



# 1st SMC INTERNATIONAL CONFERENCE

on

## *Sustainability in Higher Education: Integrating Local and Global Knowledge*

Conference Date: 19-20 April 2025 (6-7 Baisakh 2082)

### CONFERENCE PROCEEDINGS



**Organised by:**

**Sukuna Multiple Campus**

**Sundarharaincha-12, Morang**

**Koshi Province, Nepal**



**Supported By**

**University Grants Commission, Nepal**

### Key Contributors



# 1ST SMC INTERNATIONAL CONFERENCE

on

***Sustainability in Higher Education:  
Integrating Local and Global Knowledge***

**Chief Guest**



**Prof. Dev Raj Adhikari, PhD.,  
Chairman, UGC, Nepal**

## Keynote Speakers



**Mike Harker,**  
Public Affairs Chief,  
US Embassy, Nepal



**Prof. Dr. Narayan Chandra Talukdar,**  
VC, Assam down town University,  
Guwahati, Assam, India



**Prof. Dr. Tirtha Raj Khaniya,**  
Former VC, Tribhuvan University, Nepal.



**Prof. Dr. Sharda Thapaliya,**  
VC, Agriculture and  
Forestry University,



**Prof. Dr. Biju Thapaliya,**  
VC, Purbanchal University,  
Nepal



**Prof. Dr. Bal Chandra Luitel,**  
Dean, School of Education,  
Kathmandu University, Nepal.



**Prof. Dr. Mahananda Chalise,**  
Dean, Faculty of Management,  
Tribhuvan University, Nepal.



**Prof. Dr. Laxman Gnawali**  
President, NELTA  
Nepal

## Plenary Speakers



**Prof. Dr. Devendra Adhikari**  
MMAMC, Morang,  
Nepal



**Prof. Dr. Basudev Kafle**



**Roger F Cohen,** Regional English  
Language Officer, US Embassy,  
Nepal



**Associate Prof. Dr. Apiradee Lim,**  
Prince of Songkla University,  
Thailand



**Dr. Dilnath Fuel,**  
Manmohan Technical University,  
Nepal.



**Apollo Michal Mieczyslaw, PhD**  
Institute of Earth Sciences,  
University of Silesia in Katowice,  
Poland



**Dr. Dipak Neupane**  
Sukuna Multiple Campus  
Morang, Nepal



**Dr. Bandana Jain,**  
Degree Campus,  
Morang, Nepal.



**Nara Prasad Bhandari,**  
Sukuna Multiple Campus,  
Morang, Nepal.



**Bishwa Gautam,** Regional  
English Language Program  
Specialist, US Embassy, Nepal

### Chief Patron

**Mr. Keshab Adhikari, Chairman, CMC**

### Patron

**Mr. Arjun Raj Adhikari (Campus Chief)**

### Conference Convener

**Mr. Guna Raj Nepal**

### Conference Co-convenor

**Mr. Navaraj Koirala**

## Conference Organizing Committee

**Mr. Ganesh Prasad Dahal (Coordinator)**  
**Mr. Nara Prasad Bhandari (Member)**  
**Mr. Guna Raj Nepal (Member)**  
**Ms. Ushakiran Wagle (Member)**  
**Mr. Navaraj Koirala (Member)**



# Campus Profile

Sukuna Multiple Campus (SMC), established in 2048 B.S. (1992 A.D.), is a distinguished community-based higher education institution affiliated to Tribhuvan University. Situated in Sundarharaincha Municipality-12, Morang, Nepal, the campus occupies an impressive area of over 32,169.97 square meters. This expansive space accommodates state-of-the-art facilities, including modern classrooms, administrative buildings, and dedicated spaces for extracurricular activities. SMC is committed to providing accessible and affordable higher education, making it a beacon of academic opportunity in the region.

The campus offers a diverse array of academic programs tailored to meet the needs of a dynamic and evolving society. At the undergraduate level, students can pursue degrees in Humanities, Education, Management, and Science. Additionally, SMC provides specialized semester-based programs such as the Bachelor of Business Administration (BBA) and the Bachelor of Information and Communication Technology in Education (BICTE). These programs are designed to equip students with both theoretical knowledge and practical skills, ensuring they are well-prepared for the demands of the modern workforce.

At the postgraduate level, SMC continues its tradition of academic excellence by offering Master's Degree in Education and Management. Under the Faculty of

Education, students can choose from seven distinct specialization options, allowing them to tailor their studies to their professional and career aspirations. This commitment to academic diversity and specialization underscores SMC's role as a leader in higher education, fostering intellectual growth and professional development.

In 2015 and 2024, SMC has been recognized for its unwavering dedication to quality education as University Grants Commission has awarded Accreditation (QAA) certificate. This milestone reflects the campus' adherence to rigorous academic standards and its commitment to continuous improvement. Beyond academics, SMC places a strong emphasis on extracurricular activities, encouraging students to engage in initiatives that promote social responsibility, environmental sustainability, and community involvement. By collaborating with local businesses, industry experts, and community leaders, SMC provides students with practical exposure and mentorship, ensuring they are well-prepared to navigate the challenges of the entrepreneurial landscape. This growing focus not only enhances students' career prospects but also contributes to the economic development of the region by inspiring a new generation of business leaders and innovators. Above all, SMC embodies the values of integrity, inclusivity, and sustainability. It strives to nurture future leaders who are not only academically proficient but also socially

conscious and globally competent. By fostering a holistic educational environment, SMC ensures that its graduates are well-equipped to make meaningful contributions to their communities and beyond. Through its long dedication to quality enhancement,

innovation, and sustainable development, SMC remains steadfast in its mission to inspire and empower students, cultivate academic rigor, and drive transformative changes in society.





# Editorial

## 1<sup>st</sup> International Conference

Sukuna Multiple Campus proudly announces its inaugural International Conference, themed "**Sustainability in Higher Education: Integrating Local and Global Knowledge.**" As global challenges escalate, the theme of sustainability in higher education emerges as a beacon of hope. At the heart of this transformation lies the integration of local and global knowledge synthesis that not only addresses pressing issues but also reimagines education as a force for meaningful change. This conference serves as a dynamic platform to explore this synthesis through groundbreaking contributions from esteemed scholars, each presenting unique insights into the pathways for sustainable futures.

Prof. Dr. Narayan Chandra Talukdar delves into the potential of traditional knowledge in his talk, "Integrating Traditional Knowledge into Higher Education for Sustainable Development." By championing wisdom rooted in indigenous knowledge, he advocates for a pedagogical shift that aligns cultural heritage with modern sustainability goals—a vision that resonates deeply in regions rich with diverse traditions.

Prof. Dr. Bal Chandra Luitel challenges the conventional methods of assessment in his thought-provoking discourse, "Rethinking Assessment in Higher Education: Let's Undo the 'Tail Wagging the Dog.'" His critique of

existing systems opens avenues for reimagining evaluation as a more holistic and meaningful process.

From the realms of science, Prof. Dr. Devendra Adhikari introduces insightful ideas in his presentation, "Sustainable and Smart Energy Materials: Perovskites," while Sharda Thapaliya brings the latest advancements in "Smart Technologies for Sustainable Farming and Forestry." Together, they highlight how cutting-edge research and technology can redefine our approach to energy and agriculture. Likewise, Dr. Michal Apollo bridges environmental psychology with tourism in "Does the Altitude of Habitat Influence Residents' Attitudes to Guests? Mountain Tourism, Altitude and Guest-Host Relationship," a study that fosters harmony between hosts and guests in delicate ecological settings. Dr. Apiradee Lim's "Data-Driven Insights in Modeling and Predicting Air Pollution" encapsulates the power of analytics to tackle environmental degradation. Prof. Dr. Gnawali's session, "Refueling the Lantern for Sustainable Futures in Higher Education," invites an introspective re-evaluation of why and how CPD for the faculties of HEIs. Similarly, Tirtha Raj Khaniya envisions Nepal as a hub for humanistic education in "Blending Science-Technology with Humanistic Higher Education for Sustainable Futures."

Similarly, Mr. Roger Cohen's focus on "Student-Centered Teaching for University Faculty Members" underscores the importance of adapting pedagogical practices to meet the evolving needs of learners. His exploration emphasizes adaptability as a key driver of academic innovation.

Prof. Dr Biju Thapaliya deals with the issue of "Global or Local higher education system and highlights the need for a paradigm shift to create human resources capable of addressing and solving our issues and problems. Dr Bandana Jain presents a plenary on "Quality of work life: A genuine commitment of falsification?" and raises the issues of QWL concerning the grassroots level employees.

Dr Dilnath Fuel presents a plenary on "Provincial Universities as Pillars of Federalism: Challenges, Opportunities, and the Road Ahead" and advocates for the sustainable development of Provincial university in Nepal's higher education.

Mr. Deepak Neupane's exploration of "पूर्वीय दर्शनमा तत्त्वमीमांसा" (Metaphysics in Eastern Philosophy) introduces a philosophical dimension, reminding us that sustainability is not only a practical endeavor but also a profound existential quest.

Mr. Bishwa Gautam's session, "Designing and Implementing Speaking Activities in Classroom," brings us back to the fundamentals of language education—the

importance of effective communication for empowering students in speaking skills.

Mr. NP Bhandari addresses interdisciplinary collaborations with "Sustainability Issues in Higher Education: Green Initiatives to Interdisciplinary Binding," emphasizing the interconnectedness of diverse initiatives for holistic solutions.

Finally, concurrent sessions along with panel discussion moderated by Prof. Dr. Basudev Kafle look at the issues on sustainability drawing on diverse knowledge and experience across disciplines. Each presentation contributes to the overarching narrative of sustainability as a multidimensional challenge that demands innovative solutions. This conference stands as a testament to the transformative power of higher education when it bridges the local with the global, the scientific with humanistic, and the practical with philosophical. Together, we can shape a future where sustainability is not merely an aspiration but a lived reality. We wish you a great conference experience!

### **Conference Organizing Committee**

Ganesh Prasad Dahal, Coordinator

Guna Raj Nepal, Convenor

Navaraj Koirala, Co-convenor

Nara Prasad Bhandari, Member

Ushakiran Wagle, Member



# Keynotes

**Mr. Mike Harker****Keynote: Educating Innovators: How U.S. Universities Drive Growth and Discovery**

**Mike Harker,**  
Public Affairs Chief,  
US Embassy, Nepal

**Bio:** Mike Harker is the Public Affairs Chief at U.S. Embassy Nepal, directing embassy communications and overseeing educational and cultural programming. His first visit to Nepal in 2006 to hike the Annapurna Circuit inspired subsequent returns for additional treks and studies in its monasteries. Mike joined the Foreign Service in 2011. He previously served in Bangladesh, Iraq, Pakistan, Qatar, Egypt, and most recently as the Spokesperson and Deputy PAO to U.S. Embassy Burma, where he oversaw crisis communications following the Burma military's 2021 coup. He is professionally proficient in Arabic, Bengali, Burmese, and Nepali. Mike was a 2010 David L. Boren National Security Fellow in Syria and a 2020 – 2021 Council of American Ambassadors' Kathryn W. Davis Public Diplomacy Fellow. Prior to the Foreign Service, Mike worked in television news in Los Angeles, California. He holds a Bachelor's degree in Mass Communications from UCLA and a Master's degree in International Affairs from Columbia University.

**Abstract:**

This keynote address will highlight how U.S. universities foster creative innovation among academics, administrators, and students. Speaker Michael Harker will also share how U.S. Embassy Nepal works with higher education institutions to help further research and teaching practices. Mr. Harker will include reflections on his experiences working in the higher education sector as a U.S. diplomat in different countries.

**Prof. Dr. NC Talukdar****Keynote: Integrating Traditional Knowledge into Higher Education for Sustainable Development****Bio**

Prof. (Dr.) N. C. Talukdar is the present Vice Chancellor of Assam down town University. A graduate in agriculture from Assam Agricultural University and a Post Graduate in Soil Chemistry from Punjab Agricultural University, he obtained PhD degree from the University of Saskatchewan, Saskatoon, Canada as Canadian Commonwealth Fellowship. He completed his first post-doctoral studies as a FAO fellow in The Robert H. Smith Faculty of Agriculture, Food and Environment under Hebrew University of Jerusalem and second post-doctoral as DBT, GOI Overseas Associate in rhizosphere community dynamics research from the University of Warwick, UK. He has worked in a number of academic and research institutions of the country in various teaching, research and extension positions. He has made notable contributions in relevant areas of higher education, as visiting professor, resource person, expert member, chairperson in various regional and national organizations.



**Prof. Dr. Narayan Chandra Talukdar,**  
VC, Assam down town University,  
Guwahati, Assam, India



## Abstract

The rapid advancement of science, technology, and innovation, along with rising population and resource consumption, has increasingly threatened the planet's sustainability. In response, the United Nations' Sustainable Development Goals (SDGs) emphasize the need for inclusive, equitable, and quality education (Goal 4) as a key driver of transformative change. Higher Education Institutions (HEIs) play a crucial role in this process through curriculum design and knowledge dissemination.

However, HEI curricula—particularly in developing countries—have traditionally favoured global knowledge systems, often neglecting the value of indigenous and local knowledge. This presentation explores the critical need to integrate traditional knowledge into higher education, highlighting its relevance in addressing location-specific challenges such as sustainable agriculture, biodiversity conservation, and resource management. For example, *Jhum* farming in Northeast region of India showcases a rich biodiversity and local ecological wisdom that remains underrepresented in formal education.

Incorporating indigenous knowledge not only preserves cultural heritage but also inspires research, innovation, and student engagement with sustainability. Recognizing and embedding these systems into academic curricula is essential to equipping future generations with the tools to build a more sustainable and equitable world.

## Prof. Dr. Bal Chandra Luitel

### Keynote: Rethinking Assessment in Higher Education:

#### Let's Undo the 'Tail Wagging The Dog

#### Bio

Dr Bal Chandra Luitel is a Professor and Dean of the School of Education. Dr Luitel's research aims to address the protracted problem of culturally decontextualized STEM education faced by Nepali students. Dr Luitel coordinated a transformative education project - Rupantaran (2016-2023) - that aimed at engaging researchers to bring forth narratives unfolded during their immersion in a school transformation process via resistant (decolonial, anticolonial, and postcolonial) epistemologies armed with new analytics arising from dialectical, metaphorical, poetic, and narrative logics and genres for conceiving, expressing, and implementing visions of holistic (place-based, inclusive and life-affirming education) in Nepal. Dr Luitel has interests in community-university partnership, futures education, post/qualitative inquiry, multiple logics and genres, STEAM education, and transformative learning, to name but a few



**Prof. Dr. Bal Chandra Luitel,**  
Dean, School of Education,

**Abstract**

How can we envision a transformative assessment approach for higher education in Nepal? This question has prompted us to think about the foundational orientation of the colonial education model of the East India Company. Although Nepal has never been physically colonized, her higher education system has been unwittingly influenced by the colonial education system. In this model, the Center would control the Periphery (e.g., Kennedy, 2013) to implement the main elements of the higher education system, such as curriculum, pedagogy and assessment, possibly through the framework of comprador intelligentsia in which the local intellectuals become the agent of colonial masters (Adam, 1993; Lamichhane & Luitel, 2023).

It has been witnessed that the Center Controlling Periphery model, in concert with the global neoliberal imperatives in higher education, appears as déjà vu all over again in Nepal (Regmi, 2021). In turn, it has faced challenges in assessing student learning as meaningful, timely, equitable and genuinely reflective of the much-needed contemporary educational outcomes. Despite a number of reform initiatives (Bajracharya, 2021), the current assessment model is often dominated by practices prioritizing narrowly conceived notions of assessment as measurement via the external examination, which prevents professors from exercising judgments and is very much akin to the model practiced during the early days of the establishment of Tri-Chandra College in Nepal. This can be compared with the idea that assessment in higher education in Nepal operates through 'tail wagging the dog (e.g., Flippo & Riccards, 2000),' in which summative assessment via traditional examination format drives curriculum design, pedagogical approaches and student learning strategies. These appear to be detrimental to deeper engagement and the cultivation of critical thinking and lifelong learning skills, thereby promoting a clerk-producing assessment model of the McAuley era (Awasthi, 2008).

Oftentimes, we have seen the widespread influence of centrally designed summative assessment leading to several unintended harmful outcomes. For example, curricula may be reduced to focus excessively on the standard knowledge systems that dominate examination formats while neglecting broader competencies such as creativity, collaboration and complex problem-solving. Such an assessment model also gives rise to epistemicide (e.g., Phyak, 2021) in which local, everyday and indigenous knowledge systems face erasure from the higher education processes. Taking assessment as an add-on activity (i.e., as a separate activity from learning), professors attune themselves to 'teaching to the test,' emphasizing rote memorization and superficial understanding over inquiry-based learning, context-specific problem-solving and construction and adaptability of knowledge as processes and outcomes of higher education (Frey, Schmitt., & Allen, 2012).



Research suggests that assessment as an add-on activity will likely promote shortsighted, strategic, and 'marks'-oriented learning, thereby increasing anxiety and stress and undermining intrinsic motivation among students (Winstone & Boud, 2020). Furthermore, traditional assessment methods 'guided by the external exam format' promote inequities, as they preclude multiple forms of assessment suited to students with diverse learning backgrounds and styles and learning needs according to their disciplines.

Given these contexts, I outline the possibility of rethinking assessment in higher education with a shift away from the assessment *of* learning towards assessment *for* and *as* learning, which requires transformative curriculum images (e.g., Schubert, 2012; Luitel & Taylor, 2019a) informed by the curriculum as lived experience, learning outcomes, and reconstruction. Starting with the problems of the higher education ecosystem in Nepal, I shall explore assessment practices under different curriculum images. These will include examples of formative assessment needing to provide timely feedback on authentic tasks, promote assessment *as* learning through inquiry-based learning for the construction and adaptation of multiple knowledge systems in context, portfolio assessments for showcasing student growth over time, and outcomes-based evaluations to demonstrate the competencies of creativity, critical thinking and lifelong learning rather than seat-in exams (Villanueva, Beaudry, & VandeHei-Carter, 2021). I also outline the possibility of adapting ICT in transformative thinking and actions (e.g., Taylor & Luitel, 2019b) across the higher education system with the possibility of professoriate autonomy and accountability in developing curricula, creating pedagogical possibilities and conducting assessments across Community Colleges in Nepal.

I shall also discuss a potential model that facilitates autonomy at the Periphery. Such a model embraces the devolution of the largest entity into smaller/manageable units in which the Center and Periphery gain similar status in terms of accountability. Possibly, the shift from the colonial-deficit model of 'community-college-as-affiliated college' to 'community college as an autonomous entity is possible by a) developing competence rubrics of institutions, b) working in the cooperative and consultative system across the units, c) developing faculty autonomy and accountability measures, d), giving assessment responsibility to faculty members, e) developing curricula at the campus level, and f) establishing the culture of academic audits.

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**Prof. Dr Mahananda Chalise**  
(Full bio and abstract to be received)



**Prof. Dr. Mahananda Chalise,**  
Dean, Faculty of Management,  
Tribhuvan University, Nepal.

**Prof. Dr. Sarada Thapaliya**  
**Keynote: Smart technologies for sustainable farming and forestry**

**Bio**

**Prof. Sharada Thapaliya, PhD** The Vice Chancellor serves as the primary executive officer at Agriculture and Forestry University and is appointed by the Chancellor, who is the esteemed Prime Minister of Nepal, following recommendations from a specially constituted committee.



**Prof. Dr. Sharda Thapaliya,**  
VC, Agriculture and  
Forestry University,

The Vice Chancellor operates directly from the university and oversees the academic, administrative, and financial aspects of the institution while actively supporting its activities. Responsibilities include ensuring the fulfillment of the university's mission and objectives. In this role, the Vice Chancellor has the authority to approve all policies, rules, and regulations of the university.

### **Abstract**

The agriculture and forestry sectors have undergone profound transformations driven by several advancements over the past several years. Technological innovations, improved practices, increased options, and mechanization have been key interventions that led to the modernization of agriculture in the post-Green Revolution era. However, growing concerns about environmental degradation, changing consumer demands, climate change, and declining resources have raised questions about the sustainability of these systems in recent times.

A thorough review was conducted with the objective of exploring smart technologies in agriculture and forestry using available secondary information sources. Key factors considered in the development of modern agriculture and forestry technologies include technological innovation, sustainability, resource efficiency, data-driven decision-making, supply chain efficiency, and climate resilience.

Smart technologies such as the Internet of Things (IoT), artificial intelligence (AI), drone technology, and robotics have been instrumental in transforming the agriculture and forestry sectors in recent years. Sensor-based precision farming, autonomous machinery, enhanced resource efficiency, regenerative agriculture, and efficient supply chains, along with climate resilience, have now become possible through these modern tools. These advancements have created a conducive environment for the sustainability of entire systems and the well-being of humankind.

Similarly, the use of drones and remote sensing technologies is revolutionizing forest management by providing precise information on tree health, forest conditions, and overall biodiversity. Despite their enormous potential, the adoption of these smart technologies has been constrained by several barriers. High initial investment, lack of digital literacy, affordability challenges for resource-poor and smallholder farmers, and concerns about digital security remain significant bottlenecks to widespread implementation. Nevertheless, extensive research and innovation aimed at improving the scalability, affordability, and accessibility of these technologies can play a pivotal role in ensuring the long-term sustainability of agricultural and forestry systems globally.

Keywords: Green, Productive, Nature Based, Sensors, Drones, Innovation

**Prof. Dr. Laxman Gnawali****Keynote: Refuelling the Lantern for Sustainable  
Futures in Higher Education****Bio**

Dr. Laxman Gnawali, Professor of English Education at Kathmandu University, led the launching of Masters, MPhil, and PhD programs in English language education and established the Department of Language Education and was its Head for two terms. In addition to his teaching and graduate research supervision at the university, he also contributes to national educational initiatives. He has published research papers, books, and book chapters on teacher professional development, language pedagogy, and the use of ICT in education, among others. Founding Editor of Kathmandu University's *Journal of Education and Research*, he served as Deputy Editor-in-Chief of the *Journal of NELTA*. Currently, he serves as President of NELTA.



**Prof. Dr. Laxman Gnawali**  
President, NELTA  
Nepal

**Abstract**

The fundamental functions of higher education institutions (HEIs) are instruction, research, and extension (Quitoras & Abuso, 2021)) and faculty members are the key drivers to realizing these functions effectively. Quality faculties can deliver quality instructions, attracting more admission seekers; their research engagement can generate groundbreaking new knowledge; their engagement in the community for extension activities can create a better visibility of the HEIs. All these phenomena lead to the programs' sustainability and, ultimately, help sustain the institution. Indeed, the faculty's role in ensuring a sustainable future for the HEIs is critical. Refueling the lanterns (faculties) through continuous professional development (CPD) is critical for all the above to happen. However, several questions prevail. What is CPD? How does it happen? How does it refuel the lanterns? Who is responsible for refueling them? If refueling does not become a reality, what will the consequences be? To gain insights into these questions, a small-scale study was conducted with a particular focus on the why and how of CPD for the faculties of HEIs. This talk will share the findings based on the data from in-depth interviews with the HEI faculties, who shared their experiences of CPD and its impact on their performances and productivity.



**Prof Dr. Tirtha Raj Khaniya**

**Keynote: Blending Science-Technology with Humanistic Higher Education for Sustainable Futures: Nepal- a center for Humanistic Higher Education**

#### **Bio**

**Dr. Tirth Raj Khaniya**, born in Duradanda, Lamjung, Nepal, rose from a farming background to become a leading figure in Nepalese education. He earned multiple degrees from Tribhuvan University and completed his Ph.D. in Applied Linguistics from the University of Edinburgh, followed by a Post-Doctoral Fulbright Fellowship at George Washington University. Dr. Khaniya served in various key roles, including Vice Chancellor of Tribhuvan University (2015–2019), where he introduced transformative reforms such as the semester system, post-earthquake infrastructure reconstruction, and international collaborations. He launched initiatives like TU Vision 2020–2030, an Innovation Institute, and the TU Alumni Association, raising TU's global standing. As the first Vice Chairman of the Higher Secondary Education Board (1996–2000), he expanded grades 11 and 12 nationwide, improving rural and female access to education. He also led major national reform projects, including the Basic and Primary Education Project and policy work with global agencies. An accomplished researcher, he has authored several books and numerous peer-reviewed articles focused on equity and reform in education. His recent works advocate for humanistic, quality-driven higher education in Nepal. In 2017, he received Nepal's highest civilian honor, **Sukritimaya Rastradip**, for his lifelong dedication to education.



**Prof. Dr. Tirtha Raj Khaniya,**  
Former VC, Tribhuvan University,  
Nepal

#### **Abstract**

In this presentation, I explore the changing context of global higher education from ancient higher learning to the present technology-dominant higher education blended with academic capitalism. The long journey of higher learning from Nalanda-Takshyashila to Egyptian-European to eventually American higher education will briefly be presented. During the course of development, higher education under the influence of technology, globalization and academic capitalism, has become expensive and student-paid from being free for students and state-paid, dehumanized and power-oriented by changing universities from knowledge producers to knowledge enterprises. The increasing use of technology and entrepreneurship in higher education for economic benefits, grabbing power and victory without much consideration of humanistic insights and intellectualism is distancing humans from being human empathetic to become techno-addict. As Hannah Ardent, a German American philosopher, says “The death of human empathy is one of the earliest and most telling signs of a culture about to fall into barbarism’.

It will be argued that technology cannot replace human interactions and human feelings. A good blend of technology and humanities can be a solution for the present crisis. Nepal being the main holy place for the believers of Hindu mythology, the birthplace of Maharshi Padini and Lord Buddha, who led the lessons of no violence, friendship, truth, pity, empathy, and several human values, can serve for sustaining humanistic higher education for sustaining human civilizations.

**Prof. Dr. Biju Thapaliya**

**Keynote: Global or Local Higher Education**  
**(Bio to be received)**



**Prof. Dr. Biju Thapaliya,**  
VC, Purbanchal University,  
Nepal

### **Abstract**

One of the major catalysts for sustainable socio-economic development in society is higher education. Higher education builds the capacity to address societal problems. The current higher education model we follow was developed in the Western Hemisphere to tackle issues primarily seen in their communities.

With increased pressure to elevate higher education to world-class standards, we are inadvertently focusing on making our institutions globally appealing while neglecting local challenges.

Building global education with a local perspective seeks to bridge the gap between global capabilities to solve local issues. The higher education system needs a paradigm shift to create human resources capable of addressing and solving our issues and problems. This needs a collective effort from all stakeholders and a change of perspective in judging the higher education system.

# Plenary Speakers

**Prof. Dr. Devendra Adhikari****Plenary: Sustainable and Smart Energy Materials: Perovskites**

(Devendra Adhikari is Professor of Physics at

Mahendra Morang Aadarsha. Multiple Campus, Biratnagar, affiliated with Tribhuvan University. He specializes in condensed matter physics, particularly the thermodynamic and structural properties of liquid alloys. He has authored numerous publications on topics such as the thermodynamic properties of Cu-Sn and Cd-Na alloys

**Prof. Dr. Devendra Adhikari**

MMAMC, Morang,  
Nepal

**Abstract**

The global transition toward sustainable energy systems necessitate innovative materials to address energy poverty and align with Sustainable Development Goal 7 (Affordable and Clean Energy). This study explores the structural, electronic, and optical properties of zirconium silicate ( $\text{ZrSiO}_3$ ) perovskites, a promising class of smart materials for renewable energy applications. Using Density Functional Theory (DFT) simulations via the Quantum ESPRESSO code, the mechanical stability, anisotropic elasticity, and pressure-dependent behavior of  $\text{ZrSiO}_3$  were investigated. The material exhibits a cubic crystal structure with tunable electronic properties, including an indirect band gap of 3.164 eV, which increases under pressure. Optical analyses reveal strong light absorption in visible and infrared regions, alongside anisotropic dielectric responses, making  $\text{ZrSiO}_3$  suitable for optoelectronic devices such as solar cells, LEDs, and sensors. By advancing perovskite-based technologies like efficient solar cells and energy storage systems, this work contributes to scalable solutions for off-grid electrification and grid modernization.

**Keywords:** Perovskites, Sustainable Energy,  $\text{ZrSiO}_3$ , DFT, Optoelectronics, SDG 7

**Dr. Apiradee Lim****Plenary: Data-Driven Insights in Modeling and Predicting Air Pollution****Bio**

Miss Apiradee Lim is an Associate Professor in the Department of Mathematics and Computer Science at Prince of Songkla University, Pattani Campus, where she has worked as a lecturer in statistics since 2006. She holds a Ph.D. in Research Methodology (2009), a Master's degree in Epidemiology (2000), and Bachelor's degrees in Aquatic Science (1993) and Public Health (2013). Her expertise includes statistical applications in health and environmental sciences, as well as data science.

Dr. Lim has published extensively, contributing to over 30 peer-reviewed journal articles in recent

**Associate Prof. Dr. Apiradee Lim,**

Prince of Songkla University,  
Thailand



years, covering topics such as air pollution, public health, disease modeling, and machine learning. She has presented her research at various international conferences and is the author of *Data Manipulation, Graphics and Statistical Analysis Using R* (2016), a practical guide for using R in statistical analysis.

### Abstract

Air pollution data forms a crucial part of environmental big data, enabling better decision-making and policies for air quality management, which need advanced statistical analysis methods. This study explores data-driven methodologies for modeling and predicting air pollution levels. By leveraging advanced analytical techniques and machine learning algorithms, we analyze historical air pollutant and meteorological data to identify their concentrations, associations, and relations. Moreover, using a machine learning model to predict air pollution in different regions. The study presents a comprehensive framework by integrating data preprocessing and modeling to enhance predictive accuracy. Air pollution and meteorological data from 2017 to 2022 in southern Thailand were obtained from the Pollution Control Department, Ministry of Natural Resources and Environment of Thailand. We used exploratory data analysis and regression models to identify patterns and trends of air pollution and used machine learning models to forecast air pollutant concentration. The results show that the lowest annual average concentrations of PM<sub>2.5</sub> and PM<sub>10</sub> were  $13.9 \pm 7.65 \mu\text{g}/\text{m}^3$  and  $27.5 \pm 12.2 \mu\text{g}/\text{m}^3$  at Phuket, while the highest concentrations were  $18.9 \pm 8.24 \mu\text{g}/\text{m}^3$  and  $36.3 \pm 14.2 \mu\text{g}/\text{m}^3$  in Songkhla Province in southern Thailand. Multiple Linear Regression (MLR) and Artificial Neural Networks (ANN) provide superior performance in predicting PM<sub>2.5</sub> levels. The proposed Lag-Dependent Gaussian Process (LDGP) model outperforms the other machine learning models for forecasting all air pollutants. Hence, it is recommended to be used by experts for further studies with different kernel functions. The Distributed Lag Non-Linear Model (DLNM) effectively examines the associations between air pollution and cardiorespiratory diseases. The results will be beneficial for policymakers and urban planners in implementing effective air quality management strategies. This research underscores the importance of data-driven approaches in tackling environmental challenges and fostering sustainable urban development.

### Roger F Cohen

#### Plenary: Student-Centered Teaching for University Faculty Members Bio

Roger Cohen is the Regional English Language Officer at the U. S. Embassy in Kathmandu. He has been in Nepal for one year. Roger has been a teacher, trainer, and has held many other positions in the field of TESOL.



**Roger F Cohen,**  
Regional English Language Officer,  
US Embassy, Nepal

**Abstract**

This interactive session will be a lot of fun. Even though the presenter's field is teaching English as a Second Language, faculty members from all fields will gain helpful teaching techniques for their classes. Please come with an open mind and be ready to learn!

**Prof. Dr. Basudev Kafle****Plenary: Contemporary Issues in Higher Education****(Bio and abstract to be received)****Prof. Dr. Basudev Kafle****Dr. Dilnath Fuel****Plenary: Provincial Universities as Pillars of  
Federalism: Challenges, Opportunities, and the  
Road Ahead****Bio:** Registrar, Manmohan Technical University, Nepal**Dr. Dilnath Fuel,**  
Manmohan Technical University,  
Nepal.**Abstract**

The establishment of provincial universities in Nepal marks a significant step toward decentralizing higher education and promoting inclusive academic access under the federal governance model. However, ensuring their financial sustainability remains a critical challenge. The presentation explores the economic viability of these universities, focusing on their funding models, resource mobilization strategies, and expenditure patterns. While these institutions largely depend on provincial and federal government grants, limited internal revenue generation and inadequate infrastructure investment hinder their long-term sustainability. The lack of self-rule in financial decision-making and human resource constraints further exacerbates the issue. Strengthening financial governance, enhancing accountability mechanisms and fostering innovation in revenue generation are essential to transform provincial universities into resilient and self-sustaining centers of learning. All in all, this presentation contributes to the discourse on the sustainable development of provincial university in Nepal's higher education sector.

**Dr. Dipak Neupane****Plenary: पूर्वीय आस्तिक दर्शनमा तत्त्वमीमांसा****Bio**

२०६१ सालदेखि शिक्षण कार्यमा संलग्न रहनु भएका न्यौपाने हाल त्रिभुवन विश्वविद्यालय, महेन्द्र बहुमुखी क्याम्पस धरानमा उपप्राध्यापक (नेपाली) पदमा कार्यरत हुनुहुन्छ। उहाँका भाषाविज्ञान सम्बन्धी थुप्रै पुस्तक र लेख प्रकाशित छन्। उहाँ “ज्ञानज्योति”, “दृष्टिकोण”, “उद्बोध”, र “संज्ञान” जस्ता जर्नलहरूका सम्पादकसमेत हुनुहुन्छ। उहाँलाई महेन्द्र विद्याभूषण “ख”, लारी स्वर्णपदक र नरेन्द्र वाङ्मय निधि प्रतिभा पुरस्कार प्रदान गरिएको छ।



**Dr. Dipak Neupane**  
Sukuna Multiple Campus  
Morang, Nepal

**सारसङ्क्षेप**

जीवन र जगत्का बिचको अन्तःसम्बन्धको यथार्थपरक विवेचना गरिएका संस्कृत वाङ्मयभित्रका दर्शनहरू नै पूर्वीय दर्शन हुन्। पूर्वमा वेद, ब्राम्हण, आरण्यक तथा उपनिषद्देखि नै दर्शनका विविध पक्षमा विमर्श गरिँदै आएको पाइन्छ। यी वैदिक वाङ्मयपछि संस्कृतमा वेदलाई आधार मानेर योग, साङ्ख्य, न्याय, वैशेषिक, मीमांसा तथा वेदान्त दर्शनहरूको विकास भएको छ। यी दर्शनहरूमा पदार्थ जगत्, आत्मा, चेतनाजस्ता तत्त्वहरूको मीमांसा कसरी गरिएको छ र यी दर्शनले ज्ञानको दिगो विकासमा कसरी योगदान पुर्याएका छन् भन्ने विषयमा यस लेखमा विमर्श गरिएको छ। ज्ञानका स्रोतका रूपमा रहेका वेदसँग सम्बन्धित भएर पनि यी छ वटै दर्शनहरूले फरकफरक तत्त्वलाई दार्शनिक आधार बनाएका छन्। यी दर्शनहरू केकस्ता तत्त्वमीमांसामा केन्द्रित छन् र विश्वव्यापी ज्ञान निर्माणमा यिनीहरूको कस्तो योगदान रहेको छ भन्ने समस्यामा केन्द्रित रही यी दर्शनसम्बद्ध कृतिहरूको सूक्ष्म पठन गर्दा साङ्ख्य दर्शनमा प्रकृति र पुरुषसहित पञ्चस तत्त्वको, योगदर्शनमा यी तत्त्वहरूसहित पुरुष विशेषलाई थपि छबिस तत्त्वको, न्याय दर्शनमा सोह पदार्थको, वैशेषिक दर्शनमा सात पदार्थका साथै परमाणुवादको, मीमांसा दर्शनमा आठ तत्त्वसहित आत्माको नित्यत्व एवम् सर्वगतत्वको तथा वेदान्त दर्शनमा परम्ब्रम्हलाई सत्य मान्ने ब्रम्हवादको तत्त्वमीमांसा गरिएको निष्कर्ष प्राप्त भएको छ। पूर्वीय दर्शनमा तत्त्वमीमांसा गरिएका यी तत्त्वहरूले मानवजीवन तथा सृष्टि प्रक्रियाका बारेमा गम्भीर व्याख्या गरी विश्वव्यापी भौतिक तथा आध्यात्मिक ज्ञानको आविष्कारमा विशिष्ट भूमिका खेले पनि अहिले यिनीहरूलाई केवल कर्मकाण्डीय साम्प्रदायिक चिन्तनका रूपमा व्याख्या गर्नाका साथै जीवनजगत्का वस्तुयथार्थका विश्लेषणका लागि पश्चिमी ज्ञान एवम् दर्शनलाई महत्त्व दिने प्रवृत्तिको विकास भएको छ। वस्तुतः जीवनजगत्को तथ्यगत विवेचना पूर्वीय आस्तिक दर्शनमा सूक्ष्मरूपमा भएको र ज्ञाननिर्माणमा यी दर्शनहरूको विशेष भूमिका रहेको हुनाले ज्ञानको दिगो विकासका लागि यी दर्शनहरूको अध्ययन तथा विश्लेषण गर्न अपरिहार्य रहेको निष्कर्ष यस लेखबाट प्राप्त भएको छ।

**Dr. Bandana Jain**

**Plenary: Quality of Work-life: A Genuine Commitment or A Falsification?**

**Bio**

Bandana Jain is an Educator, researcher and an entrepreneur who love to teach and learn. Gaining knowledge is passion. I always prefer to work for the community and society. Uplifting women's status is the work that pleases most.

**Abstract**

**Dr. Bandana Jain,**  
Degree Campus,  
Morang, Nepal.

Quality of Work-Life (QWL) is a philosophy, a set of principles, which holds that people are one of the staple resources of the organization. People are trustworthy, responsible, and capable of contributing massively to the organization, so they should be treated with dignity and respect. Therefore, QWL ensures the physiological, psychological, mental, and social well-being of the employees in the organization. QWL can be among the myriad robust instruments used to resolve the current fierce issues of Nepal, such as migration, brain and muscle drain, weak economic indicators, and the informal sector. The study aims to show the real scenario of labor policies and to identify the discrepancies between commitment and implementation of national and international labor policies. This study is a conceptual paper focusing on labour policies for QWL employees. The study finds lower commitment of the government to follow global standards for employees. The committed laws and guidelines for the betterment of the employees of Nepal are associated with freedom of association, child labour, determining wage, working time, occupational safety and health, social security, and maternity protection. Notwithstanding, partial and poor implementation of the laws and policies are widespread for the policies and standards committed. A significant section of international standards remains to be executed at the policy level. The study concludes that grassroots people cannot experience the development and protection offered. The country is in a demographic window of opportunity. However, national policies and political vision are incapable and unprepared to attain this dividend.

### **Nara Prasad Bhandari**

#### **Plenary: Towards Sustainability: 'Interdisciplinarity' and Green Initiatives in Higher Education Bio**

Nara Prasad Bhandari is an experienced English educator and researcher based in Sundarharaincha, Morang, Nepal.

With over two decades of teaching experience, he currently serves as a Lecturer of English at Sukuna

Multiple Campus, where he has been contributing since

2001. He holds an M.Phil. in Education from Tribhuvan University, where he graduated with distinction in 2015, alongside earlier degrees in Education from the same institution.

Mr. Bhandari has actively engaged in academic research, with key studies focusing on language instruction, linguistic diversity, and beliefs in English language teaching. He has presented numerous academic and concept papers at national conferences and is a published author in respected journals including PUKTA, ELT Journey, and NELTA Journal.

Fluent in Nepali, Hindi, and English, Mr. Bhandari is known for integrating innovative pedagogical methods into his teaching, particularly in the context of community schools. He is a life member and former president of NELTA Koshi, and also affiliated with TESOL and IATEFL.



**Mr. Nara Prasad Bhandari,**  
Sukuna Multiple Campus,  
Morang, Nepal.



## Abstract

The plenary centers on the single most significant problem, pointed out by the scholars, facing the world today is that "humans now dominate Earth, changing it in ways that threaten its ability to sustain us and other species"(Clark & Wallace, 2015), caused by social, environmental and economic issues (Bruntland Commission Report, 1987), known as sustainability problems. The session focuses on the major four points of discussion in relation to higher education (HE): Sustainability as a solution of unsustainability, current urgency of the universities and higher education institutions to address the SDGs, major initiatives of the HEIs such as knowledge creation through research- highlights of the SDG oriented researches- interdisciplinarity as a growing curricular approach along with an integrated disciplines and green initiatives undertaken by the HEIs; and (d) what HEIs at the local level can do to contribute for attaining SDGs. ? will be discussed. The session paper is developed through literature review using relevant materials including articles, theses, conference presentations and the documents available on the internet. The presentation also demonstrates possible mechanism, social activities, infrastructure development and environmental initiatives aligning with pressing global context of sustainable development.

## Bishwa Gautam

**Plenary: Designing and implementing speaking activities in classroom**

### Bio

Mr. Bishwa Raj Gautam, RELO Program Specialist at the U.S. Embassy in Nepal manages English language programs of the U.S. Department of State. Mr. Gautam has been providing teacher training for over a decade in Nepal, Bangladesh, Sri Lanka and Maldives. Mr. Gautam has presented plenaries at NELTA conferences, workshops, and sessions at various national and international conferences, including the TESOL Int. Conferences in the USA.



**Bishwa Gautam,**  
Regional Eng. Language Program Specialist,  
US Embassy, Nepal

## Abstract

In this workshop, the participants engage in designing and implementing various collaborative activities, expressive/communicative activities, creative activities, reflective and gamifying activities in classroom.

### Dr. Michal Apollo

**Plenary: Does the altitude of habitat influence residents' attitudes to guests? Mountain Tourism, Altitude and Guest-Host Relationship**

### Bio

Michal Apollo is an Assistant Professor at the Institute of Earth Sciences, University of Silesia in Katowice, and a Fellow of Yale University's Global Justice Program, New Haven, USA. Between 2021 and 2023 he



**Apollo Michal Mieczyslaw, PhD**  
Institute of Earth Sciences,  
University of Silesia in Katowice,  
Poland

was a Visiting Scholar at Hainan University – Arizona State University Joint International Tourism College, Haikou, China, and a Visiting Fellow at the Center for Tourism Research, Wakayama University, Japan. He received his M.Sc. and Ph.D. in Earth science in the field of geography at the Pedagogical University of Cracow, and PGCert in Global Development at the University of Warsaw. Michal is an enthusiastic researcher (research field: System man – high-mountain environment), traveller (visited more than 60 countries on 6 continents), mountaineer (several new climbing routes, including first ascent on two Himalaya peaks: in 2006, Masala Peak, and in 2012, Forgotten Peak), ultra-runner (among others, finisher of a 100-mile trail race), diver (AOWD), sailor (Offshore Skipper) photographer (a few photo exhibitions) and science populariser (a few hundred of pop-science lectures). Michal's unique background allows him to integrate knowledge from the perspectives of various points of view into his research and consultancy work. His areas of expertise are tourism management, consumer behaviours well as environmental and socioeconomical issues. In his main research field he focuses on human presence in high mountain regions, and their well-being. Currently, he is working on a concept of a sustainable use of environmental and human resources, as this is a key to development, prosperity and well-being of all stakeholders. Michal is a founder and a chairman of Polish Chapter of Academics Stand Against Poverty. In 2014, he received the title of the Man of the year 2013.

### Abstract

Since Humboldt (1807) and Darwin (1859), we know that the sensitivity of the environment increased as altitude increased. This research will try to prove why altitudinal zonation should be considered a core concept in social research on the mountain environment, including tourism. Previous studies have widely examined the interrelations of host-guest exchange and identified the factors influencing residents' attitudes to tourism. However, no prior research has examined if residents' attitudes change with increasing habitation altitude. The present study tested the residents' attitudes to tourism in relation to the altitude of their habitat in the areas of Mount Everest and Annapurna, Nepal. This areas are a popular destination among tourists engaging in high-altitude mountaineering (which is subdivided into hiking, trekking, and mountain climbing). The empirical research has been conducted in high-altitude Himalayan settlements along the trekking route to Mount Everest Base Camp and Annapurna Conservation Area. Based on qualitative and quantitative studies, the findings suggest that residents have a greater appreciation of tourism activity and are more reciprocal as the altitude of their habitat increases. The study indicates that the previously neglected aspect/variable 'altitude' can bring new insights and help manage vulnerable destinations sustainably. This research provides essential knowledge of mountaineering tourism and overviews recent developments linked to the diversification, commodification, and commercialisation of mountaineering activity. Mountaineering tourism might generate development and, at the same time, negative encounters between hosts and guests. With limited resources, these politically and economically marginalised high mountain communities should use those resources precisely and purposefully. This study demonstrated that people living at higher altitudes have more patience and understanding of tourists. Therefore, all management plans should first be introduced in the villages with lower altitudes.

# Panel Discussion

# Panel Title:

***Call for Collaboration: Can discourse across disciplines drive sustainability in higher education?***

## Panelists



**Prof. Dr. Tirtha Raj Khaniya,**  
Former VC, Tribhuvan University,  
Nepal.



Associate Prof. Dr. Apiradee Lim,  
Prince of Songkla University,  
Thailand



**Apollo Michal Mieczyslaw, PhD**  
Institute of Earth Sciences,  
University of Silesia in Katowice,  
Poland



Prof. Dr. Basudev Kafle  
Moderator:



# WORKSHOP & PAPER PRESENTATIONS

**Hari Prasad Bashyal**

**Lowered Student Engagement in English Language Learning Activities: Teachers' Perspectives**

Student engagement in English language learning has seen a noticeable decline, raising concerns among educators about its underlying causes. This study explores teachers' perspectives on the changing attitudes, behaviors, and academic performance of students in English classrooms among secondary level students in Sunwal Municipality. Through qualitative interviews and observations, it identifies key factors contributing to disengagement, including the influence of digital distractions, lack of motivation, outdated teaching methods, and the perceived irrelevance of English to students' future goals. The research also observes how socio-cultural backgrounds and institutional support impact learners' interest levels. Teachers provide insights into noticeable trends such as reduced classroom participation, lower enthusiasm for reading and writing, and increased reliance on artificial intelligence tools for assignments. Findings from this research aim to inform policymakers, curriculum developers, and educators about the core cause of disengagement in English language learning. By acknowledging the root causes of disengagement educators can foster a more stimulating and effective learning environment. This study underscores the need for prompt and innovative ways to address the issue to meet the evolving needs of learners in an increasingly digital and globalized world. As the study is limited in finding the root cause disengagement in English language learning activities, another study about the possible solution to the issue becomes relevant.

**Bio**

I am a lecturer at Mahakavi Devkota Campus, West Nawalparasi. I have a keen interest in the field of English language education, preferably conducted with a qualitative approach.

**Surya Prasad Dhakal**

**English Language Acquisition Through Non-Credit Course: An Experimental Action Research Among University Students**

This study explores the significance of a Non-Credit English Language Course in enriching English language acquisition among university students at Mahakavi Devkota Campus (MDC), a non-profit community college in Sunwal, Nawalparasi West. As English counts as a pivotal factor for academic and professional success, MDC has introduced various initiatives to improve students' linguistic competencies. Following the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1971), this quasi-experimental study assesses the effectiveness of the intervention through qualitative and quantitative methods. The study involves 25 first-year bachelor's level female students from the Education and Management faculties. Data was collected through pre- and post-intervention tests, semi-

structured interviews, and document analysis and findings were analyzed using MAXQDA 2020 for qualitative data and SPSS for quantitative analysis. A paired t-test was calculated to measure significant differences in students' language proficiency before and after the intervention. The findings indicate a significant impact on learners if appropriate model of CIPP is implemented. The study holds implication for policymakers, educators, and institutions imparting insights into the efficacy of Non-Credit courses in addressing gaps in traditional language education. Additionally, the study aligns in contributing to policy formation and further research on language learning interventions. Despite its limited sample size and short duration, the study offers valuable recommendations for enhancing English language acquisition through Non-Credit courses in higher education institutions.

### **Bio**

I am a lecturer of language and literature at Mahakavi Devkota Campus, West Nawalparasi. I have a keen interest in research in the field of language and literature.

### **Mohan Bhandari**

#### **Environment Social and Governance Integration with Investment Decision in Financial Institutions: A Thematic Review**

Environmental, social, and governance (ESG) incorporation into the process of making investment decisions is becoming increasingly prominent within financial institutions on a global scale. The primary goal of this research project is to perform a thorough assessment of how ESG variables are incorporated into the procedures involved in making investment decisions. By adopting a positivist research philosophy, which emphasizes the utilization of empirical evidence and objective analysis, this thematic review examines the current methodologies, prioritized factors, advantages and disadvantages, impact on financial performance, as well as the existing policy frameworks associated with the integration of ESG considerations. The data used for this study was compiled through an extensive assessment of 53 scholarly articles tracked from reputed academic databases and industry reports, with a specific focus on the financial sector. The results of this study bring to light the increasing recognition of ESG integration for its pivotal role in the realm of risk management and the enhancement of financial performance, highlighting the critical importance of standardized reporting and harmonized ratings to ensure uniformity and coherence. The thematic analysis conducted in this study discerned five principal domains viz the prevailing methodologies of ESG integration, the prioritized ESG factors, the perceived advantages and drawbacks, the influence on financial performance and risk mitigation strategies, as well as the policy frameworks and prospective trajectories. The implications derived from this study emphasize the imperative necessity for the establishment of standardized ESG metrics, regulatory backing,

and a heightened focus on education to facilitate the seamless integration of ESG considerations and to foster the advancement of sustainable investment practices.

### **Bio**

Mohan Bhandari is a PhD Scholar, Pokhara University, Faculty of Management Studies and Assistant Professor, Gupteshwor Mahadev Multiple Campus, Pokhara, Nepal.

### **Torna Raj Poudel**

#### **Sustainability in Higher Education: Exploring the Role of Metacognition in Students' Preference for Foreign Universities**

Higher education in Nepal is experiencing a growing trend of students opting for foreign universities over local institutions. The study explores the role of metacognition in students' decision-making regarding higher education choices and examines its relationship with sustainability in higher education. A structured survey was conducted among 41 B.Ed. and BICTE students at Sukuna Multiple Campus, using 20 Likert-scale questions. The study employed multiple regressions and Pearson's correlation to analyze the data. The regression results showed a highly significant model ( $R^2 = 0.9797$ ), indicating the nearly 98% of the variation in students' foreign education preference is explained by factors such as metacognitive awareness, financial constraints, sustainability knowledge, and social influence. Additionally, Pearson's correlation (0.4274) suggests a moderate positive relationship between metacognition and students' educational choices. These findings highlight the strong influence of metacognitive abilities in shaping students' higher education decisions. The study suggests that integrating global and local knowledge into Nepal's higher education system and fostering metacognitive skills can contribute to sustainable academic choices, potentially reducing students' inclination toward foreign education. Future research may explore additional socio-economic and psychological factors influencing student mobility.

### **Bio**

Lecturer, teaching experience of English as a Foreign language for about 22 years in different levels of college courses.

### **Laxman Prasad Bhandari**

#### **Teachers' and Students' Perceptions of Mobile-Assisted Language Learning in ELT: A Community School Case Study**

The advancement of technology has influenced all facets of educational practices; however, the integration of mobile phones into English language teaching and learning has not been explored extensively in Nepal. This study explores the perceptions of English teachers and students regarding the integration of mobile phones in secondary-level classes. Using an interpretative research design within a narrative inquiry framework, six English teachers and two students

were purposively selected as the research participants. The participants' narratives were gathered using face-to-face in-depth interviews. The data were then transcribed, coded, categorized, and thematized following the thematic analysis proposed by Brawn and Clarke (2006) to identify emerging themes. The findings uncovered that the proper use of mobile phones enhances learning autonomy, student engagement, and academic performance. However, the findings also underscored a lack of proper guidance and parental negative attitudes as serious challenges to implementing mobile-assisted language learning (MALL) in ELT. Similarly, the study highlights the need for investing in ICT infrastructure, active parental engagement, and the adoption of flipped pedagogy to increase the use of MALL in English language education. These findings contribute to the continuing discourse on technology-mediated language teaching and offer insights for language teachers, textbook writers, and policymakers seeking to mediate MALL effectively.

### **Bio**

Laxman Prasad Bhandari is an Assistant Professor in English Education at Lumbini Banijya Campus, Butwal. Mr. Bhandari is pursuing PhD in English Language Education from Tribhuvan University, Nepal. The areas of his interest include technology-mediated task-based language teaching, teacher professional development, and qualitative research.

### **Durga Nath Regmi**

#### **Digital Tools for Language Preservation: Innovating Revitalization Efforts in the 21st Century**

The rapid decline of linguistic diversity has prompted urgent efforts for language preservation and revitalization, with digital tools emerging as powerful allies in these initiatives. This research explores the role of digital technologies in the preservation and revitalization of endangered languages in the 21st century. The purpose of this study is to assess the effectiveness and potential of various digital tools such as language apps, digital archives, social media platforms, and artificial intelligence in fostering language learning, documentation, and intergenerational transmission. The methodology combines a systematic review of existing literature, case studies of successful digital language revitalization projects, and interviews with linguists, community leaders, and language activists. Findings reveal that digital platforms enable wide accessibility, increased language use among younger generations, and the creation of sustainable language resources, particularly in remote or marginalized communities. Additionally, the integration of gamification, online communities, and collaborative platforms proves to be especially effective in engaging diverse audiences and facilitating continuous language practice. However, challenges such as digital divide, cultural appropriation, and the need for culturally sensitive content remain prevalent. In conclusion, while digital tools



represent a promising avenue for language revitalization, their success depends on a balanced integration of technology with traditional, community-based approaches. This research underscores the importance of creating inclusive, contextually relevant digital solutions that empower communities to preserve and revitalize their linguistic heritage for future generations.

### **Bio**

Mr. Durga Nath Regmi is a lecturer at Sita Ramesh Multiple Campus in Budhadhanti 1, Budhabare, Jhapa. With over seventeen years of experience in teaching English at both the high school and university levels, he holds a Master's Degree in English Literature. He has presented papers at several notable conferences, including the NELTA International Conference, the ELTAI International Conference, the Kailali Multiple Campus International Conference, and various Provincial Conferences.

### **Matrika Thapa**

#### **Financial Sustainability of Higher Education Institution: A Case of a Community Campus**

Higher education institutions face a significant challenge in maintaining their financial viability, especially community campuses that frequently have limited funding. Using the theories of resource dependence and stakeholder theory, this study aims to investigate the financial sustainability of community campuses. It seeks to pinpoint the main financial obstacles and viable solutions for long-term viability. Both qualitative and quantitative data will be used in this mixed-method study. Surveys and interviews with faculty, financial officers, and campus administrators will be used to gather primary data. To give a thorough grasp of financial trends and practices, secondary data such as financial reports and policy documents will also be examined. According to preliminary investigations, community colleges' reliance on tuition fees and lack of outside funding result in severe financial limitations. According to the study, financial resilience may be improved by tactics like revenue diversification, institutional governance enhancements, and strategic alliances. It is anticipated that the results of this study will add to the policy debates surrounding the funding of higher education by providing policymakers and institutional leaders with information on how to create sustainable financial models for community colleges.

### **Bio**

Matrika Thapa works as a Teaching Assistant in the Management Department at Sukuna Multiple Campus. Thapa has seven years of experience teaching finance and other management subjects. He is currently an MPhil scholar in finance at Purbanchal University. Institutional governance, higher education administration, and financial sustainability are among his areas of academic interest.

**Umesh Upreti**

**Supply Chain of Banana Fruit Produced in Morang District**

The demand of banana fruit is ever increasing and Nepal's Terai region has immense potential for this high value crop. Government has kept it at top most priority where it can be grown like Morang district. This study aims to examine the supply chain mapping, key problems and satisfaction of banana growers of Morang district. This is mixed type of descriptive research design followed by deductive approach. The respondents selected for this study are the age of 18-65 years old. The major occupation of these respondents is farming-76.6% and 23.4% are in other services. A survey was conducted from a representative sample size of 100 banana growers including both male and female. The sample was selected by using convenience sampling technique. Required information for the study was collected mainly from the primary sources of data. Various statistical tools were used to analyze and interpret the data which enhanced the researcher to carry out his research work. Finding mirrors that farmers from each bigha are earning average income of Rs. 347000 with the average cost per annum of Rs.108000. Quality and commercial farming of banana fruit could bring immense opportunities for the prosperity and happiness of banana growers of these regions. To enhance more production, key problems encountered by farmers should be dealt with. Also, they need to be encouraged by providing supports, grants, subsidies and other facilities. Government, concerned ministry and department who play the role of guardian should propagate such policies, programs and plans that could benefit the real and small-scale farmers.

**Bio**

Mr. Umesh Upreti is a Lecturer of Sukuna Multiple Campus. He has been working in this institution for the last two decades. He has completed his master's degree both in management and humanities. He has also completed his M. Phil degree in management. Currently, he holds the position of HoD in management department in this institution. He also has the experience of international presentations.

**Basudev Dahal and Janardan Guragain**

**Application of Indigenous Knowledge in Higher Education**

This presentation concerns the extent to which indigenous knowledge available with us has been applied in policy and practice in Nepalese Higher Education institutes. Mainly this study was conducted to dig out the fact how the indigenous knowledge and system can effectively be integrated into higher education curricula and pedagogy. As Thornberry (2013) pointed out, indigenous people have four characteristics; this study also pointed some strange characteristics of indigenous knowledge. The study was made through rigorous document study and survey conducted among teachers working in various higher education institutions by the help of case

study approach. Semi structured interview and Focus Group Discussions were the major data collection methods of this study. Purposive sampling method and thematic data analysis techniques were more fruitful and useful for this research as well. Furthermore; limited institutional integration, positive impact on cultural identity and relevance, knowledge holders' participation is inadequate, lack of policies and institutional support and potential for enhancing sustainability etc. were major findings of this research. In conclusion I would like to say that the application of indigenous knowledge in higher education is a complex task for promoting culturally responsive and inclusive learning environment. Similarly, it highlighted that while indigenous knowledge held immense value in enriching academic discourse, promoting sustainability, and strengthening cultural identity, its integration into higher education remained limited and inconsistent.

### **Bio**

He is a faculty member of Sukuna Multiple Campus, Department of Health and Physical Education and a Secondary level Social teacher at Machchhindra Secondary School Kerabari, Morang He has been teaching Population Subject in different public campuses since 2063 B.S. Previously he worked as a Principal of Letang Secondary Boarding School.

### **Sandesh Bhandari**

#### **Scarcity of Water in Agriculture: A Case Study of Goldi Tol -02, Alam Devi Rural Municipality, Syangja, Gandaki, Nepal**

Water scarcity is a worldwide crisis caused by population growth and rapid urbanization resulting in its negative implications for agriculture; however, its impact on socio-economic life has yet been underexplored in rural Nepal. This study explores the impacts of water scarcity on farming activities and strategies to manage water resources in Kotakot, Syangja Nepal. The study adopts a qualitative research design where 10 farmers were selected as participants through snowball sampling. The data were collected utilizing in-depth interviews, focus group discussions, KII, and observations. The findings revealed that water scarcity in Kotakot is caused by the change in climate, irregular and unpredictable rainfall patterns, and lack of proper infrastructure for irrigation leading to barren lands and ultimately resulting in wildlife attacks. Various adaptive strategies such as a shift from traditional seeds to hybrid seeds, the construction of canals from water storage units to fields, and the building of ponds as water reservoirs, etc. are adopted by farmers. However, adopting these measures is still insufficient to solve the water scarcity problem. The study underscores the need for community-driven approaches, government investment in water resource management, and the importance of policy and innovations of technology to improve water availability and productivity of agricultural activities. This research provides an idea to policymakers, local government, and

development practitioners to design long-term plans to combat water scarcity and manage the available water resources to support rural livelihoods and enhance their socio-economy in similar contexts.

### **Bio**

Sandesh Bhandari is an undergraduate student of Community Development Studies at Kathmandu University, School of Arts. Mr. Bhandari has been engaged in social work through blood donation and tree plantation campaigns. His areas of interest include social work, qualitative research and community development.

### **Khagendra Raj Dahal**

#### **Role of Cooperatives in Economic Empowerment of Women in Sundarharaincha, Morang**

The Co-operatives have been popular in Nepal within a short period of time. It is the voluntary organization established to fulfill the common interest of their members. Economic empowerment is the crucial component of today's world. The issues of women's empowerment have been studied from the twentieth century by different scholars. Though the constitution of Nepal has given special rights to men and women, majority of women were essentially powerless. This indicates that equality was confined mainly in papers. The paper studied 100 female members of different co-operatives of Sundarharaincha ward number 1 of Morang district, Nepal through closed ended questionnaire. The selected participants represented various ethnic groups. The study was analyzed with both descriptive and simple statistics technique. The sample was collected through convenience sampling technique aiming to investigate the economic empowerment of women members in co-operatives and it should be better to conduct different training of capacity building. Entrepreneurship support program should be done so that the women members can use their local skills and knowledge into business. The co-operatives are providing its sights to women empowerment for economic welfare of their women members.

### **Bio**

Khagendra Raj Dahal is working as a lecturer at Sukuna multiple campus. He teaches various subjects under the management faculty, including BBA and BBS, among others.

### **Santosh Dahal**

#### **The Ethical Use of AI in Education**

The integration of Artificial Intelligence (AI) in education has converted traditional classroom-based learning models by enhancing personalization, automating administrative tasks, and improving accessibility. Through increased accessibility, administrative task automation, and personalization, artificial intelligence (AI) has transformed traditional classroom-based learning

models. To guarantee equity, openness, and privacy, the ethical use of AI in education must be carefully considered. This essay examines the moral dilemmas raised by AI-powered teaching resources, such as algorithmic bias, data privacy issues, and the risk of becoming overly dependent on automation. It also looks at moral frameworks and rules that support ethical AI use in classrooms. This paper attempts to offer insights into best practices for guaranteeing AI-driven education stays inclusive, equitable, and in line with human values by examining case studies and recent research.

**Bio**

Santosh Dahal is a lecturer of ICT at Sukuna Multiple campus. He is the focal person of BICTE program at same institute.

**Shantiram Dahal****Content Gamification in Higher Education Classrooms**

Students' engagement in higher education classrooms has become increasingly challenging in an era of digital distractions and evolving learning preferences. Content gamification the integration of game design elements into educational material offers a promising approach to enhance student motivation, participation, and learning outcomes. This workshop explores how gamification can transform traditional higher education settings by making content delivery interactive, rewarding, and student-centered. Using pedagogical theories and real-world examples, we will explore the fundamentals of gamification such as leaderboards, points, badges, and narrative-driven tasks and how they can be used in a variety of academic fields. Evidence from recent research demonstrating enhanced critical thinking, retention, and teamwork among students exposed to gamified information will be highlighted during the discussion. Along with discussing frequent worries about simplifying or a lack of academic depth, participants will also examine how to strike a balance between entertaining and intellectual rigor. By means of practical exercises, participants will create a gamified instructional element specific to their field of study, experimenting with resources such as tests, role-playing, or narrative structures. We'll talk about doable implementation tactics, such as utilizing technological platforms and modifying gamification for various class sizes and formats, such as online, hybrid, or in-person. A reflection on evaluating gamified learning results and guaranteeing inclusivity for a range of student populations will round off the event. With practical ideas to make learning enjoyable and meaningful, this interactive event is intended for teachers who are ready to reinvent their classrooms. You only need to be willing to play, create, and inspire; no prior knowledge of gamification is necessary.

**Bio**

Santiram Dahal, from Itahari, Sunsari, I have been teaching at Janta Multiple Campus in the



faculty of Education since 2007. I have studied a Master's of Educational Science in Digital Pedagogy from Tribhuvan University. More recently, he is a certified digital pedagogy trainer. He has facilitated training sessions on digital pedagogy. His research interests encompass educational technology, 21st-century skills, teacher development, curriculum, and assessment.

### **Shilu Karki**

#### **Unveiling Corruption in Nepal's Medical Insurance System: A Review Paper**

Nepal's status as an underdeveloped country, the healthcare system faces systemic issues such as bureaucratic inefficiencies, fraudulent claims, misallocation of resources, and collusion between private insurance providers and healthcare institutions. Health system research is critical in identifying corruption patterns, assessing policy effectiveness, and proposing sustainable reforms. Strengthening research-based policymaking is essential for improving healthcare accessibility and ensuring equitable medical service. Nepal's status as an underdeveloped country, the healthcare system faces systemic issues such as bureaucratic inefficiencies, fraudulent claims, misallocation of resources, and collusion between private insurance providers and healthcare institutions. This study synthesizes multiple academic sources, government reports, and case studies to uncover patterns of corruption in Nepal's medical insurance sector. A scoping review was conducted, using a few search approaches, Google and Google Scholar. A total of 16 articles and 3 review articles were selected for analysis. This research reviews the underlying causes of corruption in medical insurance, its impact on healthcare accessibility, accountability of various stakeholders and potential mitigation strategies. Corrupt practices involve alliances between insurance companies, healthcare providers, and officials, leading to fund embezzlement. Government oversight remains inadequate, with existing anti-corruption measures proving ineffective due to a lack of enforcement. Strengthening legal frameworks, fostering transparency through technological interventions and realizing responsibility by the various stakeholders can play a crucial role in minimizing fraudulent activities and improving healthcare accessibility for Nepal's population.

### **Bio**

A strong passion for research and 18 years of experience in spanning microfinance, teaching, and managing a play school, I have developed skills in financial inclusion, education, and early childhood development. I believe that my ability to listen attentively and absorb new knowledge makes me an effective learner. As a motivational speaker, I inspire individuals through insightful talks, drawing from their diverse experiences in academia.

### **Arun Kumar Shrestha**

#### **Assessment of Natural Radioactivity Levels and Potential Radiological Risks of Some Cement Used in Nepal**

People are exposed to ionizing radiation, in which indoor exposure arises mainly from the building materials. Radiation measurement is of great importance to monitor and control its levels. The main objective of this study was to determine the level of natural radioactivity of cement and potential radiological hazards associated with it using a NaI (TI) gamma-ray spectrometer run by gamma vision software. The twenty-one cement samples were packed and sealed in a Marinelli beaker for one month to attain the secular equilibrium. The activity concentration of  $^{238}\text{U}$  was determined from the gamma lines of  $^{214}\text{Bi}$  (609.4 keV) and  $^{214}\text{Pb}$  (351.9 keV). The activity concentrations of  $^{232}\text{Th}$  will be determined from the lines of  $^{212}\text{Pb}$  (238.6 keV),  $^{208}\text{Tl}$  (510.7 keV), and  $^{228}\text{Ac}$  (911.2 keV) while the concentration of  $^{40}\text{K}$  was determined using the peak of 1461 keV. The result showed that average activity concentrations of  $^{238}\text{U}$ ,  $^{232}\text{Th}$ , and  $^{40}\text{K}$  are  $22.2 \pm 7.5$ ,  $26.6 \pm 8.2$ , and  $332.4 \pm 44.5$ , respectively. The radium equivalent activity and absorbed gamma dose radiation were below the upper limiting value of 370 Bq/kg and 60 nGy/h for safe use prescribed by UNSCEAR (2000). Other radiological hazards were also measured, and the results showed that all the cement samples don't pose any health hazards when used as building materials.

### Bio

I am a faculty member of the Department of Physics of Damak Multiple Campus, Damak, Jhapa. Recently, I completed PhD in radiation physics from Tribhuvan University, Nepal.

### Kamal Raj Dahal

#### Secondary-Level English Teachers' Experiences on Interaction in ELT Classes: Challenges and Efforts

Making the classroom interactive while teaching English, it is challenging in an EFL context like Nepal. However, the policy, curriculum, and training programmes' expectation claims that present curricula, textbooks, and other materials encourage students to be interactive and learner-centred. This study investigates the challenges and efforts involved in making English language teaching (ELT) lessons interactive and enhancing learner participation in secondary-level classrooms in the Sunsari district of Nepal. Using qualitative methods, including in-depth interviews with four experienced teachers, the study identifies key obstacles such as systemic constraints, resource limitations, traditional teacher-centred approaches, and learner-related factors, including low proficiency and lack of confidence. Despite these challenges, teachers demonstrated significant efforts to foster interactivity through innovative strategies, including learner-centred methods, group and pair work, project-based activities, and the integration of functional language teaching. The study stresses the crucial role of teacher training and professional development in equipping educators with effective strategies to overcome classroom challenges. The findings suggest practical implications for curriculum reform,

resource allocation, and professional development initiatives, emphasizing the need for skill-based assessments, enhanced teaching resources, and opportunities for collaborative learning for teachers. This study contributes to understanding ELT practices in under-resourced contexts and offers actionable recommendations to enhance interactive and participatory English language lessons.

### **Bio**

Kamal Raj Dahal, resident of Itahari, Sunsari, has been teaching English at Janta Multiple Campus under Faculty of Education TU for 15 years. His interest is in research and teaching specializing in English Language Teaching (ELT) and Applied Linguistics. He has presented at national and international conferences, and has contributed to academic discussions on ELT methodologies, teacher education, and language acquisition.

### **Yubaraj Subedi**

#### **Diasporic Experiences: Struggle, Trauma and Homeland Attachment in Sarubhakta's Novel Pratigandha**

This research explores the diasporic experiences of characters as depicted in the literary work Pratigandha by Sarubhakkata, focusing on the themes of struggle, trauma and home attachment. Diasporic narratives often highlight the complex realities faced by individual who navigate life between different cultures and geographies. This study delves into how the characters in the novel confront and cope with the struggle including the emotional and psychological trauma that arises from displacement and cultural dislocation drawing from the foundational diasporic critics like Chris Barker, Sturt Hall, Homi K Bhabha and Robin Cohen. Additionally, it examines the persistent attachment to the concept of home, whether as a physical place or a construct of identity and memory. By analyzing the intricate interplay of these themes, the research aims to uncover the nuanced portrayal of diaspora in the novel shedding light on broader questions of belonging, resilience and identity. Through a close reading of the text supported by theoretical framework in diaspora studies this study contributes to deeper understanding of the diasporic condition and its literary representation.

### **Dandapani Gautam**

#### **Geometric Knowledge Uses on Vedic Rituals and Transmission Techniques: What and How?**

This article explores the geometric knowledge embedded in Vedic rituals, focusing on the construction of Agnikundas (fire altars) as detailed in the Vedic texts Sulba Sutras and Kundamandip Siddhi, and also highlights the central place of geometry in Vedic rituals, including the use of right-angled triangles, square roots, and precise measurements to construct

ritual spaces. Through field observations and interviews with Sanskrit scholars and ritual practitioners, the research uncovers the informal transmission of this knowledge and its absence from modern Sanskrit curricula. A survey of 100 participants revealed limited awareness of these geometric principles. The knowledge of constructing Agnikundas is transmitted to the generations through a participatory approach with the seniors, which means they learned through hands-on learning and a culturally responsive approach to learning geometry. Integrating this ancient practice could enhance students' understanding of geometry while preserving cultural heritage.

### **Bio**

Dandapani Gautam, a teaching assistant at Sukuna Multiple Campus, Morang, holds an M.Ed. in mathematics and an MPA in HRD. A life member of the Council of Mathematics Education and advisor for Koshi Province, he is a Ph.D. scholar at Nepal Sanskrit University, researching Vedic ritual geometry and its connections to school geometry.

### **Hom Bahadur Thapa**

#### **Economic Barriers to Access Higher Education in Nepal: A Survey of Sukuna Multiple Campus**

Higher education in Nepal refers to post-secondary education, which includes affiliated colleges, universities, and academies. It is crucial to both human capital formation and national development. This study is important because it sheds light on the financial barriers that Nepali students must overcome to pursue higher education, which have an immediate effect on enrollment, retention, and academic performance. This study investigates students' perceptions of economic barriers to accessing higher education in Nepal. Using an analytical research design, the study employs a quantitative approach to examine the relevance of various economic obstacles faced by students with data collected through a structured questionnaire on demographic, financial background, primary economic barriers and its impact. A total of 385 students enrolled in the bachelor level participated in the survey. The findings show that the first-year students experience the highest financial barriers, which could discourage them from continuing their education. The two major economic obstacles are high tuition fee and accommodation/ transportation cost which affect more than 60% students. The gradual decline in reported barriers across academic years may indicate either an adaptation to financial burdens or a dropout effect, in which financially struggling students are unable to continue their studies. This analysis underscores the urgent need for financial intervention to ensure equitable access to higher education in Nepal. Implement tuition fee subsidies or establish flexible payment plans. Offer affordable student housing or transportation subsidies for students originating from rural areas. Promote the use of open-access learning materials to mitigate the costs associated with

textbooks.

### Bio

Name: Hom Bahadur Thapa (Magar), Current Academic Institution or Workplace: Sukuna Multiple Campus, Department: Economics Post: Teaching Assistant, Education: M. A. in economics (TU) and B. A. in Economics honours ( Nagaland University) India Ongoing Research: Economic Barriers to Access Higher Education in Nepal: A Survey of Sukuna Multiple Campus

### Tikaram Bhattarai

#### The Juncture of Language and Life: Whole-Person Learning in ESL Education

In this study, the use of whole-person learning in English as a Second Language (ESL) is perceived at different prospects of students-thinking, feelings, social interactions, and physical activities. The study points out the need for teaching methods that consider students' emotional well-being, cultural knowledge, and social skills. By integrating whole-person learning with important educational theories, like Vygotsky's ideas about social learning and Maslow's needs, this article offers a framework to understand the advantages of holistic ESL education. The research connects motivation, social learning, and school performance and gives practical ideas for ESL teachers to create friendly and adaptable classrooms.

### Bio

Mr. Tikaram Bhattarai serves as the Campus Chief at Gaurishankar Campus, Nijgadh, Bara. He completed his M.Phil. in 2015 A.D. and is currently pursuing a Ph.D. from Tribhuvan University. He also holds the position of Country Focal Person for Living Values Education International, reflecting his dedication to integrating and mainstreaming ethical and value-based education in the general education system.

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### इन्दिरा राई

#### बान्तावा मातृभाषी शिक्षकहरूको नेपाली विषय शिक्षण अनुभव

### Abstract

नेपालको बहुभाषिक शिक्षण वातावरणमा, बान्तावा मातृभाषी शिक्षकहरूले नेपाली भाषा शिक्षण गर्दाका जटिल अनुभवहरूको विस्तृत अध्ययन गरिएको छ । गुणात्मक अनुसन्धान पद्धतिको प्रयोग गर्दै, विशेषतः फेनोमेनोलोजी विधिमा आधारित यो अध्ययन दुईजना अनुभवी बान्तावा भाषी नेपाली शिक्षकहरूसँग गरिएको गहन अन्तर्वार्तामार्फत उनीहरूले सामना गरेका भाषिक, सांस्कृतिक र सामाजिक चुनौतीहरूको साथै शिक्षण प्रक्रियामा देखिएका अवसरहरूको विस्तृत विश्लेषण प्रदान गर्दछ । मुख्य निष्कर्षहरूले देखाए अनुसार, शिक्षकहरूले नेपाली व्याकरणका नियमहरू र नयाँ शब्दावलीको प्रयोगमा उल्लेखनीय कठिनाई अनुभव गरे । त्यसको प्रमुख कारण बान्तावा भाषाको संरचनात्मक प्रभाव रहेको पाइयो । तथापि, यी चुनौतीहरूको बाबजुद, शिक्षकहरूले उल्लेखनीय अनुकूलन क्षमता प्रदर्शन गरे र निरन्तर आत्म-सुधारका लागि सकारात्मक दृष्टिकोण अपनाए ।



उनीहरूले विद्यार्थी तथा सहकर्मीहरूको प्रतिक्रियालाई सिकाइको महत्त्वपूर्ण स्रोतको रूपमा उपयोग गरे। अध्ययनले सैद्धान्तिक शैक्षिक तालिम र बहुभाषिक कक्षाकोठाको व्यावहारिक आवश्यकताहरूबीचको स्पष्ट खाडललाई उजागर गर्दछ। पर्याप्त व्यावहारिक ज्ञान र विशिष्ट शिक्षण रणनीतिहरूको अभावमा, शिक्षकहरूले आफ्नै अनुभवमा आधारित शिक्षण विधिहरू विकास गर्नुपरेको देखिन्छ। पहिचानका दृष्टिकोणले गर्दा प्रारम्भिक चरणमा समुदायले उनीहरूलाई शङ्काका साथ हेरे तापनि, समयसँगै उनीहरूले बढ्दो सामाजिक स्वीकृति र सम्मान प्राप्त गरे, जसले विद्यार्थी तथा अभिभावकहरूसँगको सम्बन्धलाई अझ मजबुत बनायो। अन्ततः, यो अनुसन्धान बहुभाषिक सन्दर्भमा नेपाली भाषा शिक्षाको प्रवर्द्धनमा मातृभाषी शिक्षकहरूको महत्त्वपूर्ण भूमिकालाई स्पष्ट पार्दछ। यसले भाषिक र सांस्कृतिक विविधतालाई प्रभावकारी रूपमा सम्बोधन गर्न सक्षम शिक्षक प्रशिक्षण कार्यक्रमहरूको आवश्यकता औल्याउँछ। साथै, यस अध्ययनको निष्कर्षले द्विभाषिक शिक्षकहरूको अनुभवलाई गहिराइपूर्वक बुझ्न मद्दत गर्दछ, जसले विविध भाषिक वातावरणमा शिक्षण विधिहरू तथा शैक्षिक नीतिहरूलाई अझ प्रभावकारी बनाउन योगदान पुर्याउन सक्छ।

### Bio

इन्दिरा राई टेम्केमैयुङ गाउँपालिका-५, भोजपुर स्थायी निवासी हुनुहुन्छ भने हाल धरान-११, सुनसरीमा बसोबास गर्नुहुन्छ। उहाँको सम्पर्क नम्बर ९८४२१११८६० हो। उहाँले सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङबाट आई.एड., बी.एड. र एम.एड. स्तरसम्मको शिक्षा हासिल गर्नुभएको छ। हाल उहाँ त्रिभुवन विश्वविद्यालय अन्तर्गत एम.फिल. (शिक्षाशास्त्र) दोस्रो सेमेष्टरमा अध्ययनरत हुनुहुन्छ। शिक्षण क्षेत्रको अनुभवको कुरा गर्दा, उहाँ वि.सं. २०६९ सालदेखि स्नातक तथा स्नातकोत्तर तहमा अध्यापन गरिरहनुभएको छ।

### Ram Chaudhary

#### Human Library for Effective Learning

This abstract explores the critical role of HL examining human learning processes in designing effective educational experiences. It argues that traditional pedagogical approaches often overlook the complexities of how individuals acquire, retain, and apply knowledge, leading to suboptimal learning outcomes. By integrating insights from cognitive psychology, neuroscience, and educational research, this paper highlights key principles of human learning, including the importance of active engagement, contextual relevance, and social interaction in the multi-lingual classroom fostering empathy among inclusive and diverse learning atmosphere. Furthermore, It encompasses experimental research of an Institutional school of Sunsari district for the practical aspects endorsing HL. The researcher has employed interpretive qualitative research design to analyze the results following Observation, Interview and pair discussion strategy. It is obvious that the human library has been conceptualized as an arena for intergroup contact with the exact purpose of a direct and extended reduction of prejudice and xenophobia. Experts hold the view that the human library as “an innovative method designed to promote dialogue, reduce prejudices and encourage understanding”. It underscores the need for educators to move beyond rote memorization and plagiarism. Ultimately, it posits that a learner-centered approach, grounded in the HL is essential for cultivating effective and meaningful educational experiences that empower individual. The session concludes with the sharing of classroom experience and pedagogical implications of HL for teachers, educators and curriculum designers to create and promote the desirable contexts to execute HL.

**Bio**

Ram Chaudhary is an M.Ed., B. A. in English from Tribhuvan University, Nepal. He is an ISA Coordinator and Executive member of NELTA Sunasri. Chaudhary is an enthusiastic co-founder and coordinator of Unique Academy, Ramdhuni, Sunsari. He has been teaching English managing Management Faculty (Class-11&12). Besides, he has participated in various national and international ELT conferences as a paper presenter. Chaudhary is also an author member of Local Curriculum of Ramdhuni Municipality.

**Rudra Nath Dahal**

**Exploring Logical-Mathematical Intelligence and Hyperactivity in School-Level Student: A Case Study of Cognitive Profiles and Academic Performance**

This study examines exceptional mathematical talent through the lens of Howard Gardner's Theory of Multiple Intelligences and Krutetskii's research on mathematical giftedness, focusing on Grade 9 student Siddhartha Himali, who displays extraordinary logical-mathematical intelligence. Siddhartha independently solves advanced-level problems and integrates reasoning into other subjects, demonstrating exceptional problem-solving, abstract reasoning, and intuitive number sense. However, his hyperactivity and limited external encouragement present challenges that require a tailored educational approach to support his growth. Using a qualitative case study design, the research explores the interplay between Siddhartha's hyperactivity and mathematical giftedness through interviews, observations, and academic analysis, employing thematic analysis to identify patterns and themes. Ethical considerations, including informed consent and confidentiality, are prioritized. The findings highlight the need to address the unique educational and developmental needs of mathematically gifted and hyperactive students. This study underscores the importance of fostering mathematical excellence while providing guidance and recognition to maximize potential. Siddhartha's abilities position him as a promising intellectual asset, requiring a supportive learning environment to nurture his talent. Insights gained offer valuable recommendations for educators, parents, researchers, and policymakers, emphasizing the need to develop strategies for supporting mathematically gifted students.

**Bio**

Mr. Rudra Nath Dahal, son of Shiva Nath Dahal and Indra Kumari Dahal, and grandson of Narapati Dahal, hails from Khandbari Municipality Ward No. 1 in Sankhuwasabha. He currently resides in Itahari Sub-metropolitan City, Ward No. 1, Sunsari. Mr. Dahal is affiliated with Barun Multiple Campus in Khandbari, Sankhuwasabha, where he serves as a Research Coordinator and Lecturer. He can be reached via phone at 977-029590699 or 9852051599, and by email at [daharudra18@gmail.com](mailto:daharudra18@gmail.com).

**Dilli Bahadur Raut**

### **Transformative Pedagogy to Engage for Holistic Learning in Higher Education**

This study investigates the impact of transformative pedagogy to engage learners' holistic learning (i.e., head, heart, and hands) by balancing their cognitive, affective and psychomotor domains for meaningful and ethical understanding. Transformative pedagogy is an innovative approach in higher education that involves and engages learners' actively in the process of learning to develop sense of ownership for their emancipation. It empowers learners with critical consciousness and nurtures their ability to appreciate multiple perspectives. This multi-paradigmatic study involves students in interactive learning activities by critically reflecting on the content and learning process to apply their knowledge and skills in real-life contexts. In this case study, data were collected through interviews, focus group discussion, classroom observations, and reflective notes to explore in-depth understanding of the effectiveness of role-playing, storytelling, individual presentations, and field visit to foster learners' thinking, feeling, and doing to enhance their soft skills i.e., critical thinking, interpersonal, problem-solving, communication, digital literacy, and intercultural competencies. Habermas' knowledge constitutive interest is applied as theoretical lenses to interpret and analyses the students' opinions, experiences, and perspectives towards transformative pedagogy to develop their cognitive understanding, value-driven actions, and practical skills for holistic education. The uses of transformative pedagogy activate learners' cognitive, affective and psychomotor domains by developing interactive and engaging classroom learning environments, empathy and intercultural awareness skills among learners, and empower them to foster agency in the learning process. However, teachers need to shift their perspectives and practices from transmissionist teachers to transformative facilitators with continuous structural support for effective long-term implementation.

#### **Bio**

Mr. Dilli Bahadur Raut is pursuing a Master of Philosophy in STEAM Education at Kathmandu University, School of Education. With a keen passion for educational research, he focuses on exploring innovative pedagogies and teachers' professional development by promoting sustainable transformative learning to empower students and educators. He is currently serving as a lecturer at Vishwa Adarsha College, Itahari, Sunsari.

**Bikram Thapa**

**Sustainable Consumption Perception and Practice Among University Students**

Sustainable consumption is a critical component in addressing global environmental challenges, yet its adoption among young adults remains varied. This study explores the perception and practice of sustainable consumption among university students, examining their awareness, attitudes, and behaviors related to sustainable consumption practices such as eco-friendly purchasing, waste reduction, and resource conservation. Using a structured survey questionnaire approach, data were collected through surveys with students from diverse academic backgrounds. The findings reveal that while students generally express a positive attitude toward sustainability, there is a gap between their knowledge and actual practice, often influenced by factors such as convenience, cost, and peer influence. The study highlights the need for targeted educational initiatives and local and national level institutional policies that facilitate sustainable consumption among students. By understanding these perceptions and behaviors, universities as well as local bodies can play a vital role in fostering a culture of sustainability and responsible consumption.

**Bio**

An MBA Graduate from University of Wales, Involved in academic field for last 6 years.  
Appointed in Sukuna Multiple Campus, Sundarharaincha in November 17, 2021

**Yograj Podar**

**Comparative Analysis of Phyto-Constituents and Anti-Oxidant Activity of *Allium sativum* from Three Different Geographical Regions**

The methanolic extract of three garlic species of the Terai, Hill, and China was subjected to phytochemical screening and antioxidant activity analysis. The phytochemical study of all extracts revealed the presence of carbohydrates, reducing sugar, saponins, glycosides, alkaloids, and oils. Alkaloids and carbohydrates are present in excess in garlic from the hilly region. All the methanolic extracts were subjected to antioxidant activity analysis using the 2, 2'-diphenyl-1-picrylhydrazyl (DPPH) scavenging methods. Antioxidant activity result shows that garlic species from the Hilli region (Bhaktapur district) have higher antioxidant power, though to a small extent. The calculated IC<sub>50</sub> value of garlic species i.e. Terai, Hilly, and Chinese, are 62 µg/ml, 51 µg/ml, and 154µg/ml, respectively. Vitamin C (Ascorbic acid), IC<sub>50</sub> value 23 µg/ml, was used as a standard reference for the determination of antioxidants.

**Bio**

I am an enthusiastic person, serving as a teaching assistant at Sukuna multiple campuses since 2073 BS.

**Surya Prasad Chamlagai****Zero Cycle in PAR: Exploring Transitional Space and Agency**

While the zero cycle serves as complementary to other organized cycles in Participatory Action Research (PAR), it is scarcely disseminated among the researchers. The purpose of this presentation is to share the findings from the zero cycle as understood and experienced by the lead researcher. Drawing on Vygotsky's Zone of Proximal Development (ZPD) (1933) and Mezirow's Transformative Learning Theory (1978), the session shares the findings as revealed in observation and unstructured interviews. The key findings include the conflict of interest and power, transitional space and agency, and learning from the roots. The findings are important for early career PAR researchers and all those willing to conduct STEAM-based pedagogical research using this method.

**Bio**

Mr. Surya Prasad Chamlagai is an MPhil scholar in STEAM Education at Karthmandu Univerasity. He is also the founder chair of Glocal Education Group Nepal. He has delivered tranings session on parenting, STEAM Pedagogy for schools, curriculum and assessment. His research intrest include teachers' professional development and HR management in education.

**Trilochan Sitoula****Fostering Sustainable Startups: The Role of Higher Education in Entrepreneurial Development**

Entrepreneurship is a fundamental driver of economic and social sustainability. However, fostering a strong entrepreneurial culture within higher education remains a challenge, as seen in the Entrepreneurship Support Program at Sukuna Multiple Campus. Despite an intensive, expert-led training program, student engagement was alarmingly low, with many trainees dropping out before completion. Societal biases favouring job security, fear of failure, and the lack of exposure to successful entrepreneurial journeys significantly contributed to student demotivation. This paper explores how higher education institutions can play a transformative role in developing sustainable startups by integrating local entrepreneurial knowledge with global business practices. The study draws on real training experiences and identifies critical gaps in student motivation, entrepreneurial mindset, and pedagogy. It suggests a creative approach to close these gaps by means of a combination of sustainable business education, experiential learning, mentoring, and industry partnerships. Universities can create an ecosystem



that supports creativity, resilience, and long-term economic influence by including sustainability ideas into entrepreneurship education. The results underline the pressing need for higher education institutions to rethink entrepreneurship education as a foundation of sustainable economic development.

### **Bio**

Trilochan Sitoula holds a Master's in Business Studies (Finance) from Tribhuvan University and an MBA in Entrepreneurship from the University of Nordland, Norway. Since 2019, he has been teaching management subjects at Sukuna Multiple Campus as a Teaching Assistant. With a strong focus on entrepreneurship education, he has mentored students, conducted business training programs, and worked to integrate local entrepreneurial knowledge with global business practices.

### **Kishor Dahal**

#### **Butterfly Species Diversity in Betana Wetland, Belbari, Morang, Nepal**

Most butterflies are attractive insects and serve as biological indicators because they are highly sensitive to climate change. The study was conducted to document butterfly species diversity in the Betana Wetland area, Morang, Nepal, in 2024 using line transects and the Pollard walk method with photographic documentation. A total of 1124 butterfly individuals were recorded, representing 65 species, 43 genera, 14 subfamilies, and six families. The Nymphalidae family showed the highest species richness (28 species), followed by Lycaenidae (12), Pieridae (9), Papilionidae (8), Hesperidae (7), and the least by Riodinidae (1). The family Nymphalidae, with 543 species, had the highest butterfly abundance, while Riodinidae, with 14 species, showed the lowest abundance. The Shannon Diversity Index ( $H = 3.60$ ), Pielou's Evenness ( $E = 0.86$ ), and Margalef's Richness Index ( $D = 9.11$ ) indicated a high level of butterfly diversity, a balanced community, and a stable ecosystem in the study area. This was a baseline survey of butterflies in the Betana Wetland area, Belbari, Morang, which may be utilized for future conservation action plans as well as monitoring.

### **Bio**

Kishor Dahal holds a Master of Science (M.Sc.) degree in Zoology (Entomology), completed in 2017. He is currently working as a Teaching Assistant at Sukuna Multiple Campus. He is passionate about nature and focuses his research on the diversity, biology, and conservation of organisms, especially insects like butterflies and bees. He is committed to both teaching and conducting field-based research to inspire curiosity and contribute to scientific knowledge in the field of life sciences.

**Bishnu Karki, Sunita Bishwakarma, Bini Meyangbo and Barsa Bhandari**

### **Engaging Learners Through Creative Responses to Narrative Texts**

This workshop-based session explores the classroom practices of responding to narrative reading texts creatively, applying various activities to enhance critical and creative aspects of the learners. It focuses on innovative classroom reading strategies to foster creativity and emphasize the importance of a dynamic learning environment. Incorporating creativity to respond to reading texts offers ample opportunities to develop a profound love for reading and writing. The objectives of this session are to share the classroom practices of using creative writing to respond to reading texts and cultivate creative expression to develop our creative writing skills. For developing creative and critical aspects, this presentation shares the following creative activities with the classroom samples of the students: blackout poetry, story re-telling wheel for narrating the story, writing bio-poems of the major character of the story, visualizing the moment of the story, fiction square of the narrative reading text, and comic strip. The ongoing trends and shifts in teaching expect students' willingness to be creative, so creativity in learning not only leads to improve academic outcomes but also equips students with critical 21st-century skills like adaptability, innovation, and teamwork. The attendees of this session will benefit from hands-on learning experiences with creative activities and classroom samples.

### **Bio**

Bishnu Karki is a lecturer at Janta Multiple Campus, Itahari, and a secondary-level English teacher at Chandra Sanskrit Secondary School, Dharan. He has an M.Ed. in English Education from Tribhuvan University. Mr. Karki is the secretary of NELTA Sunsari and a global member of TESOL, USA. His research interests include second language teacher education, culturally responsive teaching, literacy, and multimodal pedagogy.

**Keshab Prasad Timalina**

### **Impact of Intergenerational Family Solidarity on Elderly Well-Being**

The proposed investigation, entitled "Impact of Intergenerational Family Solidarity on Elderly Well-being," aspires to explore the complexities of intergenerational family solidarity and its resultant effects on the well-being of elderly individuals. Given the phenomenon of an aging population, which is rapidly escalating into a significant global concern, understanding the role of familial support systems in enhancing the quality of life for older adults assumes critical importance. This research aims to assess the present state of intergenerational family solidarity among elderly individuals, analyze the self-rated well-being levels of the elderly, and examine the influence of intergenerational family solidarity on their overall well-being. Embracing a positivist epistemological framework, this research employs a cross-sectional survey research design, utilizing systematic random sampling methodologies to recruit participants aged 60 years and above. Data collection will be conducted through Computer-Assisted Personal

Interview (CAPI) tools to ensure both precision and efficiency. The resultant data will be subjected to descriptive statistical analysis to elucidate key variables, alongside inferential statistical methods (e.g., correlation and regression analyses) to quantify the interrelationships between intergenerational family solidarity and well-being. Furthermore, Structural Equation Modeling (SEM) will be utilized to scrutinize the complex interactions among the various dimensions of intergenerational family solidarity and the well-being of the elderly, including physical, mental, social, and emotional aspects. The outcomes of the present study will bear considerable implications for the domain of gerontological research, as they will furnish empirical evidence regarding the influence of intergenerational family solidarity structures on the well-being of older adults. Social workers and policymakers may leverage these findings to design targeted intervention

## मदनराज बराल

### वैश्विक परिवेशमा बहुभाषिक शिक्षा कार्यान्वयन अवस्थाको पुनरावलोकन

यस अनुसन्धानले विश्वका विभिन्न देशहरूमध्ये एसियाबाट नेपाल र भारत, युरोप महादेशबाट फिनल्यान्ड र स्पेन, यसै गरी अफ्रिकाबाट दक्षिण अफ्रिका र इथियोपिया, उत्तर अमेरिकाबाट क्यानडा र मेक्सिको, दक्षिण अमेरिकाबाट पेरु र ब्राजिल, साथै अस्ट्रेलिया महादेशबाट अस्ट्रेलिया र पपुवा न्युगिनीलगायत १२ देशहरूमा बहुभाषिक शिक्षाको कार्यान्वयनको अवस्थाको विश्लेषण प्रस्तुत गरेको छ। द्वितीयक स्रोतका सामग्रीको प्रयोग गरिएको यसमा सैद्धान्तिक तथा अनुसन्धानात्मक विश्लेषण तथा खोजका लागि गुणात्मक अध्ययन विधिको प्रयोग गरिएको छ। यस अध्ययनले भिगोत्स्कीको सामाजिक तथा सांस्कृतिक सिद्धान्त, स्कुटनाब-काङ्गासको भाषिक अधिकारको सिद्धान्त आदिलाई सैद्धान्तिक आधार मानी विभिन्न क्षेत्रीय, आर्थिक र सांस्कृतिक प्रसङ्गहरूमा भाषानीति र शैक्षिक प्रणालीबिचको अन्तर्सम्बन्धको व्याख्या गरेको छ। अध्ययनका प्रमुख निष्कर्षहरूले फिनल्यान्ड र क्यानडाको संस्थागत द्विभाषिक मोडेल, स्पेनको क्षेत्रीय स्वायत्ततामा आधारित भाषा नीति, पपुवा न्युगिनीको सामुदायिक प्रणालीमा आधारित भाषिक शिक्षणलगायतका उत्कृष्ट अभ्यासहरू प्रकाशमा ल्याएको छ। तथापि, विकासशील देशहरूमा शिक्षक तालिमको अभाव (नेपालमा ७२% प्राथमिक विद्यालयहरूमा बहुभाषिक शिक्षकको कमी), बहुभाषिक सामग्री विकासको जटिलता (भारतमा २२ आधिकारिक भाषाहरूमध्ये मात्र १० भाषामा पूर्ण पाठ्यक्रम) र विश्वव्यापीकरणको प्रभावले स्थानीय भाषा को महत्त्व घटाउने (इथियोपियामा ४०% अभिभावकहरूले मातृभाषाको सट्टामा अङ्ग्रेजी प्राथमिकता दिने) जस्ता चुनौतीहरू पनि उल्लेख गरेको छ। यसका समाधानका लागि अध्ययनले त्रैभाषिक शिक्षा नीति (मातृभाषा+राष्ट्रभाषा+अन्तर्राष्ट्रिय भाषा) विकास, डिजिटल बहुभाषिक शिक्षण सामग्रीको निर्माण, अन्तर्राष्ट्रिय शिक्षक आदानप्रदान कार्यक्रम र भाषिक समावेशिताको राष्ट्रिय सूचकाङ्क विकास गर्ने जस्ता व्यावहारिक सुझावहरू प्रस्तुत गरेको छ। यसले विश्वव्यापी सहयोगअन्तर्गत खासगरी युनेस्कोको बहुभाषिक शिक्षा कोष र स्थानीय प्रतिबद्धताअन्तर्गत सामुदायिक स्तरका भाषिक गतिविधिहरूको आपसी संयोजन नै यसको सफलताको मूल आधार हो भन्ने यस अध्ययनले पुष्टि गरेको छ।

## Bio

इटहरी ५, सुनसरी निवासी म मदनराज बरालले त्रिभुवन विश्वविद्यालयबाट एमएड/एमए(नेपाली) उत्तीर्ण गरेको छु भने सोही विश्वविद्यालयमा नेपाली शिक्षामा एमफिल अध्ययनरत छु। म विगत १८ वर्षदेखि म जनता बहुमुखी क्याम्पस, इटहरी, सुनसरीमा विश्वविद्यालयीय तहमा प्राध्यापनरत छु। त्यसअघि विद्यालयीय तहमा थप नौ वर्ष अध्यापन गरेको अनुभव पनि मसँग छ। मेरो बढ्ता रुचि भाषाशिक्षासँग सम्बन्धित अध्ययन, अध्यापनका अतिरिक्त पाठ्यपुस्तक तथा सन्दर्भपुस्तक र अनुसन्धानात्मक लेखहरू लेख्ने कुरामा छ।

**Sajan Choudhary**

### **Critical Analysis of Animal Farm Through Marxist Lens**

#### **Abstract**

The novella *Animal Farm* is written by a famous British author George Orwell. The animals of the animal farm reflect the then Russian government's and political leaders' attitude through multiple rhetorical devices. This presentation highlights primarily the Marxist perspectives of the text. Marxism is a broad and evolving theoretical framework that addresses social, political, and economic issues through the lens of class struggle and material conditions. Over time, various perspectives and schools of thought have emerged within Marxism, each interpreting Marx's ideas in different ways. Such as classical Marxism, western Marxism, cultural Marxism, eco-Marxism, socialism democratic Marxism, Leninism and Trotskyism. It manipulates the role of characters in their society reflecting the misuse of power, politics and authority. The presentation employs satires to critique totalitarianism, corruption, and the betrayal of ideals. Content analysis, textual interpretation, close reading, contextual and thematic analysis of the text were followed as the methodology. It analyses how the authority holders create so called dreams for common people (especially for proletariats) and capture rest of the power to misuse and oppress the weaker indiscriminately. It concludes with how the class struggle for the existence and dream push proletariats into the dystopian world, the analysis of capitalism, class relations, and the dynamics of social change, historical materialism and the idea that material conditions shape societal structures. The proposed study focuses on how the capital brings changes in behaviors of humans' culture, language and lifestyle.

#### **Bio**

Sajan Chaudhary is an assistant lecturer at Bhadgaun Sinuwari Multiple Campus, Jhumka, Sunsari. He is a life member of Nepal English Language Teachers' Association (NELTA). currently, he is holding the post of chair of NELTA, Sunsari branch. He has presented papers in national and international conferences of NELTA and IATEFL. He is an MPhil scholar of Nepal open University at present.

**Bishnu Prasad Neupane**

### **Characterization of Saponins Extracted from *Entada Phaseoloides* for the Study of Physicochemical Properties**

#### **Abstract**

Saponins, an eco-friendly, biodegradable, and cost-effective natural surfactant, serve as an excellent alternative to synthetic surfactants, driving a rapidly emerging field of global research. This study focuses on the extraction of saponins from the seed kernels of *Entada phaseoloides* and the subsequent physicochemical investigations. The critical micelle concentrations (CMC) were determined through conductivity measurements, yielding values of 482 mg/L, 492 mg/L,

and 499 mg/L at 298.15 K, 303.15 K, and 308.15 K respectively. The pH of the crude extract was observed acidic, falling short the recommended for hair cleansing line. However, its cleaning ability, foaming capacity, and foam stability were comparable to those of synthetic surfactants such as sodium dodecyl sulfate (SDS). The saponins extracted from *Entada phaseoloides* demonstrated significant antimicrobial activity for *Staphylococcus aureus* and *Bacillus*. Additionally, *Entada phaseoloides* saponins were identified as environmentally friendly, showing potential applications in medicine, washing, and emulsification as alternatives to synthetic surfactants.

#### **Bio**

Bishnu Neupane is lecturer at Department of physics at Damak Multiple Campus Damak.

#### **Dilli Ram Pokhrel**

##### **Dryopteris Plant Extracts as a Green Inhibitor for the Corrosion Inhibition of Mild Steel in Acidic Media**

#### **Abstract**

The eco-friendly and natural green inhibitors are superior than chemical inhibitors. In this investigation the corrosion inhibitive properties of *Dryopteris wallichiana* leaves extract was tested for mild steel in different concentration and in the acidic medium of HCl. In different concentrations of acid, such as 1M and 2M HCl, several corrosion metrics such as weight loss, corrosion rate, inhibition efficiency, and surface coverage were investigated. This study revealed that the corrosion rate increases with the increase in acid concentration whereas the corrosion rate decreases with the increase in inhibitor concentration. The inhibitory efficiency improves progressively as the concentration of extract increases. It is due to the action of corrosive medium with the metal sample (MS) and the active phytochemicals constituent present in the inhibitor.

#### **Bio**

Dilli Ram Pokhrel is lecturer at Department of Chemistry at Damak Multiple Campus

#### **Dr. Khagendra Prasad Lamichhane**

##### **Education Policy of Nepal: A Comparative Analysis of Secondary School Systems**

#### **Abstract**

Education is considered as the first and prior requirement of building harmonious society and socio-economic transformation of a nation. As regards the standard of secondary education in Nepal, it is not up to the mark that is why it has attracted a great deal attention of policy-makers,



administrators and the educationists. This study is based on purposively selected district of Morang in Koshi province in Nepal. The inferences drawn from the primary data include concerted efforts made by the government still require more attention to be paid to fully ensure quality secondary education; insufficient infrastructure for want of sufficient budgetary support, proper maintenance, regular monitoring and evaluation; learning environment has to be more conducive; government focused on expansion of vocational and technical education; sincere efforts required to introduce ICT everywhere; use of multiple teaching methods; unequipped laboratories; and problems encountered include non-availability of updated teaching material, excessive interference of school heads, lack of teaching aids, disinterestedness of students etc. Apart from other things, integrated technology coupled with teacher professional development initiatives, holds the potential to elevate the quality of education. Furthermore, urban public schools are having more trained teachers as compared to rural private schools in the views of community leaders, while private schools, particularly in urban areas, are perceived as having better-equipped classrooms compared to public schools, while rural public schools are lacking well-equipped classrooms with teaching aids.

### **Bio**

Dr. Khagendra Prasad Lamichhane Faculty, Sukuna Multiple Campus Doctor of Philosophy (Ph. D) in Education Topic: Policy and Administration of Secondary Education in Nepal: A Study of Morang District, RIMT University, Mandi Gobindgarh, Punjab, India. Equivalent from Tribhuvan University, Nepal. Research papers: Four International and Three national articles published.

### **Binita Kumari Paudel**

#### **Student Dropout While Transitioning From Secondary School to University: A Narrative Case Series**

### **Abstract**

Students who have completed the secondary level fairly, supposed to enroll for a university degree. However, some of them stop their education after grade 12. The recent gross enrollment ratio to higher education is only 22% in Nepal. Therefore, this narrative case series aims to understand and portray the situation of dropouts during the transition from school to university. Four female students who have completed the secondary level education fairly, from urban areas, and received a commitment on full educational sponsorship but did not enroll in a university degree, were included in this study. The in-depth interview with note-taking, and then narrative analysis were done. All of them stated that they already spent 12 years in education. it's too long to go for four more years without earning a single penny. One participant mentioned that even though she received a full scholarship for study, moneylenders pressured her single

mother to pay back the debt, how she could ignore it and ask her mother to continue study four more years. Another participant mentioned that she is the eldest daughter so earning is the priority for the daily basic needs of the family. All of them stated that if they can study, work, and earn simultaneously they may continue their study. However, the current university curriculum, enrollment system, and job market are unable to address this problem. These stories portray the scenario of the university education system and access to education from economically challenged families. This scenario will provide the basis for curriculum revision and skill-oriented part-time courses for students who are in need.

### **Bio**

Binita Kumari Paudel, MPH, P.hD., Associate Professor of Public Health at Purbanchal University School of Health Sciences. Research Interest: Multiple behavioral risk factors of NCDs, social determinants of health, MLTCs, Mental Health She has extensive experience in qualitative and large quantitative data analyses using R and SPSS analytical software. She is experienced working in multi-national, multicultural, and multi-disciplinary settings.

### **Elizabeth Taber**

#### **Waste Management Practices in Small Nepali Cities and Policy Interventions**

### **Abstract**

Increased connection to the global economy has led to a dramatic change in the way Nepal consumes and the waste it generates. Waste management occurs at a municipal level in Nepal, but many municipalities do not have the necessary structures, policies or staff to manage waste effectively and safely. Unsafe waste management is a danger to the Nepali people and their environment. In a 2020 report from the Nepali government, policy formulation was reported by twenty-five percent of participating districts as a first-priority need. This research works towards this goal by studying current municipal waste management practices and conducting an analysis to identify actionable policy suggestions to move towards best practice and provide risk reduction mechanisms.

### **Bio**

Elizabeth Taber is a Fulbright Fellow from the U.S studying waste management policy. She graduated for Cornell University with a major in Policy Analysis and Management and a focus on environmental policy. Her work focuses on identifying policy solutions to provide pathways for sustainable development and risk reduction.

### **Bhima Rai**

#### **Ingenuous Knowledge-based Teaching Learning Materials Connects the Quality Education**

### **Abstract**

Traditional knowledge is to connect with our educational curriculum has the great importance

today. It has two meanings that it can be more contextual to our Nepalese students and also it can be connected with local entrepreneurship. We can see the data that Nepal imports of toys, games, sports were US\$16.47 million during 2022 AD according to the United Nations database. However, the purpose of this paper is how we can make our contents more cultural and based on local knowledge. Local people have different ideas to teach their children through traditional ways. A texture with natural things available in our surrounding is beneficial from health perspective too. There are several things in the nature that we aren't using in our daily teaching learning processes. Whose knowledge is first and whose is existential? New knowledge should interact with existential. It is a fact that recognition of traditional knowledge in natural resource management has the great importance beyond scientific or societal merit. To use our conscience in the educational approaches affirms for social justice, sovereignty, autonomy and identity of indigenous people. Filled with plastic play toys in the classroom hinder in the social-ecological system too. Making classroom experiential using sufficient learning materials based on (IK) indigenous knowledge, (LK) local knowledge and (TK) traditional knowledge are the main intended outcome of this paper.

### **Bio**

Bhima Rai was born in Sankhuwasabha district. She is a teacher, trainer, social worker and a student. She is now engaged in Mphil study in Kathmandu University with STEAM in Education faculty, involving consultancy in different governmental and non-governmental organizational educational trainings and project related evaluation task.

**Basudeb Khanal<sup>1</sup> and Sitaram Khatiwada<sup>2</sup>**

### **Labour Force Participation Dynamics and Economic Growth in Nepal: An ARDL Bound Testing Approach**

#### **Abstract**

This study examines the impact of labor force dynamics on Nepal's economic growth using the Autoregressive Distributed Lag (ARDL) approach with time series data spanning 1990–2023. The real GDP growth rate serves as the outcome variable, while labor force participation rate (total), female labor force participation rate, male labor force participation rate, labor force participation rate with basic education, and total labor force are considered predictors. The findings reveal a significant positive impact of all independent variables except the total labor force on economic growth. Among the significant predictors, the labor force participation rate with basic education exhibits the strongest influence, followed by female labor force participation. These results underscore the critical role of human capital and gender-inclusive labor participation in driving Nepal's economic growth. The study highlights the need for policies that enhance labor force participation, particularly through education and gender

inclusion, to sustain long-term economic growth.

### **Bio**

Basudeb Khanal, Assistant Professor of Economics Education at Mahendra Ratna Campus, Tribhuvan University, holds an MPhil in Development Studies and is pursuing a PhD in Economics Education. His research focuses on economics education, economic growth, and education. Sitaram Khatiwada is an Economics Lecturer at Sukuna Multiple Campus. He holds a Master's degree in Economics Education from Tribhuvan University, with research interests in economic growth and education.

### **Tirtha Raj Acharya**

#### **Managing Large Classes Through TBLT: Nepalese EFL Classroom Management Constraints**

### **Abstract**

Classroom is a conference hall having 60 to 80 students seems a common place in the government-aided schools of Nepal. Almost all the classrooms have furniture arranged in rows and fixed to the floor which prevents easy mobility required for communicative tasks such as group work and face to face interaction. Due to which, language teachers have failed to redefine the classroom as a place for dynamic and meaningful interaction, as a place where students from diverse socio-cultural and linguistic background can participate in language related communicative tasks utilizing all the available resources. Therefore, this paper attempts to present the analysis of the success of tasks used as the core units of ELT classes in terms of achievements of an outcome to manage large classes for classroom setting. This paper highlights a situation of classroom of community schools at Miklajung Rural Municipality of Morang, Nepal. In my paper presentation, firstly I will share a sketch of the classroom situations. Such as in all most all classes students are found to be sitting quietly facing the board and waiting to respond to the teacher's questions. Then being as a partner of the classroom, I will focus on different sorts of communicative tasks; such as focused, unfocused group and pair works to settle the mass in the class. Also, I will share my efforts and experiences how the garden like classroom will be shaped by teacher to decorate in a single frame.

### **Bio**

Tirtha Raj Acharya is a lecturer of Janta Multiple Campus, Itahari, Sunsari and also a Secondary Level English Teacher in Manohar Janata Secondary School, Morang. He completed MPhil in English Education from Nepal Open University in 2022. Now he is a PhD scholar at Tribhuvan University. He has obtained vivid experiences in language teaching. Also, he has gained experiences of paper presentation in the international conferences held in Nepal. He is also the life member of NELTA.

**Indra Bahadur Chetri**

**Examining College Dropout and Retention: A Thematic Reading**

**Abstract**

College dropouts have been a major challenge to different academic institutions in the recent years. This study explores the thematic factors that contribute to student dropouts examining the factors such as financial complications, family and personal indicators like time management, academic disengagement, and lack of motivation. Furthermore, inadequate preparation and lack of financial support also have been the other factors that contribute to student dropouts. Also, students experiencing career misalignment often struggle to continue their studies in the institutions, hence choosing to leave college mid-way. A meta synthesis approach is employed as the method to develop higher order themes from 10 selected articles that were taken from different countries around the world including Nepal. Meta-synthesis is a qualitative research method used to systematically analyze and integrate findings from multiple qualitative studies on a specific topic. It aims to generate new interpretations, theories, or frameworks rather than just summarizing the studies. Articles were selected deductively to know what different themes were developed in them. In addressing the themes found, the study highlighted the need to implement different measures for the holistic development of the students. The strategies and measures are believed to foster engagement of students in terms of institutional support reducing the dropout rates and the success of the students.

**Bio**

Indra Bahadur Chetri is a full-time faculty in the Department of Education at Sukuna Multiple Campus, Nepal. With the initial grown up and education in Assam, India, Chetri has high interest in Teacher Professional Development. With keen interest in research and scholarly writing, it allows him to contribute to the broader academic discourse, fostering innovation and reflective practices in the teaching profession.

**Laxman Tandan and Bhim Dhakal**

**Nonlinear Asset Price Prediction Using Recurrent Neural Network: A Long Short-term Memory Architecture**

**Abstract**

This study investigates the application of a Stacked Long Short-Term Memory Recurrent Neural Network (LSTM RNN) for forecasting the daily closing price index of the Nepal Stock Exchange (NEPSE) using data from 2011 to 2025. The model's performance was evaluated using metrics such as Mean Squared Error (MSE), Root Mean Squared Error (RMSE), Mean Absolute Error (MAE), and R-squared ( $R^2$ ), demonstrating a high degree of accuracy and fit.



Residual analysis indicated no systematic bias, and the convergence of training and validation loss suggested robust generalization. Visual comparison of predicted and actual NEPSE index values confirmed the model's ability to capture both long-term trends and short-term fluctuations, particularly within a 180-day forecasting window. The findings underscore the potential of LSTM RNNs for predicting financial time series in emerging markets, offering valuable insights for investors and policymakers in the context of the NEPSE.

### **Bio**

Laxman Tandan and Bhim Dhakal are faculties of Mahakavi Devkota Campus.

### **Bala Bhattarai**

#### **The Reading Abilities of Dhimai Mother-Tongue Students in Secondary-Level Education Within Damak Municipality**

### **Abstract**

Damak Municipality is located in the Jhapa District of the Mechi Zone within Province No. 1 of Nepal, covering an area of 75.85 square kilometers. Before it was named Damak, the area was a marshland, which in the Dhimai language was referred to as “Daldali Domomoka,” and due to its scenic wetlands when viewed from the southwest, the name “Damak” was adopted. Based on historical references, the municipality has declared the Dhimai community as the first indigenous citizens. It is speculated that the word “Dhemai” evolved from “Dhimalo” and further changed to “Dhemai.” In Dhimai language, “Dhe” means separated, and “Mai” refers to the Madhesh region. Based on this, it is believed that the word “Dhemai” transformed from “Dhimai” through phonetic alterations. Language is a means of communication, and its arrangement of sounds allows humans to exchange ideas. Thus, language is inherently linked with pronunciation and verbal expression. It is learned from the family and society and used in practical contexts, making it a social asset. For the Dhimai people, Nepali is a second language. This research focuses on studying as conducted using a qualitative approach with questionnaires and classroom observations both descriptive and analytical methods. The findings of this study aim to facilitate the learning of Nepali for Dhimai students and provide valuable material for the development of a Nepali language curriculum that includes elements of the Dhimai language. Additionally, it is hoped that the study will serve as a reference for researchers in other linguistic fields.

### **Bio**

She works in library Damak Multiple Campus as a member of publication cell.

**Sumargi Humagain**

**Linking the Title, “Stereotypical Representation, Remonstrance and Autonomy of the Female Characters in Khaled Hosseini's 'A Thousand Splendid Suns'” With the Academic and Non-Academic Sectors**

**Abstract**

This research explores the women's roles, their status, and the men's attitudes towards them in the Afghan society as reflected in Khaled Hosseini's *A Thousand Splendid Suns* (2007) with reference to the political upheaval, the socio-cultural structures and the exercise of the male-supremacy in the family. It unveils the patriarchal suppression over the female characters, their journey from the subjugated status to the revolutionary stage and finally reaching the self-directed life style. Based on qualitative approach, the feminist interpretation has been applied for the textual analysis. The females represent the role of the submissiveness in the preliminary stage whereas, by degrees, the union of Mariam and Laila bolster themselves to fight against the patriarchal tyranny. By going through the various obstacle's contradictory to the feminism such as the sexual abuse, the banishment, the early marriage, the polygamy, the political disorders, Taliban dogmas, the male atrocities, the research findings answer that how and why the females reach the victorious stage, and it justifies the significant role and status of the females in the society. The finding further reflects the oppressive condition of the Afghan women, and how ultimately, they succeed to redeem themselves through rebellion, resistance and harmony.

**Bio**

Sumargi Humagain is currently engaged at Makwanpur Multiple Campus as a lecturer. I have mastered the 'Doctor of Philosophy' in English literature from Sikkim Professional University. I have already participated and presented in more than five international conferences.

**Dr. Dibya Raj Dahal**

**How is Climate Change Affecting Endemic Bat Species in Nepal?**

**Abstract**

Nepal records two endemic mammalian species, including Csorba's Mouse-eared Bat (*Myotis csorbai*). The first record of this species was from Kailash Cave in 1997. Its current distribution ranges from 1300 to 1700 m asl. in western to central Nepal. This is small-sized *Myotis* that consume local insects, preferring caves for roosting. Few studies have assessed the impacts of climate change on bats in the Himalayan range and worldwide. This study used ensemble multi-algorithm modeling to assess the current potential distribution range of Csorba's Mouse-eared Bat in Nepal, incorporating bioclimatic, land use, and land cover variables based on distribution coordinates, and to predict its response under future climate scenarios. Models exhibit acceptable fit, with average AUC and TSS values of  $0.7555 \pm 0.094$  and  $0.53626 \pm 0.1291$ ,

respectively. Urban land is the primary contributing variable (23%), exhibiting a negative correlation with the distribution. Future climate scenarios predict to contract the distribution ranges of endemic species of bat. *Myotis csorbai* under pressure from climate change in the Himalayan range. Continuous monitoring, habitat restoration, and the implementation of long-term conservation actions are essential.

### **Bio**

I am actively engaged in research and conservation efforts focused on the wildlife of Nepal, specifically bats. Since 2012, I have also been involved in teaching and supervising undergraduate and graduate students, guiding them through their thesis and project work. My commitment to both research and education aims to foster a deeper understanding of biodiversity and conservation strategies among university students.

### **Mamata Prajapati**

#### **Emotional Intelligence and Employee Engagement at Workplace in Nepalese Commercial Banks**

### **Abstract**

This study investigates the relationship between emotional intelligence (EI) and employee engagement in Nepalese commercial banks. The primary objective was to examine how various dimensions of EI, including self-awareness, self-regulation, motivation, and empathy, and social skills, impact on employee engagement. A quantitative research design was adopted, employing a non-probability purposive sampling technique. Data were collected from 284 employees working in commercial banks in the Kathmandu Valley using a self-administered questionnaire. Descriptive and inferential statistics, including correlation and regression analysis, were conducted using SPSS version 27. The results indicate that emotional intelligence significantly predicts employee engagement ( $\beta = 1.107$ ,  $p < .001$ ), explaining 59% of the variance. The findings suggest that improving emotional intelligence could enhance employee engagement, leading to better performance in commercial banks. Practical implications include the recommendation for banks to implement EI-focused training programs to boost workforce engagement. Future research should explore additional factors that may influence engagement in different manufacturing and service sectors using longitudinal data.

### **Bio**

Mamata Prajapati, a Nepali national from Madhyapur Thimi, Bhaktapur, is currently an M.Phil scholar at the School of Management, Tribhuvan University, majoring in Contemporary Issues of Management. She has been working at the University Grants Commission since October 2011 and is presently involved in the Reform Division under the Nurturing Excellence in Higher

Education Program. With a strong academic background and over a decade of professional experience, she has co-authored several research publications in reputed journals on topics such as employee performance, strategic HRM practices, and the Balanced Scorecard approach. She can be reached at [mamataprajapati6634@gmail.com](mailto:mamataprajapati6634@gmail.com) or +977-9841590161.

### **Om Nath Khatiwada**

#### **Contemporary Issues in Higher Education: Employment, Decision-Making, and Problem-Solving in Nepalese Universities**

##### **Abstract**

Higher education in Nepal faces significant challenges that hinder the development of graduates with employable skills, critical thinking abilities, and decision-making competencies. This paper explores contemporary issues in Nepalese universities by analyzing data collected through a survey of educators, administrators, and students, and examining insights gained from a three-day training program proposal aimed at capacity building. Key findings highlight the misalignment between academic programs and job market needs, the lack of practical problem-solving skills among graduates, and weak decision-making structures in academic institutions. The paper concludes with recommendations for policy reform, institutional innovation, and pedagogical transformation.

##### **Bio**

Om Nath Khatiwada is an Assistant Librarian/Information officer at IOST Central Campus

### **Keshab Puri**

#### **Business communication across disciplines: Raising ecological consciousness through literary texts**

##### **Abstract**

In this presentation, I will share my experiences of teaching ecological texts to Bachelor in Business Studies (BBS) students in Business Communication Course under Tribhuvan University, Nepal. Drawing on ecocritical lens and using autoethnography as method, I will demonstrate how teaching literary texts that deal with ecological issues are important not just for understanding discourse across disciplines but also for raising sustainable awareness among the students. Additionally, I will share the strategies for blending literature and business communication courses.

##### **Bio**

Mr. Keshab Puri is a lecturer of English at Saptakoshi Multiple Campus, Barahakshetra, Sunsari. He also heads Research Management Cell in the Campus. He has earned an MPhil Degree from MF Norwegian School of Theology, Oslo, Norway. His research interest includes cultural perspectives and ecological issues.

**Yuling Liang**

**Machine Learning-Based Disease Prediction: A Systematic Review of Methods, Metrics, and Risk Factors**

**Abstract**

The reviewed studies demonstrate a growing global interest in applying machine learning to health risk prediction, with a particular concentration of research in China and India. Random forest and support vector machines are the most commonly employed algorithms, often used in combination to enhance performance. ROC and accuracy were the primary evaluation metrics, highlighting a focus on model discrimination and correctness. Demographic and clinical indicators are the most frequently used risk factors, while genetic indicators remain underexplored. These findings suggest that while machine learning holds strong potential in health risk assessment, future research should aim for broader geographical diversity, greater exploration of underrepresented diseases and risk factors, and more standardized evaluation methods to enhance comparability and generalizability.

**Bio**

My name is Yuling Liang, and I come from China. Now, I am doing volunteer work as a public health major at Purbanchal University. To help you know me more, I attached my CV. And I was interested in your university's conference. I think it is a nice opportunity to build a collaboration with researchers in Nepal, and other countries. Therefore, I want to do a presentation at your conference. And in this conference, I want to give a presentation about: Factors Associated with Technology Acceptance among Middle- and Old-aged People in China: A Systematic Review.

**Narayan Prasad Bhandari**

**Sustainability Awareness, Attitude and Practices: A Study of Accredited HEIs in Nepal**

**Abstract**

This study examines the academic leader's level of awareness and their attitude towards the concept of sustainability and the actual state of practices in higher education institutions of Nepal. For this, the study employs quantitative research design collecting data through survey from the institutional heads (Campus Chief/ Principal/ Head of Department, etc) of 43 accredited HEIs on Nepal. A structured set of questionnaires was developed and sent to the respondents using email. The findings of the study reveal moderate level of sustainability awareness among institutional heads, yet exhibit overwhelmingly positive attitudes towards sustainability. However, the implementation of sustainable practices remains uneven and hindered by systemic challenges such as resource constraints, insufficient policy support, and a lack of training. The study concludes that fulfilling the gap by offering structured training programs, establishing sustainability office, developing financial diversification strategies, and



the adoption of innovative sustainability technologies would align Nepalese HEIs with global sustainability benchmarks.

**Bio**

Mr. Narayan Prasad Bhandari is a PhD Scholar at the Faculty of Humanities and Social Sciences, Pokhara University, Nepal undertaking his research in 'Sustainability in Higher Education Quality Assurance'. He also serves as Assistant Director at University Grants Commission (UGC) Nepal, having over 15 years of experience about higher education of Nepal. He has contributed in policy formulation and reform, especially quality assurance and accreditation (QAA) in HE. He has served in Peer Review Teams (PRTs) of over 50 HEIs as a staff member. Academically, he has completed Masters in 'Public Administration' from University of International Business and Economics, Beijing, China and Journalism and 'Mass Communication and Journalism' from Tribhuvan University, Nepal. He has published at least six academic articles both in a position of main author and co-author, all related to QAA. Apart from this, he has also published dozens of op-ed articles in national broadsheet dailies and reputed online news portals with special emphasis on HE reforms of Nepal.

## Campus Profile

Sukuna Multiple Campus (SMC), established in 2048 B.S. (1992 A.D.), is a highly regarded community-based academic institution affiliated to Tribhuvan University. Located in Sundarharaincha Municipality-12, Morang, Koshi Province, Nepal, the campus spans an expansive area of over 32,169.97 square meters. It offers a diverse portfolio of academic programs, ranging from bachelor's degrees in Humanities, Education, Management, and Science to specialized semester-based programs such as BBA and BICTE. At the postgraduate level, it provides Master's Degrees in Education and Management, offering seven distinct specialization options under the Faculty of Education.

Renowned for its dedication to academic excellence, SMC has been qualified for Quality Assurance and Accreditation (QAA) certification since 2015. Enriching its academic offerings, the campus emphasizes vibrant extracurricular activities, fostering social responsibility, environmental consciousness, and community engagement. Above all, SMC stands as an embodiment of integrity, inclusivity, and sustainability, dedicated to shaping future leaders who will excel locally and globally.

## 1<sup>st</sup> International Conference

Sukuna Multiple Campus proudly announces its inaugural International Conference, themed **"Sustainability in Higher Education: Integrating Local and Global Knowledge."** This landmark event serves as a platform to explore and discuss innovative approaches to sustainability within academia, uniting insights from both local and global perspectives. With an anticipated attendance of over 300 participants from across the country, the conference promises to foster meaningful dialogue, networking, and collaboration among educators, researchers, and policymakers. By addressing critical issues in higher education, this conference aims to inspire transformative ideas and solutions that align with sustainable practices on both regional and global scales.

### Sub-themes

The sub-themes of the conference include, but are not limited to:

Humanities and Education	Management	Science and Technology
a. Dimensions of literary criticism b. Language preservation and revitalization c. Contemporary Issues in higher education (e.g. Student retention, employment, community engagement, and inclusive governance) d. Gurukul and Indigenous knowledge systems and application e. Transformative sustainability pedagogies and assessment	a. Global/local policies and workforce needs b. Eco-entrepreneurship c. Knowledge economy d. Financial sustainability of higher education institutions. e. Transformative management education	a. Agroforestry and Biodiversity conservation b. Smart technologies for sustainable farming and forestry c. Green Chemistry and sustainable synthesis d. Sustainable and smart energy systems e. ICT and AI for all

## Academic Programs at Master's Level

**MBS**  
Master of Business Studies

**M.ED.**  
Master of Education

## Academic Programs at Bachelor's Level

**B.Ed.**  
Bachelor of Education

**B.B.S.**  
Bachelor of Business Studies

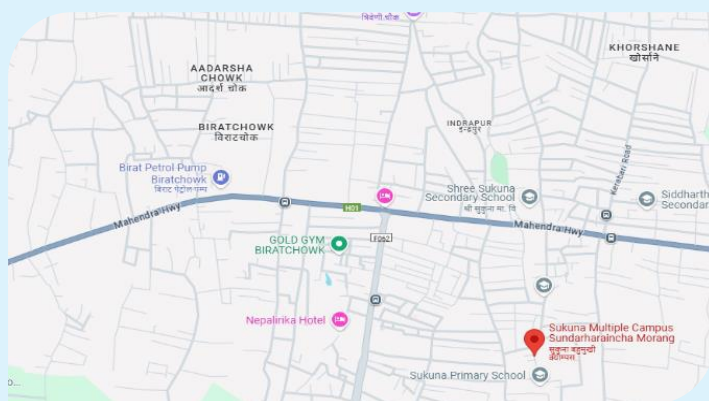
**BBA**  
Bachelor of Business Administration

**B.Sc.**  
Bachelor of Science and Technology

**BICTE**  
Bachelor of Information Communication Technology in Education

**B.A.**  
Bachelor of Humanities and Social Sciences

**B.Ed. Science**



Affiliated to Tribhuvan University

**SUKUNA**  
MULTIPLE CAMPUS

Accredited by University Grants Commission, Nepal (2024)

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