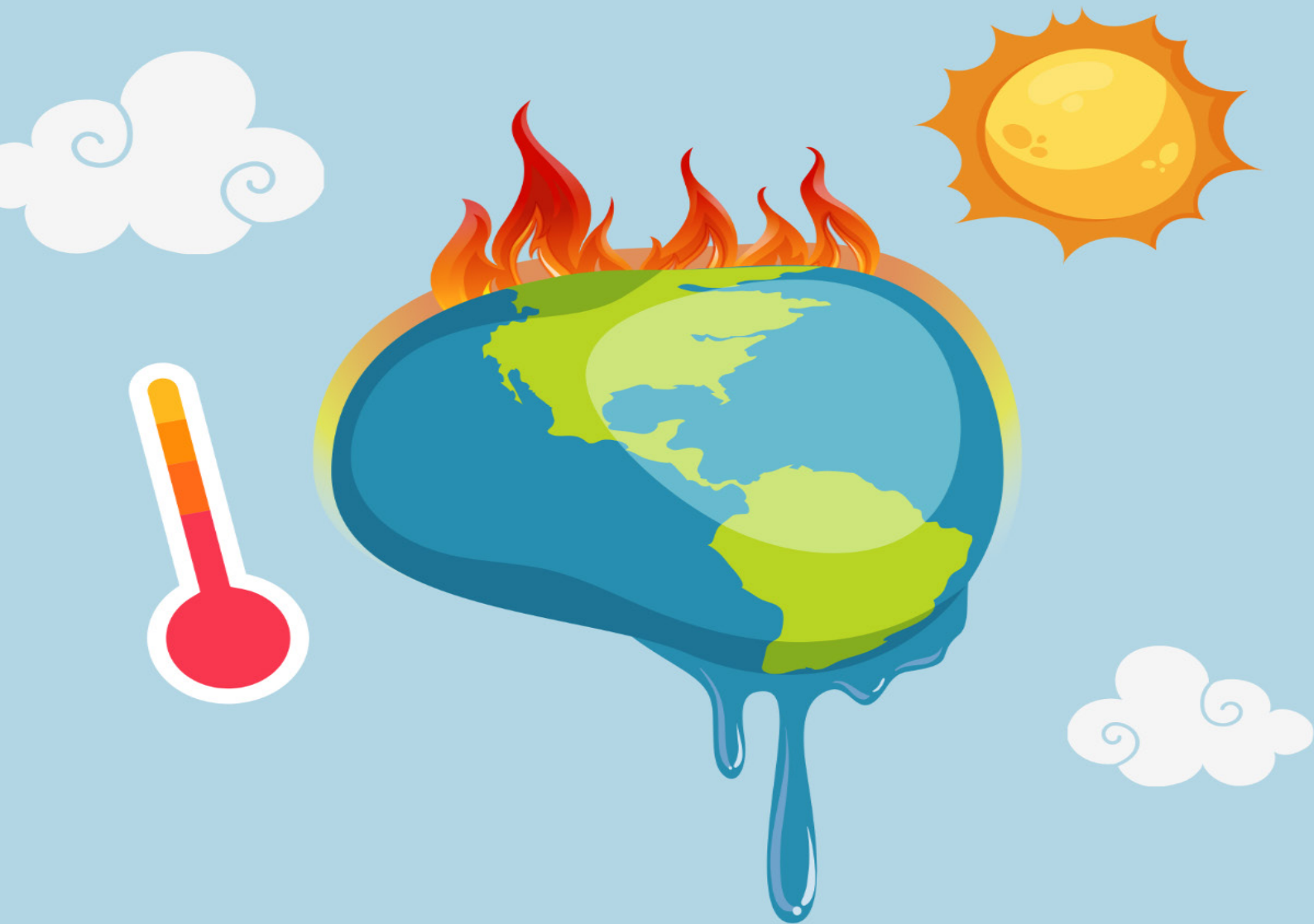
SJU Newsbites

Vol VII - No.12

www.stjosephuniv.edu.in

JUNE 2025

**CLIMATE CHANGE IS HAPPENING.
IT'S REAL.**



**SAVE THE EARTH. IT'S THE
ONLY HOME WE HAVE.**

Editorial Message

Dear Readers,

Welcome to our latest newsletter on Climate Action!

The urgent specter of climate change demands a profound awakening of our collective conscience. As the scientific community's consensus echoes with unmistakable clarity, it's evident that human endeavors are indelibly shaping the planet's trajectory, yielding far-reaching repercussions for the intricate web of life, economies, and human experience.

To confront this existential challenge, we must deepen our understanding of climate change's complex dynamics, its human-driven catalysts, and its multifaceted reverberations. By staying attuned to the evolving narrative of our planet's health and actively engaging with the issue, individuals can make deliberate choices that lessen their ecological footprint – from embracing sustainable mobility and conserving energy to championing environmentally conscious practices.

In this newsletter, we'll explore the latest developments, innovative solutions, and inspiring stories that highlight the power of collective action in driving transformative change. We'll also feature voices from the students, researchers, and faculties on climate action, sharing their experiences, insights, and visions for a more resilient sustainable world.

Let's dive in and discover how we can co-create a future that honors the beauty and diversity of life on Earth.

Happy reading,
Dr Alemmenla Walling
Editorial Team



MESSAGE FROM VICE - CHANCELLOR



Dear Readers,

It gives me great pleasure to address you through this edition of our magazine. As we embark on a new year of learning, growth, and discovery, I extend a warm welcome to all our students, faculty, and staff. Each academic session brings with it new opportunities, fresh perspectives, and a renewed sense of purpose.

While we remain committed to academic excellence, I would like to draw your attention to a challenge that reaches far beyond the boundaries of our classrooms: climate change. We are living in a pivotal time where the choices we make today will determine the health and sustainability of our planet tomorrow. From rising global temperatures and melting glaciers to unpredictable weather patterns and natural disasters, the signs of climate change are becoming increasingly clear and urgent.

As an institution of higher learning, we hold not only the power but the responsibility to lead by example. Our university is dedicated to promoting sustainability through green policies, research in renewable energy and environmental sciences, and by encouraging our students to take active roles as environmental stewards. This year, let us deepen our commitment to these values and take meaningful steps both academically and practically towards a greener future.

In this effort, the role of our youth, particularly in a state as ecologically rich as Nagaland, is vital. You, the younger generation, are uniquely positioned to make a difference. Your everyday actions whether it's avoiding plastic, reducing waste, conserving water, or choosing reusable items contribute significantly to protecting our environment.

I urge you to get involved in community initiatives such as tree-planting drives, clean-up campaigns, and awareness programs on climate change. Embrace and promote traditional practices like organic farming and rainwater harvesting, which are not only sustainable but deeply rooted in our culture. These efforts, though local, have a global impact.

The future of Nagaland and the world depends on the choices we make today. Let us make those choices wisely. Let this academic year be not only a time of academic achievement, but also a turning point in our journey toward environmental consciousness and responsibility.

With best wishes
Dr.D.Gnanadurai
Vice Chancellor

MESSAGE FROM DEPUTY REGISTRAR



Dear Readers,

Our Earth, Our Responsibility

As we move through our academic and daily routines, a silent cry rises from the Earth beneath our feet. Climate change is no longer a distant threat; it is a present reality. Heatwaves, floods, disappearing green cover, unpredictable rainfall, and rising pollution are not merely news headlines they are urgent calls to conscience.

Despite growing awareness, our actions often tell a different story. We continue to use plastics mindlessly, waste precious water, degrade soil through careless construction, and uproot trees without a second thought. We chase technological progress, yet forget the fundamental truth: there is no innovation more vital than preserving the planet that sustains all life.

Simple daily habits throwing garbage irresponsibly, ignoring recycling, overusing electricity and water all contribute to a larger pattern of ecological harm. What's most worrying is not just the damage, but our growing indifference to it.

The World Health Organization (WHO) warns that climate change is the single biggest health threat facing humanity. The UN's Intergovernmental Panel on Climate Change (IPCC) emphasizes that global temperatures are rising faster than ever, and the window to act is rapidly closing. But there is hope if we act together. Each one of us can be part of the solution. Let us begin by asking ourselves:

- Do I carry a reusable water bottle?
- Do I switch off unnecessary lights and fans?
- Do I think before printing, wasting, or buying something I don't need?
- Do I plant, preserve, and protect the green around me?

Our ancestors left us a world full of wonder clear rivers, thick forests, clean air, and healthy soil. What are we leaving behind for our children and students? Are we teaching them to consume, or to care? To destroy, or to protect? Let this month be a moment of reflection and action. Let us challenge ourselves to live more responsibly, to lead by example, and to create a ripple effect in our community. Our students, ourselves, and our future generations are watching us and questioning us.

This Earth is not inherited from our ancestors; it is borrowed from our children. Let's return it with care to our future generation.

With concern and hope,
Sr.Dr.M.Thianes Mary DMI
Dy. Registrar
St. Joseph University

DEPARTMENTAL MEETING

Department of Education Staff Meeting was conducted on June 9 2025

FACULTY DEVELOPMENT PROGRAMME (FDP) REPORT ON PROFESSIONAL ETHICS AND VALUES IN HIGHER EDUCATION

Date: 30 June – 1 July 2025

Venue: SJU Auditorium, St. Joseph University

The Department of Political Science and Botany, in collaboration with IQAC of St. Joseph University, organized a two-day Faculty Development Programme (FDP) on the theme “Professional Ethics and Values in Higher Education” from 30th June to 1st July 2025 at the SJU Auditorium, Chümoukedima, Nagaland.

The programme aimed to foster a deeper understanding among faculty members about the ethical responsibilities in higher education and to equip them with skills for maintaining integrity and emotional balance in academic environments. The sessions were also designed to introduce faculty to emerging technological tools and their appropriate, ethical use in teaching and learning.

DAY 1 (JUNE 30, 2025)

The first day of the Faculty Development Programme on “Professional Ethics and Values in Higher Education” was held on 30th June 2025 at the SJU Auditorium. The sessions were led by

Professor G.T. Thong, Retired Pro-Vice Chancellor of Nagaland University, who served as the resource person for the day.

The morning session commenced at 9:30 AM and was chaired by Dr. Alemmenla Walling, Assistant Professor, Department of English. The session began with an invocation by Fr. PushpaRaj, Campus Manager, followed by a welcome address by Dr. Achanger, Head of the Department of Political Science. An introductory note was delivered by Rev. Sr. Dr. Thaines Mary DMI, Deputy Registrar of the university, where she focused on the different types of intelligences and their relevance in the academic and professional context.



Introductory note delivered by Rev. Sr. Thaines

SESSION WITH G.T. PROFESSOR GTHONG

After a brief tea break, Professor G.T. Thong, Retired Pro-Vice Chancellor of Nagaland University, delivered a compelling lecture on the topic of “**Ethical Dilemmas in Higher Education.**” He began by defining ethics as a system of moral principles that govern human conduct, and highlighted the importance of moral attitudes in shaping the character of both individuals and institutions.

He stressed that it is the duty of educators to impart ethical values to students, as teachers serve not only as sources of knowledge but also as role models. He encouraged academicians to regularly reflect and evaluate their own actions, and emphasized the responsibility of individuals to rise above personal emotions in pursuit of ethical conduct. A key focus of the session was on academic integrity, with detailed explanations of its four main violations: plagiarism, cheating, falsification of credentials, and the misuse of technology. These acts, he noted, undermine trust in education and must be actively prevented.



Professor Thong also examined the broader topic of unethical leadership and organizational practices within educational institutions. He described how abuse of power—in the form of exploitation, harassment, discrimination, nepotism, and favoritism—can lead to an unhealthy academic culture.

These practices not only cause stress, anxiety, and depression among students and faculty but also stifle their potential, promote corruption, and erode institutional trust. He called for such behaviour to be openly addressed. Another area of concern discussed was conflict of interest, which can compromise integrity in research, teaching, administration, and governance.

He then spoke in depth about financial misconduct, which includes the misuse of funds for per-

sonal gain, bribery in admissions or contracts, and enrolling unqualified students for revenue purposes. Such actions, he warned, result in financial loss, diminished academic credibility, and legal complications, and must be tackled through good governance, regular audits, transparency, and accountability. He also highlighted unethical practices in recruitment and admissions, and emphasized the need to protect whistle-blowers who expose wrongdoing.

Further, the session addressed the ethical dimensions of student services, including support for mental health and ensuring fairness in academic treatment. Issues such as bribing for grades, forcing students to purchase unnecessary books, giving preferential treatment, plagiarism, biased research guidance, and harassment were all called out as unacceptable.

Professor Thong discussed ethical research practices, underscoring the importance of informed consent, confidentiality, data integrity, and the avoidance of conflicts of interest. He also emphasized the value of gender equality and cultural competency, advocating for inclusive environments that respect and understand diverse identities and traditions.

In closing, he stressed the need for transparency and accountability across all levels of higher education to build a system rooted in trust, fairness, and ethical responsibility. The lecture offered a thorough and thought-provoking examination of ethical challenges in academia and left participants with practical guidance on how to uphold the highest moral standards in their professional roles.



PROFESSOR THONG INTERACTING WITH FACULTIES

A brief Q&A session followed, where participants engaged with the speaker to reflect on the challenges and solutions related to ethics in academia. The first session concluded at 11:45 AM.

The afternoon session resumed at 1:00 PM and featured Lecture II on “Ethics in Teaching, Mentoring, and Assessment”. In this session, Professor Thong examined the core ethical principles that should guide teaching practices, including fairness, respect, and intellectual honesty. He also highlighted the responsibilities of mentors, particularly in the current age of AI, where digital tools require new forms of ethical awareness. Discussions included how to foster ethical mentorship, build trust, and maintain professional boundaries. Furthermore, the session covered ethical principles in student assessment, calling for transparency, consistency, and fairness in evaluating academic performance.

The lecture was followed by another interactive Q&A session. The day concluded with a vote of thanks delivered by Dr. Avino, Head of the Department of History, who appreciated the insightful sessions and the active participation of faculty members.



DAY 2 (JULY 1, 2025)

On Day 2 of the Faculty Development Programme held on 1st July 2025, the sessions were centered on enhancing the emotional and technological competencies of faculty members in academic settings.

The first session, held from 9:30 AM to 12:00 Noon, was chaired by Ms. Mughakali, Assistant Professor from the Department of Education. The session began with an invocation Mr. K. D Gideon, Assistant Professor, Department of Psychology and Counselling, followed by a warm welcome address by Mr. Benjungnungsang, Assistant Professor, Department of Political Science.

In the first session of Day 2 of the Faculty Development Programme, Professor L. Tongpang Longkumer from the Department of Agronomy, School of Agricultural Sciences, Nagaland University, delivered a highly engaging lecture on “Emotional Intelligence and Work-Life Balance in Academia.” He began by defining the term Emotional Intelligence (EI) and proceeded to explain what it looks like in practical, everyday behaviour.

Professor Longkumer emphasized that emotional intelligence encompasses not just emotional awareness but also the ability to manage and apply emotions constructively in personal and professional interactions. He introduced the five core pillars of emotional intelligence: self-awareness, empathy, motivation, self-regulation, and social skills, illustrating how each of these elements contributes to effective interpersonal dynamics and personal resilience in the academic environment.



SESSION WITH PROFESSOR LONGKUMER



During the session, he posed a thought-provoking question to the audience: “Why is emotional intelligence important in the workplace?” The answer, he asserted, lies in its ability to foster healthy workplace relationships. He further elaborated on the broader benefits of emotional intelligence, such as improving morale, enhancing communication, building stronger relationships, aiding in adaptation to change, increasing employee engagement, and ultimately leading to higher productivity and job satisfaction. Emotionally intelligent leaders, he noted, tend to have more motivated teams and lower turnover rates. Professor Longkumer also presented a comparison between IQ and EQ, highlighting their distinct roles in personal and professional development. IQ, he explained, is the ability to think, helps one get through school, and is generally fixed—it cannot be raised or earned. In contrast, EQ is the ability to feel, plays a crucial role in navigating life, and importantly, can be learned and improved over time. This comparison reinforced his argument that while IQ may contribute to academic success, EQ is essential for life and workplace effectiveness.

He listed signs of low emotional intelligence, such as being argumentative, not listening, blaming others, and having emotional outbursts—all of which can negatively affect the work environment. The lecture also addressed the issue of teacher burnout, identifying warning signs and encouraging early intervention. He concluded powerfully by stating that the combination of IQ and EQ leads to true success, especially in demanding and emotionally nuanced professions like teaching.

Emotionally intelligent leaders, he noted, tend to have more motivated teams and lower turnover rates. Professor Longkumer also presented a comparison between IQ and EQ, highlighting their distinct roles in personal and professional development. IQ, he explained, is the ability to think, helps one get through school, and is generally fixed—it cannot be raised or earned. In contrast, EQ is the ability to feel, plays a crucial role in navigating life, and importantly, can be learned and improved over time. This comparison reinforced his argument that while IQ may contribute to academic success, EQ is essential for life and workplace effectiveness. He listed signs of low emotional intelligence, such as being argumentative, not listening, blaming others, and having

emotional outbursts—all of which can negatively affect the work environment. The lecture also addressed the issue of teacher burnout, identifying warning signs and encouraging early intervention. He concluded powerfully by stating that the combination of IQ and EQ leads to true success, especially in demanding and emotionally nuanced professions like teaching.

During the session, he posed a thought-provoking question to the audience: “Why is emotional intelligence important in the workplace?” The answer, he asserted, lies in its ability to foster healthy workplace relationships. He further elaborated on the broader benefits of emotional intelligence, such as improving morale, enhancing communication, building stronger relationships, aiding in adaptation to change, increasing employee engagement, and ultimately leading to higher productivity and job satisfaction.

A brief tea break was observed, followed by an engaging Q&A session. Dr. Besii, Head of the Department of Sociology, delivered the vote of thanks, marking the end of the morning session.

The second session of Day 2 of the Faculty Development Programme, held from 1:00 PM to 2:30 PM, was chaired by Dr. K. Kumar, Assistant Professor from the Department of Botany, and featured a lecture and practical demonstration on “AI Tools for Teaching and Learning in Higher Education.” The session was led by Dr. T. Ebanesar, Professor and Head, Department of Computer Science. Dr. Ebanesar began the session by introducing the concept of Artificial Intelligence (AI) and its rapidly growing impact on various sectors, particularly in education. He used relatable examples such as Sophia, the humanoid robot, and Alexa, the voice-based AI assistant, to illustrate how AI is already integrated into our daily lives.

He went on to explore how AI can be a transformative force in teaching and learning. Several AI tools used in education were introduced, including ChatGPT, Perplexity, and Bohrium, which assist in content generation, answering complex queries, and simplifying scientific computations. Addressing a common concern, Dr. Ebanesar drew an important distinction between AI and educators by quoting, “AI will not replace teachers, but teachers who use AI will replace those who don’t.” He emphasized that while AI may be able to explain concepts like the laws of motion, only a teacher can inspire a student to become the next Newton. He also introduced additional tools such as DeepSeek, Suno.com (for music creation), SliderAI, and Gamma for creating presentations, showcasing how these platforms enhance creativity and efficiency in academic settings.



SESSION WITH DR. T. EBANESAR



In the context of academic research, tools like Research Rabbit, Trinka.ai, Consensus, and Humata were recommended for improving literature review, citation tracking, and evidence-based exploration. Dr. Ebanesar concluded the session by echoing and expanding on a point made earlier in the day, stating that “IQ + EQ + AI = More Success”, capturing the evolving dynamics of modern education where emotional intelligence and technological fluency complement intellectual ability.

The session concluded with a Q&A segment, where participants raised thoughtful questions. A formal vote of thanks was delivered by Rev. Sr. Dr. Thaines Mary DMI, Deputy Registrar, expressing gratitude to the speaker and participants. The programme ended on a high note with a group photograph featuring all faculty members and staff, marking the successful conclusion of the two-day Faculty Development Programme.

GROUP PHOTOGRAPH FEATURING FACULTY MEMBERS AND STAFF



WHO IS A RESEARCHER?

Rency Sebastian

Research Scholar

Reg. NO. 2505602002

St. Joseph University Dimapur, Nagaland

Department of Education

Email- vettathurencys@gmail.com

Introduction

A researcher is typically seen as an individual who undertakes systematic investigation with the aim of finding new knowledge, confirming prevailing theories, or resolving particular problems. But this definition barely scratches the surface. In the dynamic and interdisciplinary world of academia today, a researcher is not just a scholar locked in a laboratory or library but a critical thinker, inventor, and problem-solver who contributes to society's progress.

Defining the Role

Ultimately, research is a systematic process of formulating questions, collecting evidence, interpreting data, and making conclusions. Researchers operate in a systematic framework, usually based on a particular methodology, qualitative, quantitative, or mixed-methods. For Creswell (2014), a researcher systematically explores a topic to determine facts and arrive at new conclusions, rigor and objectivity being the key pillars.

Outside the halls of academia, researchers exist in industries, government institutions, non-profit institutions, and think tanks. They do different jobs-ranging from performing clinical trials in medicine to assessing educational policies or examining climate information. In whatever profession they are, researchers help formulate evidence-based solutions that solve actual problems.

Traits and Responsibilities

To be a researcher demands more than subject matter knowledge or technical skills. Essential qualities include integrity, a commitment to truth, perseverance, and curiosity. Mertens (2010), stresses that ethical concerns are paramount, with researchers needing to uphold the dignity, privacy, and autonomy of research participants.

Researchers are also teachers in their own right. Through publishing in journals, conference presentations, and supervising students, they assist in the sharing of knowledge and the creation of an inquiry culture. This supports the wider mission of higher education and the Sustainable Development Goals (SDGs), specifically SDG 4: Quality Education, which emphasizes the need for inclusive and equitable learning opportunities (United Nations, 2015).

The Researcher in Society

In a world shaped by accelerated technological innovation and intertwined global issues, the work of researchers has grown more crucial than ever. From fighting disinformation to creating vaccines and shaping policy, researchers are critical to creating a more enlightened and more resilient society. They serve not only as producers of knowledge, but as responsible custodians of progress.

In addition, the opening of research with open-access platforms and collaborative networks has changed who can become a researcher. Citizen science initiatives and cross-disciplinary teams now represent how research is not limited to academic circles. This open model increases the reach of research and innovation through diversity.

Conclusion

A researcher is not just an experimenter or a paper writer: they are visionaries with curiosity and a passion to enhance the human condition. They balance strict methodology with ethical considerations to advance knowledge and well-being in society. As we head towards a future influenced by innovation and interdependence, the researcher's role will continue to be at the heart of advancement in all aspects of life.

References

- 1.Creswell. J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.
- 2.Mertens, D. M. (2010), Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods (3rd ed.). SAGE Publications.
- 3.United Nations. (2015).Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from <https://sdgs.un.org/2030agenda>



“THE ROLE OF DIGITAL MEDIA IN SHAPING PUBLIC PERCEPTION AND ACTION ON CLIMATE CHANGE”



Dr. N. Nishikanta Singh
Assistant Professor HOD
Dept. of Journalism and Mass Communication

Climate change refers to long-term alterations in the Earth's climate patterns, particularly a significant and lasting shift in temperature, precipitation, wind patterns, and other aspects of the Earth's climate system. Most often, climate change is used to describe global warming—the rise in Earth's average surface temperature—primarily caused by the increased concentration of greenhouse gases (like carbon dioxide, methane, and nitrous oxide) due to human activities such like burning fossil fuels (coal, oil, gas), deforestation, industrial processes, and agriculture (Jhum cultivation) etc. These activities resulted in intensifying detrimental effect on food security, water availability, public health, and global economies. It also intensifies existing inequalities, affecting vulnerable communities the most.

How social media, news platforms, and influencers communicate climate science

- Spreads climate news quickly to a global audience.
- Allows scientists and organizations to share scientific findings, policy debates, and climate impacts research directly.
- Uses visuals (infographics, videos) to simplify complex science.
- Influence public opinion through how stories are framed (e.g. crisis vs. opportunity).
- Reach younger and diverse audiences who may not follow traditional news.
- Mobilize followers toward climate actions (petitions, protests, sustainable choices)

The impact of misinformation or climate denial online

- Misinformation creates doubt about scientific facts that reduces public support for climate policies.
- Slows down political decisions and global cooperation.
- Fuels debates and divides people along political or ideological lines.
- Creates “echo chambers” where people only hear views they agree with.
- Erodes trust in scientists, media, and institutions.
- Algorithms can amplify sensational or misleading content.

Call for climate activism movements through digital channels

- Makes it easy to share ideas, strategies, and support.
- Digital platforms help organize protests, strikes, and events (e.g. Fridays for Future).
- Videos, hashtags, and viral challenges raise awareness (e.g. #ClimateStrike, #ActOnClimate).
- Engaging visuals and storytelling make climate issues relatable.

How media framing affects public engagement and policy support

Media outlets can choose to focus on certain aspects of climate change, like scientific consensus, extreme weather events, or potential economic costs, which can influence public perception. Using explicit language to describe climate change for instance “crisis” vs. “challenge” and the tone of reporting like optimistic or pessimistic can impact public engagement and support for policies. Media can frame climate change within different narrative structure, such as a scientific or economic narrative. Judgmental use of image, videos, graphics and AI created contents in media coverage can also influence how audiences perceive climate change, with some visuals evoking stronger emotional responses and potentially leading to greater engagement.

Conclusion:

In conclusion, digital media framing plays a crucial role in shaping public understanding, attitudes, and behaviors related to climate change. By carefully crafting message and narratives, media outlets inform audiences, framing the narrative, and highlighting both the threats and solutions, can influence public engagement and support for climate action, ultimately impacting the effectiveness of policies aimed at addressing this global challenge. However, challenges like misinformation, sensationalism, and uneven coverage remain significant obstacles. For media to effectively contribute to addressing climate change, it must prioritize accurate reporting, clear communication of scientific facts, and responsible storytelling that motivates sustainable choices and policy change.

ARTICLE: GEN Z AND THE FUTURE OF CLIMATE MARKETING



Dr. Monjit Roy
Assistant Professor & Research Supervisor
Department of Commerce

Marketing today is very different from the marketing a decade ago. New social values are driving it in new directions, bold and furious, and a concern for the environment is at the center of that shift. The younger consumers—from Millennials to the nascent Gen Alpha—have been raised with reminders of the climate crisis all around them, and they demand that every brand that wishes to earn their loyalty demonstrate the same sense of urgency. These consumers are educated, digitally connected, and intensely vocal; when they catch a whiff of green-washing, their wallets and their voices quickly follow. Climate worry is no longer a policy discussion or a newspaper headline; it is a personal lens through which individuals scrutinize companies and, by proxy, every product they encounter. The aim of this observation is to nail down how that concern evolved from a specialty pastime to a mass brand imperative, and to define actionable steps for the numerous firms that continue to produce high-quality products but have yet to integrate ethical alignment into their value proposition. It also looks at the art of communicating that commitment, making sure the message is genuine rather than the latest shade of disposable polish promotional tools. The framework for this shift brings together several fields, including consumer psychology, sustainability science, generational marketing, corporate social responsibility, and digital media strategy. Consumer influence has changed; it is no longer just about price sensitivity or traditional brand loyalty. Now, it's all about identity, values, and a sense of identification with broader social movements. This model indicates that young consumers tend to view consumption as not only a functional decision but also a means of expressing themselves and standing up for causes. In this context, marketing needs to shift from simply selling products to storytelling and standing for a purpose. Brands are being judged on their overall ecosystem: how they source, treat workers, emit, and report on these matters in an honest manner. While these are encouraging shifts, this change also presents enormous challenges.

One of the biggest challenges is green-washing, in which companies overstate or make up their environmental initiatives so that they appear more responsible than they actually are. Not only does this mislead consumers, but it also destroys credibility in the entire industry. A major obstacle we face is the absence of uniform measures or recognized certifications to verify sustainability claims. It becomes difficult for consumers to make educated decisions and for socially responsible brands to differentiate themselves because of this lack of standards. Also, putting sustainable practices into action across worldwide supply chains can create logistical challenges and financial pressures. This is true for smaller firms or those with tight budgets trying to keep pace in a market that values ethical behavior. The reach of these changes is extensive, extending to nearly every sector, ranging from retail and fashion to food and beverage, technology, and transportation. It permeates all business levels such as product development, procurement, marketing, consumer relations, and post-consumer responsibility. This transition is not restricted to any region or economic sector; it is a global transformation of values gradually becoming the norm in both developed and emerging economies. It permeates both consumer-to-consumer and business-to-business markets, as environmental considerations become increasingly significant in procurement, partnerships, and investment decisions. The significance of this shift is major. This signals a big change in business thinking where long-range environmental and social gains are starting to outweigh quick profits. For those who can see ahead, this offers a chance to break new ground and take the lead. They can align their goals with what future generations care about to help mold the economy of tomorrow. The more a brand weaves real climate care into how it works and tells its story the better it can build loyalty, trust, and lasting worth. The potential from this trend is great. Honestly, if a business starts going green, it's not just about saving the planet (though, come on, that's pretty crucial).

They're also lining themselves up for some sweet perks—better performance, fresh doors opening, and people who actually want to work there because the company's not, you know, evil. And with social media and all these platforms blowing up, brands aren't just selling stuff anymore. They're pushing their vibe, their goals, basically all the good things they're up to. People eat that up. If companies actually care about doing the right thing and don't just fake it, plus keep it real with their audience? Yeah, they're gonna crush it out there. Storytelling of sustainability has been a successful vehicle. Used authentically, it is capable of creating emotional bonds impossible to achieve through traditional advertising. So, companies are jumping on the life cycle analysis bandwagon, tossing around carbon footprint reports, and messing with all these traceability tools to prove they're actually doing something. They're not just working solo, either—teaming up with nonprofits, nerdy research folks, and local groups to boost their “hey, we're legit!” factor. These opportunities, though, have greater challenges. One is the increasing need for accountability. Customers tend to seek and scrutinize brand claims. Any discrepancy between a brand's message and its practices can result in public outcry. But you know what? That also means they've gotta watch not just what they do, but how they talk about it. Half the battle is in the messaging. And let's be real: making genuine changes? It's expensive, it's messy, and it's way harder than just making a shiny press release. Changing to sustainable materials, processes, and supply chains typically takes time, money, and sometimes structural adjustments that often will not contribute to immediate bottom-line benefits. Most organizations, particularly those founded on conventional industrial models, are ill-equipped to transition seamlessly or expediently. There are also cultural challenges within; persuading stakeholders, staff, and boards to place sustainability above conventional growth can prove difficult, particularly within competitive industries. There are constraints that also require recognition. Not everyone has the same level of access or means to engage in environmentally conscious decision-making. Economic disparities, cultural setting, and local infrastructure can all influence whether sustainable alternatives are an option, affordable, or prioritized. In other places, economic survival is prioritized above climate values, and companies need to keep this fact in mind. Also, with no uniform global policy or enforcement, fair competition or universal standards are hard to ensure. Some nations and territories are moving forward with progressive climate policies, while others lag behind or reject them because of political or economic pressures. The absence of harmonized regulation can delay progress and open loopholes for opportunistic actors to exploit. Threats to the credibility and potency of this movement are increased misinformation, ideological polarization over climate science, and increasing consumer fatigue at repeated messaging over environmental crises. When all brands carry the message of sustainability, it gets diluted or perceived as manipulative, losing its emotional and persuasive impact. In a saturated market, even the most powerful messages get lost or misinterpreted. In short, the evolving values of consumers create challenges and unprecedented opportunity for companies. Those that truly embrace quantifiable and sustainable climate responsibility will capture the attention and loyalty of value-conscious consumers as well as drive a larger movement toward a fairer and more sustainable world economy. Not only is this movement needed; it is inevitable.

The future is theirs to share if brands are willing to be open, address difficult issues backstage, and speak candidly to their public's. Marketing no longer is merely about peddling a product; it is about advancing a vision of a better world, accomplished with integrity, humility, and action. Look, if brands actually get off their cheeks and take this mission seriously, they won't just stick around—they might actually do some good for the world and their bottom line. Not rocket science, honestly.

CONGRATULATIONS

Noyon Sangma – BCA 2022 Batch



SUCCESSFULLY PLACED AT TELEPERFORMANCE

EDITORIAL BOARD**EXECUTIVE EDITORS**

1. Dr. Fr. Sunny Joseph, Professor, Department of Education
2. Dr. Alemmenla Walling, Assistant Professor, Department of English

SUB-EDITORS

1. Dr. Avinuo Chupuo, Professor and Head, Department of History
2. Dr. Ayilobeni Kikon, Assistant Professor, Department of Civil Engineering
3. Dr. Imkumnar, Assistant Professor, Department of Education
4. Dr. Magdalene Kiewhuo, Assistant Professor, Department of Zoology
5. Dr. Thiyam Thadoi Devi, Assistant Professor, Department of Mathematics
6. Mr. Heilungraing Haiding, Assistant Professor, Department of Botany
7. Ms. Alemenla, Assistant Professor, Department of Physics
8. Ms. K Livikali Yeptho, Assistant Professor, Department of Management
9. Ms Rukuvelu, Assistant Professor, Department of political science
10. Ms. Khriezovonuo Assistant Professor, Department of Economics

10. DESIGN TEAM

1. Dr. Nishikanta Naorem, Head, Department of JMC
2. Mr. D. Kayideluo Pfoze Assistant Professor, Department of JMC
3. Mrs. Salam Ameeta, Assistant Professor, Department of Computer Science
4. Ms. Nangjenkala Walling, Assistant Professor, Department of Computer Science

CIRCULATION MANAGER

Dr Fr. L. Anish MMI, Public Relations Officer

ST. JOSEPH UNIVERSITY

State Private University Established Under Nagaland Govt. Act No.6 of 2016
Recognized by University Grants Commission(UGC)
Approved by All India Council for Technical Education (AICTE)

Virgin Town, Ikishe Model Village, Chümoukedima, Nagaland, India - 797 115

Contact Nos. +91 81310 62811

info@stjosephuniv.edu.in

+91 87298 16268

www.stjosephuniv.edu.in

03862 242069