1ST JMC INTERNATIONAL CONFERENCE 2025

Innovation, Research, and Sustainability in Higher Education

Keynote Speakers

Prof. Dr. Mahananda Chalise
Dean, Faculty of Management
Tribhuwan University

Dr. Mrigendra Bahadur Karki
Executive Director of Centre for
Nepal and Asian Studies (CNAS)
Tribhuwan University, Nepal

Prof. HL Verma
Vice-Chancellor
Baba Mastnath University,
Asthal Bohar, India

Dr. Prem Phyak
Teachers College
Columbia University
New York, USA

Conference Contributors

Itahari Sub-Metropolitan City
Ward No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, and 20

REGIONAL ENGLISH LANGUAGE OFFICE
US Embassy, Kathmandu

Inaruwa Municipality

Barahakshetra Municipality

Duhabi Municipality

Ramdhuni Municipality

Bhokraha Narsingh Rural Municipality

Koshi Rural Municipality

Harinagar Rural Municipality

ASMITA

December 20-21, 2025 (Poush 5-6, 2082)

Janta Multiple , Itahari, Sunsari

1st JMC INTERNATIONAL CONFERENCE 2025

December 20-21, 2025 (Poush 5-6, 2082)

Chief Guest
Dr. Minendra Rijal
Former Defence Minister of Nepal

KEYNOTE SPEAKERS

Prof. Dr. Mahananda Chalise
Dean, Faculty of Management
Tribhuwan University

Dr. Mrigendra Bahadur Karki
Executive Director of Centre for
Nepal and Asian Studies (CNAS)
Tribhuwan University, Nepal

Prof. HL Verma
Vice-Chancellor
Baba Mastnath University,
Asthal Bohar, India

Dr. Prem Phyak
Teachers College
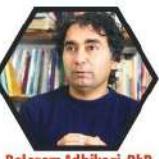Columbia University
New York, USA

PLENARY SPEAKERS

Roger F Cohen
Regional English
Language Officer
U.S. Embassy , Nepal

Prof. Dr. Hem Raj Kafle
School of Education,
Kathmandu University,
Kathmandu, Nepal

Prof. Dr. Ramesh Chandra Rath
Secretary,
Association of Indian Management
Schools (AIMS), Odisha, India

Balaram Adhikari, PhD
Mahendra Ratna Campus
Tribhuvan University,
Nepal

Dr. Niranjan Devkota
Research Fellow at Policy
Research Institute,
Government of Nepal

Rajendra Khanal, PhD
Central Department
of Education
Tribhuvan University , Nepal

Dr. Tolanath Kafle
Associate Professor
Janta Multiple Campus
Itahari, Sunsari, Nepal

Benu Prasad Sitaula, PhD
Janta Multiple Campus
Itahari, Sunsari, Nepal

Asmita Bista, PhD
Mahendra Multiple Campus,
Dharan
Tribhuvan University, Nepal

Bandana Jain, PhD
Degree Campus ,
Biratnagar ,Morang, Nepal

David D. Perrodin
Mahidol University,
Bangkok, Thailand

Medin Lamichhane
Principal
Ullens School
Lalitpur, Nepal

Phoenix Kenny Shrestha,
PhD
University of Cambridge, UK

Nani Babu Ghimire, PhD
Assistant Professor
Siddhajyoti Education Campus,
Sindhuli, Nepal

Bhoj Raj Ghimire, PhD
Mphil Coordinator
Nepal Open University

Bishwa Raj Gautam
RELO Program Specialist
U.S. Embassy , Nepal

FEATURED SPEAKERS

Farrah Littlepage
English Language Fellow
Tribhuvan University, Nepal

Pradeep K.C.
PhD Scholar,
Tribhuvan University, Nepal

Sikha Gurung
Academic Coordinator
Ullens School
Lalitpur, Nepal

Umesh Khadka
Janta Multiple Campus
Itahari, Sunsari, Nepal

Chief Patron
Mr. Bikash K.C. (Khatri)

Patron
Prof. Dr. Gita Adhikari

Conference Convener
Mr. Indra Prasad Pyakurel

Conference Co-convener
Mr. Madanraj Baral

Conference Organizing Committee

Coordinator, Mr. Sanjib Kumar Yadav

Member, Mr. Rajan Bhattarai

Conference Convener, Mr. Indra Prasad Pyakurel

Conference Co-convener Mr. Madan Raj Baral,

Member, Prof. Nilam Chamlagain

Member, Mr. Kamal Raj Dahal

Member, Mr. Rabindra Baral

Member, Mr. Benu Prasad Sitaula

Member, Mr. Bimal Nepal

Member, Mr. Bishnu Karki

1st JMC International Conference on
Innovation, Research, and Sustainability in Higher Education
Venue: Janta Multiple Campus, Itahari-5, Sunsari, Nepal

20-21 December 2025 (5-6 Poush, 2082)
Program Schedule

> **Total Keynote: 4, Lightning Talk: 1, Plenary: 15, Featured: 4, Panel Discussion: 1, Poetry in Performance: 1, Symposium: 1, Interactive Poster Fair: 1, Student Spark Session: 1, Paper Presentation and Workshop: 84, Total Sessions: 113**

Day One: 20th December 2025, Saturday

Time	Event
7:00- 8:30	Registration and Breakfast
8:45-10:10	**Inaugural Ceremony (Main Hall)**
10:10-10:20	Seeing off the Guests
10:25-10:40	**Mr. Roger F. Cohen**, Regional English Language Officer, U.S. Embassy, Kathmandu, Nepal: Lightning Talk
10:45-11:25	**Keynote 1: Prof. Dr. Mahananda Chalise**, Dean, Faculty of Management, Tribhuvan University- Higher Education as Catalyst: Nurturing Social Innovation in Nepal
11:25-12:05	**Keynote 2: Mirgendra Karki, PhD**, Executive Director, CNAS, Tribhuvan University- Absence as Inquiry: Ka-Prashna and Absductive Sovereign Methodology for Sustainable Research in Higher Education
12:05- 1:05	**LUNCH BREAK**
1:05-2:20	**Concurrent Sessions** (20 Minutes for Talk/Paper Presentation)

Time	BICTE 01	BICTE 03	BICTE 04	BICTE 05	BICTE 06	E201	E202	E203	E205	A102	A103	A201	A202	B206
1:05-1:25	**Bachchu Ram Ghimire & Mandira Paudel** – Analyzing the Key Determinants of Inflation in Nepal: An Empirical Investigation (2001–2021)	**Bishnu Magar** – Lived Paradoxes: A Critical Ethnography of Student and Faculty Actions in the University's Sustainability-Innovation Complexity	**Home Bahadur Thapa** – "Fermenting Livelihoods: Exploring the Role of Millet Liquor Production in Rural Household Economies"	**Jambu Sherpa** – Applications of Quantum Fourier Transform Beyond Period Finding	**Bhima Rai** – Innovative Approaches in Social Science Teaching and Learning	**Tahsina Shabnam & Abu Sayed Md. Mahmudul Haque Chowdhury** – Techno-Stress and the Modern Academic: Balancing Digital Demands with Mental Wellbeing in Hybrid Learning Environments	**Durga Nath Regmi** – Holistic Teacher Well-Being: A Pillar for Sustainable Educational Growth	**Indira Rai** – बहुभाषिक कक्षा शिक्षणका चुनौती र तिनको समाधानका उपाय	**Ashok Kumar Yamphu Rai & Maya Dewan**– Corporate Social Responsibility in Saving and Credit Co-operatives: A Case Study of Sundaraharaincha Municipality, Morang, Nepal	**Bhijil Kanwar & Kabita Adhikari** – Financial Challenges Faced During Incubation Phase: A Bibliometric Analysis	**Chandra Prasad Adhikari** – Credit Risk Management and Profitability of Commercial Banks in Nepal	**Dilli Bahadur Raut** – Critical Reflection as a Catalyst for Adaptive and Responsive Teaching in Higher Education	**Sajan Chaudhary** – Breath, Body, Barn: Biopolitical Power on *Animal Farm*	**Shankar Dewan** – A Plurilingual Lens on Language Education: (Re)engineering Language Policies and Pedagogical Approaches in Nepal
1:30-1:55	**Dr. Bhawani Shankar Bhattarai** – संस्कृत तथा नेपाली शोधका सन्दर्भमा डिजिटल उद्धरणहरूको सन्दर्भाङ्कन प्रक्रिया	**Dandapani Gautam** – Geometry across Culture: Rituals, Pedagogical Trajectory; An Issue of Decolonization	**Indra Bahadur Chetri** – Harmonizing Eastern and Western Philosophy in Education: A Holistic Approach	**Janardan Guragain** – Sustainable Development through Cultural Preservation in Higher Education	**Umesh Upreti** – Mapping and Analyzing Supply Chain of Banana in Jhapa District	**Surya Prasad Sharma** – Factors Influencing Consumer Buying Behaviour of Organic Food Products in Dang Valley, Nepal	**Durga Niroula** – Assessing the Impact of Motivation Factors on Teachers' Performance: Evidence from Sunsari, Nepal	**Jitendra Kumar Chaudhary** – Technological Changes and Job Performance of Teachers	**Atmaram Khatiwada** – Role of Management Accounting Controls in Nepalese Small Businesses: The Relationship Between Circular Economy Innovation and Business Performance	**Bikram Thapa** – Exploring Factors Influencing Consumer Behavior among Young Consumers in Nepal	**Padma Devi Pandhak** – आदरार्थी पद्धतिको कसौटीमा लिम्बूभाषा	**Bhim Prasad Regmi** – Teaching English in Multilingual Classrooms: Experiences of Secondary-Level Teachers	**Bishal Karki** – Exploring English Language Students' Experiences with Internal Examination	**Yubaraj Subedi** – Struggle and Tension in City in Nayan Raj Pandey's *Ular*
2:00-2:20	**Khagendra Raj Dahal** – Socio-Economic Situation of Cargo Pedal Rickshaw Pullers in Morang, Nepal	**Majibur Rahman Siddique & Ramesh Kunwar** – Mapping the Evolution of Society 6.0: A Bibliometric Analysis	**Kabita Khadka** – Navigating Motherhood and Professional Identity: A Narrative Analysis into Postpartum Teachers' Wellbeing	**Neerodha Chandra Dahal** – "Youth, Surplus Labor, and the Reserve Army in Nepal"	**Pooja Pant** – Fathers' Involvement in Early Childhood Care and Education	**Abu Sayed Md. M. Haque Chowdhury & Tahsina Shabnam** – From Job Seekers to Innovators: Integrating Entrepreneurial Thinking into the English Language Curriculum	**Padam Bahadur Bishwakarma & Raj Kishor Chaudhary**– Building Rapport for Yielding Creative Learning: An Insight from Access Class	**Min Prasad Adhikari** – बहुभाषिक परिवेशमा आधारभूत तहको शिक्षण: अभ्यास र चुनौती	**Avishek Bhandari & Nrip Bdr Kunwar**– AI and SME Competitiveness: Evidence from Nepal's Emerging Digital Economy	**Prof. Binodini Mahapatra** – Analysis of Green Business Model on Circular Economy for Economic Sustainability	**Niruta Subedi & Purnima Lawaju** – Users Perception Towards Cybersecurity in Banking Sector	**Indra Prasad Sapkota & Bishnu Magar** – Use of ICT in ELT in Public Campus	**Khem Raj Rauteda** – Rethinking English Language Teaching through Translanguaging: Identity, Engagement, and Empowerment	**Yadu Prasad Gyawali** – Empowering Teachers for Digital Future through Co-Tech Innovation
Session Chair (S)	**Khagendra Pokharel PhD Scholar**	**Mohan Kumar Tumbahang, PhD**	**Pradeep KC, PhD Scholar**	**Umesh Khadka, MPhil**	**Guna Raj Nepal, PhD Scholar**	**Jivan Kumar Rai PhD**	**Keshab Prasad Bhattarai, MPhill**	**Tritharaj Bhattarai, PhD**	**Saroj Bhandari, MPhil**	**Hari Bahadur Katwal, MPhil**	**Tolanath Kafle, PhD**	**Benuprasad Sitaula, PhD**	**Tirtha Raj Acharya, PhD Scholar**	**Harka Raj Tembe, PhD Scholar**

2:20-3:35 Plenary Sessions

Time	JMC Hall (4th floor)	A 204	A 101	RMC Hall
2:20-2:55	"I'm Bound to Give them Content Notes'': Uncovering Contradictions in University-Level Reading Instruction **Balaram Adhikari, PhD** Mahendra Ratna Campus Tribhuvan University	Responsible AI for Research Integrity: A Pathway to Innovation and Sustainable Higher Education **Dr. Niranjan Devkota** Research Fellow, Research Fellow at Policy Research Institute, Government of Nepal	Leading Through Uncertainty: Transformative Leadership for a Resilient Educational Future **Medin Lamichhane** Principal Ullens School Lalitpur, Nepal	Building Capacity in Pre-Service Teachers to Engage Students **Farrah Littlepage** English Language Fellow Tribhuvan University
3:00-3:35	Reimagining Teacher Professional Development for Sustainability: Positioning Extralocal Teachers of English (ETEs) as Drivers of Global Competence **David D. Perrodin** Mahidol University Bangkok, Thailand	Innovation, Research, and Sustainability in Higher Education **Dr. Bhoj Raj Ghimire**, Assistant Professor Nepal Open University	Envisioning Higher Education for the Next Decade: Opportunities and Challenges in a Transforming Landscape **Hem Raj Kafle, PhD** School of Education, Kathmandu University. Kathm0andu, Nepal	**'एका देशमा', Storytelling in Education: Reflection, Exploration, Discovery and Advocacy Sikha Gurung** Academic Coordinator Ullens School

Time	Event
3:40-4:20	**Keynote 3: Dr. Prem Phyak**, Teachers College, Columbia University, USA- Education in the Development Regime: Reimagining the Role of Higher Education for Teacher Education Reforms **(Main Hall)**
4:20 Onward:	**Cultural Show (Main Hall)**

Day TWO: 21 December 2025 Sunday

7:00- 8:25	**Breakfast**
8:30-9:10	**Keynote 4: Prof. H.L. Verma**, Vice Chancellor, Baba Mastnath University, India- From Ideas to Impact: How Innovation and Research Drive Sustainable Higher Education **(Main Hall)**
8:50-9:50	**Interactive Poster Fair (IPF):** Bishnu Karki **(JMC Hall)**
9:10-9:50	**Panel Discussion:** Rethinking Innovation: Local Knowledge and Sustainability in Education
	Panelists: Prof. Dr. Bijukumar Thapaliya, Dr. Prem Phyak, Dr. Bishnu Pokhrel, and Dr. Bandana Jain **(Main Hall)**
	Moderator: Khem Raj Rauteda
9:55-10:40	**Concurrent Sessions**

Time	BICTE 01	BICTE 03	BICTE 04	BICTE 05	BICTE 06	E201	E202	E203	E205	A102	A103	A201	A202	B206
9:55-10:15	Harka Raj Tembe – Ideologies and Power Relations in English Textbooks: A Critical Study	Keshab Puri – Blending Ecocritical Literature into Business Communication Teaching: An Autoethnographic Approach	Sabina Budhathoki – Agricultural Transformation 2.0: A Bibliometric Study	Rohit Guragain & Devi Kumari Poudel – Mapping Dark Side of Social Media: A Bibliometric Review	Raj Kishor Chaudhary, Bhola Kumar K.C. & Mamata Bhattarai – Empowering English Education: Best Practices from Access Program in Udayapur	Lila Rai – Community Based Schools Students' Involvement in Project Work	Mitra Prasad Khatiwada – Social Entrepreneurship and Innovation Opportunities in Nepal	Rabindra Baral & Bikas Rimal – Impact of AI on Organizational Culture and Identity in Language Teachers' Association: An Ethnographic Exploration	Madan Baral – भाषिक मूल्याइकनमा प्रविधिको सान्दर्भिकता	Sangita Basnet – Independence Leading to Solitude in Kate Chopin's *The Awakening*	Sareena Prajapati & Udaya Raj Poudel – Mapping Research on Contributors' Perception of the Social Security Fund: A Bibliometric Analysis	Purushottam Lal Karn – Teachers' Perceptions of Letter Grading System in Community Secondary Schools of Rajbiraj Municipality	Roshan Acharya – The Impact of Corporate Social Responsibility and Ethical Governance on Organizational Commitment: A Study of Employee Perceptions in Nepalese Commercial Banks	**Students' Spark Session** Barsa Bhandari Bini, Meyangbo, Sunita Bishwakarma, & Veshaka Tamang **Moderator:** Bishnu Karki
10:20-10:40	Kamal Raj Dahal – Managing Linguistic Diversity in Secondary Level ELT Classes in Nepalese Context: Teachers' Experiences	Dhan Bahadur Lowar & Udaya Raj Paudel – A Bibliometric Analysis on ESG Investment	Rudra Nath Dahal – Preliminary Study of Ramitedhunga's Footprints in Sabhapokhari-1, Sankhuwasabha, Nepal Made by Early Humans	Pukar Chaudhary & Sukrita Rai – School Social Workers' Intervention in Addressing Students' Psychosocial Needs at Public Schools in Nepal: Evidences from Action Research	Mani Ram Ghimire – School Transformation through Innovation in Instruction	Matrika Thapa & Trilochan Sitoula– CSR and Ethical Governance in Nepal's Banking: A Sustainability Pathway	Mandip Bhattarai – Deep Learning-Based Automated Fruits' Freshness Detection System for Nepalese Jumleli and Mustangi Syau		Santosh Karki – बुढी, बुहारी र बटुवा लोककथाको संरचनात्मक अध्ययन	Birendra Kumar Chaudhary – Enhancing Critical Thinking in Business English: Strategies Employed by ESP Teachers	Santosh Dahal – Can AI Replace Teachers?	Rajeshwer Prasad Yadav & Anil Kumar Mandal – Students' Experiences on Science Learning Engagement Environment in Community School	Pratibha Adhikary – Corporate Social Responsibility (CSR) and Ethical Governance	– Creativity in Action: Enhancing Classroom Engagement through Creative Pedagogies
	Mohan Kumar Tumbahang, PhD	Khagendra Pokharel PhD Scholar	Tirtha Raj Acharya, PhD Scholar	Umesh Khadka, MPhill	Guna Raj Nepal, PhD Scholar	Jivan Kumar Rai, PhD	Saroj Bhandari, MPhill	Keshab Prasad Bhattarai, MPhill	Tritharaj Bhattarai, PhD	Hari Bahadur Katwal, MPhil	Tolanath Kafle, PhD	Benuprasad Sitaula, PhD	Pradeep KC, PhD Scholar	

10:45-11:20	**Concurrent Session** (35 Min. for Workshop and 20 Min. for Paper Presentation)

BICTE 01	BICTE 03	BICTE 04	BICTE 05	BICTE 06	E201	E202	E203	E205	A102	A103	A201	JMC Hall	B206
Bishwa Raj Gautam Fostering English Speaking Skills through Gamification of Songs	Dilli Bahadur Raut Designing Context-Responsive Innovative Pedagogies through Design Thinking in Higher Education	Santiram Dahal – Educational Transformation Through Digital Assessment: Innovations, Challenges, and Future Directions	Hemraj Kafle- Mapping Individual Pedagogical Signatures across Disciplines	Shikha Gurung- Let's Exchange Stories and Experience the Magic	Farrah Littlepage- Improving Pronunciation of Multisyllabic Academic Terms	Bhola Kumar K.C., Raj Kishor Chaudhary, and Usha Lama -Advancing 21st Century Skills through Service Learning	Parshu Ram Shrestha – Developing Students' Speaking Skills through Recap(ping)	Purushottam Kattel – AI and Digital Tools in ELT: Opportunities, Challenges, and Engagement	Tirtha Raj Bhattarai – सारस्वतेय महाकाव्यमा साद्दश्यमूलक अलङ्कार	Surendra Babu Shrestha, Suman Sapkota, & Ms. Rojina Luitel – A Quantitative Analysis of Consumer Buying Behavior Towards EV	Ram Chaudhary Postmodern Pedagogy and Praxis in the EFL Classroom	Symposium From Isolation to Collaboration: Strengthening Education Through Community Engagement Medin Bahadur Lamichhane PhD Scholar, Kathmandu University Visiting faculty, Kathmandu University, School of Education Principal, Ullens School, Lalitpur	
							Tirtha Raj Acharya – Medium of Instruction in Community Schools: Opportunities or Challenges	Surya Prasad Chamlagai – Sustaining the Passion for Teaching: Teacher Well-Being in Higher Education	Sayeja Aryal – Redefining Social Work Education in Nepal: A Curriculum Reform Approach to Mental Health and Counseling	Rajendra Prasad Gautam, Suman Kalyan Adhikari, Gaurab Luitel- Sustainable Development Through Cultural Preservation	Saroj Bhandari- Green Business Models and Circular Economy		
							Mohan Kumar Tumbahang, PhD	Umesh Khadka, MPhill	Guna Raj Nepal, PhD Scholar	Hari Bahadur Katwal, MPhil	Khagendra Pokharel PhD Scholar		

11:25-12:00	**Plenary Sessions and Symposium**

JMC Hall (4th floor)	A 204	A 101	RMC Hall
U.S. Embassy/Regional English Language Office Programs, Resources, and Opportunities **Roger F. Cohen** Regional English Language Officer U.S. Embassy,Kathmandu, Nepal **Bishwa Raj Gautam** Regional English Language Program Specialist	Transforming Higher Education for Sustainable Future: Integration Research and Innovation for Institutional Advancement **Prof. Dr. Ramesh Chandra Rath** Secretary, Association of Indian Management Schools (AIMS), Odisha, India	Navigating Educational Disparities: A Comprehensive Analysis of Issues, Challenges, and Reform Pathways in Nepalese Higher Education, with a Focus on Community Campuses **Tolanath Kafle (PhD)** Assistant Professor Janta Multiple Campus Itahari, Sunsari, Nepal	Strengthening Higher Education through the Integration of Broad Research Practices **Asmita Bista** Mahendra Campus Dharan Tribhuvan University

12:00- 1:00	**LUNCH BREAK**
1:00-2:20	**Plenary Sessions/Featured Sessions**

Time	JMC Hall (4th floor)	A 204	A 101	RMC Hall
1:00-1:35	शैक्षणिक रूपान्तरण : शिक्षक तालिम र क्षमता अभिवृद्धि **राजेन्द्र बराल, विषयवेत्ती** उपप्राध्यापक, शिक्षाशास्त्र केन्द्रीय विभाग त्रिभुवन विश्वविद्यालय	Teachers' roles on constructing English-medium instruction policy in community schools **Dr. Nani Babu Ghimire** Assistant Lecturer Siddhajyoti Education Campus, Sindhuli, Nepal	Barriers and Pathways to Happiness: Research Based Insights from 15 Different Social Groups and Their Implications for Sustainable Wellbeing in Higher Education **Benuprasad Sitaula Bhardhwaj, PhD** Assistant Lecturer Janta Multiple Campus, Itahari, Sunsari	Innovation, Research, and Sustainability in Higher Education **Dr. Bandana Jain,** Faculty of Management, Tribhuvan University Degree Campus, Biratnagar, Nepal
1:40-2:20		Demystifying Research: A Youth-Centric Approach to Innovation, Confidence, and Purpose **Phoenix Kenney Shrestha**, PhD University of Cambridge	A Bibliometric Analysis about the Impact of Green Construction on Sustainable Development **Pradeep KC (PhD Scholar)** Tribhuvan University	Household's Solid Waste Segregation Behavior **Umesh Khadka (MPhil)** Lecturer Janta Multiple Campus	

2:25-3:10	**Poetry in Performance-** Manu Manzil, Dr. Balaram Adhikari, Tika Atreya, Asmita Bista, and Devan Kirati
	Moderator: Ram Prasad Kharel
3:15-4:15	**Closing Ceremony**

Editorial

As the academic world grapples with unprecedented challenges and opportunities, the role of higher education as a catalyst for meaningful progress has never been more critical. It is against this backdrop that Janta Multiple Campus (JMC), Itahari, proudly inaugurates its 1st International Conference under the theme "Innovation, Research, and Sustainability in Higher Education" on December 20-21, 2025. We are convinced that this gathering is poised to become a landmark event in Nepal's academic calendar, signaling a bold step onto the global stage.

The ambitious scope of the conference, i.e. bringing together an anticipated 600-700 delegates, including 4 distinguished keynote speakers, 16 plenary speakers, and 4 featured speakers from home and abroad, reflects a profound commitment to transcending borders. Knowledge, we believe, thrives on exchange. The rich tapestry of sessions, including a panel discussion, an Interactive Paper Fair, a symposium, 85 paper presentations, and workshops, is meticulously designed to move beyond theoretical discourse. It aims to foster actionable dialogues, collaborative networks, and practical solutions that intertwine latest innovation with rigorous research, all motivated with the obligation to sustainability.

This conference is not merely an academic exercise; it is a testament to collective vision and partnership. Its realization would not have been possible without the firm support and encouragement of our esteemed collaborators. We extend our deepest gratitude to the Itahari Sub-Metropolitan City and its 20 Wards, Barahakshetra Municipality, Inaruwa Municipality, Ramdhuni Municipality, Duhabi Municipality, Koshi Rural Municipality, Harinagar Rural Municipality, and Bhokraha Rural Municipality for their invaluable patronage and infrastructural support. Our sincere thanks also goes to Regional English Language Office (RELO) US Embassy, Kathmandu, PABSON and NPABSON Sunsari for their institutional solidarity, and to the Janta Multiple Campus Alumni Association for their enduring connection and support. We are equally grateful to Asmita Publication and all our other generous donors whose contributions have been instrumental in turning this vision into reality.

The choice of theme is deliberate and urgent as this conference will discuss universities and colleges as living laboratories for sustainability of higher education through pedagogical innovation and technological advancement. It also aims to bridge the scholarly insights both local and global challenges, such as pedagogical innovation, social dynamics, social equity, economic resilience, etc. Prof. Dr. Mahananda Chalise, Dean of the Faculty of Management at Tribhuvan University, Nepal, is a Professor of Knowledge and Strategic Management with 30 years of teaching experience delivers a Key-note speech. Associate Professor Dr. Prem Phyak, Teachers College, Columbia University, New York, and the former Head of the Department of English Language Education at the Central Department of Education, Tribhuvan University, Nepal, and an assistant professor and director of the Applied Linguistics Program at the Chinese University of Hong Kong focuses on the role of higher education in teacher education reforms in the context of the 'development regime' in his thought provoking keynote speech entitled "Education in the Development Regime: Reimagining the Role of Higher Education for Teacher Education Reforms". Prof. H. L. Verma, Vice-Chancellor of Baba Mastnath University, Haryana, India, in his keynote speech titled "From Ideas to Impact: How Innovation and Research Drive Sustainable Higher Education" discusses three factors of cultural learning - innovation, research and sustainability – and highlights today's universities as active centres for knowledge production, experimentation, and cooperative learning.

Dr. Mrigendra Karki, Executive Director, CNAS, Tribhuvan University, offers a new philosophical foundation for the humanities and social sciences by emphasizing Sovereign Methodology in his keynote speech entitled "Ka-Prashna and Absductive Sovereign Methodology for Sustainable Research in Higher Education".

Roger F. Cohen and Bishwa Raj Gautam from US Embassy, David D. Perrodin from Mahidol University, Bangkok, Asmita Bista from Mahendra Campus (TU), Dharan, Dr. Balram Adhikari from Mahendra Ratna Campus (TU), Medin Lamichhane from Ullens School, Lalitpur, Dr. Nani Babu Ghimire from Siddhajyoti Education Campus, Sindhuli, Prof. Dr. Hem Raj Kafle from Kathmandu University, Dr. Nirajan Devkota from Policy Research Institute, Government of Nepal, Dr. Rajendra Khanal from Central Department of Education, Prof. Dr. Ramesh Chandra Rath from AIMS, Odisha, India, Dr. Tolanath Kafle from Janta Multiple Campus, Itahari, Phoenix Kenny Shrestha, PhD, from University of Cambridge, Dr. Bhojraj Ghimire from Nepal Open University, Dr. Benu Prasad Sitaula from Janta Multiple Campus, and Dr. Bandana Jain from Degree Campus, Biratnagar, present their plenary speeches on their respective research areas.

Farah Littlepage, English Language Fellow at TU, Pradeep KC, PhD Scholar, TU, Sikha Gurung, Ullens School, are Umesh Khadka (Mphil) are the featured speakers at the conference.

As Convener, I am fully optimistic that this conference represents more than just two days of presentations. It can be taken as the planting of a seed for opening of an essential avenue to scholars, educators, policymakers, and students to co-create a blueprint for a higher education system that is resilient, relevant, and responsible. This conference not only discusses the future but also actively convenes the intellectual minds.

We welcome all participants to Itahari for what promises to be a stimulating, provocative, and foundational exchange. Let's collaborate, challenge, and inspire one another. Together, we can ensure that higher education fulfills its highest calling: To illuminate minds and foster a sustainable, equitable world for generations to come.

Indra Prasad Pyakurel
Convener
and
Conference Organizing Committee
1st JMC International Conference 2025
December 20-21, 2025, Itahari, Sunsari, Nepal.

INTRODUCTION

Janta Multiple Campus, Itahari-5, Sunsari announces 1st JMC International Conference
(JMCIC-2025) on December 20-21, 2025 on the theme:
Innovation, Research, and Sustainability in Higher Education
Janta Multiple Campus (JMC), a pioneering community based higher education institution, located at Itahari, 05 Sunsari, was established in 2045 B.S. for the purpose of providing quality education in an affordable cost to the people of eastern region of the country in general and the people of Itahari in particular. The campus started its academic journey as a modest morning campus with limited physical and institutional resources, conducting classes at Janata Secondary School. Despite numerous challenges in its formative years, JMC progressed steadily through strong community support, institutional commitment, and visionary leadership. Over time, the campus expanded its infrastructure and academic capacity, culminating in the construction of its own four-storey academic building with 48 well-equipped classrooms and learning facilities.

Currently, JMC operates in three different shifts; morning, day, and evening. It offers several programs in Management, Education, and Humanities under Tribhuvan University (TU). The campus provides Bachelor's and Master's level programs and educates students from fourteen districts of Koshi province and parts of Madhesh province. The campus is significantly contributing in the production of both nationally and globally competitive human capital. It reflects both its quality, and the academic advancement. The attainment of Quality Assurance and Accreditation (QAA) certification from the University Grants Commission (UGC), Nepal, in 2018 A.D. further shows the campus's unwavering commitment to academic excellence, quantity/quality enhancement and institutional sustainability.

Building upon this strong academic foundation, JMC proudly announces the 1st JMC International Conference (JMCIC-2025), to be held on December 20–21, 2025, under the theme "Innovation, Research, and Sustainability in Higher Education." The conference aims to create an inclusive scholarly platform for academics, researchers, educators, policymakers, and practitioners to exchange ideas, present research findings, and critically engage with contemporary issues shaping higher education for sustainable future. By fostering interdisciplinary dialogue and promoting innovative and sustainable practices, JMCIC-2025 seeks to strengthen research culture, enhance institutional collaboration, and contribute to the global discourse on higher education in the twenty-first century.

Sub-themes of the Conference
Sub-theme 1: Humanities & Social Science
• Innovative Approaches in Social Science
• Sustainable Development through Cultural
  Preservation
• Digital Humanities: Technology and Societal
  Transformation
• Ethical Leadership and Social Responsibility
• Climate Change Narratives and Public Awareness
Sub-theme 2: Education
• Innovative Pedagogies for 21st-Century Learning
• Education for Sustainable Development (ESD) in Curricula
• Technology-Enhanced Learning and Digital Literacy
• Teacher Training and Capacity Building for Future Education
• Policy Reforms for Quality Education

Sub-theme 3: Management
• Green Business Models and Circular Economy
• Corporate Social Responsibility (CSR) and Ethical Governance
• Entrepreneurship and Innovation for Social Impact
• Sustainable Supply Chain and Responsible Consumption
• Leadership in the Age of Digital Transformation
Sub-theme 4: ELT
• Teacher Professional Development
• Teacher Wellbeing and Sustainability
• Innovations in pedagogy: AI in ELT
• Critical Thinking and Global Citizenship
• Learner Engagement and 21st Century
  Learning in ELT Classrooms.

Objectives
The major objectives of this conference are as follows:
• To promote interdisciplinary dialogue and collaboration among scholars, researchers, and practitioners from the fields of Humanities, Education, Management, and ELT, fostering a holistic understanding of contemporary global challenges.
• To critically examine and disseminate innovative pedagogical models that integrate Education for Sustainable Development (ESD) with technology-enabled teaching and learning tools.
• To explore and strengthen the role of the Humanities and Social Sciences in promoting a sustainable society, while advancing research on sustainability and professional ethics in management education and business institutions.
• To recognize the central role of teacher empowerment in delivering quality education by identifying effective strategies for teachers' professional development, capacity building, and well-being.
• To provide a platform for the exchange of research-based knowledge and skills through empirical studies, situational or case studies, and innovative projects, ensuring a meaningful balance between theory and practice.
• To offer relevant suggestions and policy recommendations for higher education institutions and other policy-making bodies to institutionalize sustainability, innovation, and interdisciplinary research within curricula and academic practices.

Committee and Sub-committee

Advisory Committee
Mr. Ram Kumar Subba
Mr. Lekhnath Ghimire
Mr. Rebati Prasad Bhandari
Mr. Bishwa Prasad Rijal
Mr. Medani Prasad Sitoula
Mr. Jiwan Parajuli
Mr. Yam Kumar Subba
Mr. Prem Prasad Neupane
Mr. Sagar Bhattarai
Chief, Itahari Sub-Metropolitan City
Deputy Chief, Itahari Sub-Metropolitan City
Ms. Saraswati Pokharel
Mr. Bhim Bahadur Paudel

Patrons
Chief Patron: Mr. Bikash K.C. (Khatri), Chairperson
Patron: Ms. Geeta Adhikari, Campus Chief
Member: Mr. Tirtha Parajuli,
Member: Mr. Chandra Prasad Bhattarai
Member: Mr. Shekhar Luitel
Member: Prof. Bhojraj Shrestha
Conference Convener: Mr. Indra Prasad Pyakurel
Conference Co-Convener: Mr. Madan Raj Baral

Organizing Committee
Coordinator: Mr. Sanjiv Kumar Yadav
Member: Mr. Rajan Bhattarai
Conference Convener: Mr. Indra Prasad Pyakurel
Conference Co-Convener: Mr. Madan Raj Baral
Member: Prof. Nilam Chamlagain
Member: Mr. Kamal Raj Dahal
Member: Mr. Rabindra Baral
Member: Mr. Benu Prasad Sitoula
Member: Mr. Bimal Nepal
Member: Mr. Bishnu Karki

Academic Committee
Coordinator: Mr. Shivraj Dahal
Member: Dr. Tolnath Kafle
Member: Mr. Yuvaraj Sitoula
Member: Mr. Hari Bahadur Katwal
Member: Mr. Umesh Khadka
Member: Mrs. Kabita Khadka
Member: Mr. Parshuram Shrestha
Member: Mr. Khem Raj Rauteda

Finance and Budget Committee
Coordinator: Mr. Ishwar Bhattarai
Member: Mr. Dinesh Bhattarai
Member: Mr. Ganga Prasad Bhattarai
Member: Mr. Rebati Prasad Ghimire
Member: Mr. Kavindra Bahadur K.C.
Member: Mr. Sanjiv Kumar Yadav
Member: Mr. Rajan Bhattarai
Member: Mr. Purushottam Dahal
Member: Mr. Pitambar Dhakal

Logistics and Venue Committee
Coordinator: Mr. Rajan Bhattarai
Member: Mr. Arjun Kumar Upreti
Member: Mr. Kebal Prasad Phuyal
Member: Mr. Lila Bahadur Karki
Member: Mr. Pitambar Singh Rai
Member: Mr. Shantiram Dahal

Member: Mr. Rajan Prasad Sharma
Member: Mrs. Padmadevi Pandhak
Member: Mr. Tirtharaj Acharya
Member: Mrs. Bimala Bhattarai
Member: Mr. Narnath Sharma Parajuli
Member: Mr. Dhan Prasad Gelal
Member: Mrs. Kamala Thapa
Member: Mr. Tej Dahal

Publicity, Outreach and Communication Committee
Coordinator: Mr. Sahadev Kafle
Member: Mr. Ram Chandra Bhattarai
Member: Mr. Nabin Kumar Sharma
Member: Mr. Badri Prasad Dhungel
Member: Mr. Yuvaraj Subedi
Member: Mr. Amar Bahadur Khadka
Member: Mr. Suman Kafle
Member: Mr. Tankanath Bhattarai
Member: Mr. Rajib Sapkota

Registration, Hospitality and Cultural Program Committee
Coordinator: Mr. Yugpriya Niraula
Member: Mr. Bikal Regmi
Member: Mrs. Urmiladevi Katwal
Member: Mrs. Ambikadevi Shrestha
Member: Mrs. Mandira Bhattarai
Member: Mr. Shekhar Chaudhary
Member: Mr. Raj Kumar Karki
Member: Mr. Arjun Kumar Upreti
Member: Mr. Upendra Kumar Rai
Member: Mrs. Tikadevi Paudel
Member: Mrs. Bishnumaya Sharma
Member: Ms. Indira Kafle
Member: Mr. Hom Bahadur Ban
Member: Mr. Mohan Nepal
Member: Mr. Birendra Karki
Member: Ms. Krishnakala Rai

Technical Support Committee
Coordinator: Mr. Mandip Bhattarai
Member: Mr. Niroj Paudel
Member: Mr. Tankanath Bhattarai
Member: Mr. Rajib Sapkota

First Aid and Emergency Care Committee
Coordinator: Ms. Sunita Kandel
Member: Mr. Bimal Guragain
Member: Mr. Suman Niraula
Member: Ms. Rachana Bhattarai
Member: Ms. Nikita Pradhan

PUBLICATION

Speakers and presenters are requested to submit their full-length paper at rmcjantacollege@gmail.com to proceed for the publication in the Journal of Janta Multiple Campus (JJMC, ISSN: 3021-9515); a double blind peer reviewed, NepJoL indexed journal published by RMC of Janta Multiple Campus, Itahari, Sunsari.

MESSAGE FROM THE CHAIRPERSON

JMCIC- 2025 Conference, Chief of Patron
Janta Multiple Campus
Itahari, Sunsari

Dear Delegates and Participants,
Namaste!

I am pleased to welcome to the scholars, researchers, and practitioners from home and abroad to the 1st JMC International Conference- 2025, organized by Janta Multiple Campus, Itahari, 05, Sunsari, Nepal. The conference is organized to initiate academic dialogues, strengthen scholarly collaboration, and promote research culture in higher education. The keynote speakers, plenary speakers, featured speakers, panelists, and the presenters share their research findings and awaken the minds for transforming higher education. The conference theme sparks the voice required for the educational transformation for sustainable higher education through innovation and research.

The paradigm shifts in pedagogy, research, technology, and the changing dynamics of society requires higher education that must prioritize innovation to spark creativity, and rigorous research to construct evidence-based knowledge, and sustainability in the future of higher education.

The Campus, with its commitment to academic excellence, community engagement, and progressive initiatives, is proud to host this landmark event. Our efforts in innovation, research, and sustainability align with the objectives of the conference.

I warmly welcome and express my heartiest gratitude to all the delegates for the active participation, presentation, and invaluable contribution on sharing their expertise, and strengthening research culture for the transformation of higher education for sustainable future.

Together, let's pioneer innovations that shape a sustainable future for higher education and beyond.

Mr. Bikash KC (Khatri)
Chairperson
Janta Multiple Campus

MESSAGE FROM THE CAMPUS CHIEF

JMCIC- 2025 Conference, Chief of Patron
Janta Multiple Campus
Itahari, Sunsari

Dear Delegates and Participants,

Namaste!

It is with immense pride and joy that I extend a heartfelt welcome to all delegates of the 1st JMC International Conference hosted by Janta Multiple Campus, Itahari, on the theme Innovation, Research and Sustainability in Higher Education, on December 20–21, 2025 (Poush 5–6, 2082). This historic gathering marks a milestone in our institution's 37-year journey of empowering minds and transforming communities through education.

In an era marked by rapid change and complex global challenges, higher education institutions are called upon to embrace innovation, foster a culture of research, and promote sustainability in teaching, learning, and knowledge production. In this context, the theme of this conference is both timely and significant. It highlights the vital role of universities and campuses in generating innovative ideas, advancing meaningful research, and promoting sustainable academic and social practices for the future.

The campus has remained committed to academic excellence, critical inquiry, and institutional growth. The organization of this First International Academic Conference represents an important milestone in our ongoing efforts to promote scholarly engagement, interdisciplinary dialogue, and international academic collaboration. I am confident that the keynotes, plenary speeches, presentations, workshops, discussions, and interactions during this conference will provide valuable insights and contribute to rethinking higher education in more innovative, research-oriented, and sustainable ways.

I sincerely believe that this conference will inspire educators, researchers, and students to engage in impactful research and to translate academic knowledge into practices that address local, national, and global needs. Such academic forums not only enrich intellectual discourse but also strengthen networks among scholars across diverse disciplines and regions.

I would like to express my heartfelt appreciation to the organizing committee and sub-committees, advisory members, reviewers, rapporteurs, volunteers, and all contributors whose dedication and hard work have made this conference possible. I am equally grateful to the esteemed keynote speakers, plenary speakers, panelists, featured speakers, and participants for their scholarly contributions and active participation.

I wish the conference a grand success and hope it will be an intellectually enriching and memorable academic experience for all.

Prof. Dr. Gita Adhikari
Campus Chief

KEYNOTE SPEAKER

Keynote: Higher Education as Catalyst: Nurturing Social Innovation in Nepal

Bio:
Prof. Dr. Mahananda Chalise is the Dean of the Faculty of Management at Tribhuvan University, Nepal, since December 2024. A Professor of Knowledge and Strategic Management with over 30 years of teaching experience, he holds a PhD in Knowledge Management, MBA, and MPhil in Strategic HRM from TU. Previously SOMTU Director and TU Executive Council member, he contributes to journals and sustainable business programs.

Prof. Dr. Mahananda Chalise
Dean, Faculty of Management
Tribhuwan University

KEYNOTE SPEAKER

Keynote: : Absence as Inquiry: Ka-Prashna and Absductive Sovereign Methodology for Sustainable Research in Higher Education

Bio:
Mrigendra Bahadur Karki, Ph.D., is Executive Director of the Centre for Nepal and Asian Studies (CNAS) at Tribhuvan University. He leads research in humanities, social sciences, Himalayan studies, and Nepalese politics. Karki moderates seminars on regional politics and advances academic collaborations.

Abstract:
This paper offers a new philosophical foundation for the humanities and social sciences by emphasizing Sovereign Methodology—a framework of epistemic independence and context-driven theorization. Unlike decolonial or indigenous approaches, it is not a reaction to external paradigms; rather, it affirms scholars' ability to theorize from their own ontic and epistemic worlds. It also recognizes absence as a valid and productive site of inquiry. Drawing on Ka-Prashna, which holds that questions arise from what is missing, the paper argues that inquiry begins with ontic absences—silences, erasures, contradictions, and marginalized categories in social life. An example is Nepali socio-legal history, in which categories such as Nari, Stri, Swasnimanchhe, and Mahila have held distinct meanings over time. Yet, current research in Nepal collapses these into the universal term "women," erasing their social, cultural, and historical significance and creating a structured absence beneath the surface of inclusion. Inquiry starts within these absences. The paper introduces Absductive Logic, a form of Sovereign Methodology, to interpret traces of exclusion. Rooted in Nepal's territorial and civilizational concepts while remaining globally relevant, this method strengthens innovation and sustainability in higher education by affirming epistemic self-determination and enabling knowledge production from within one's own civilizational archive.

Dr. Mrigendra Bahadur Karki
Executive Director of Centre for Nepal and Asian Studies (CNAS) Tribhuwan University, Nepal

KEYNOTE SPEAKER

Keynote: From Ideas to Impact: How Innovation and Research Drive Sustainable Higher Education

Bio:

Prof. H.L. Verma has taken over as Vice-Chancellor of Baba Mastnath University, on April 1, 2024. Prior to it he has opportunity to serve in various higher education institutions in different capacities as Vice Chancellor, Jagan Nath University, Jaipur and Jagan Nath University, Haryana (for two terms), Pro Vice-Chancellor at Guru Jambheshwar University of Science and Technology, Hisar (one term), Professor of Management at Guru Jambheshwar University of Science and Technology, Hisar and Kurukshetra University, Kurukshetra respectively. He is a student of Management and contributed significantly in teaching, research and extension areas through publication of

books, research papers and articles in journals of repute, sponsored research projects, Ph.D projects supervision, expert lectures at Seminars, Conferences and Faculty Development Programs including Refresher and Orientation Courses and above all classroom interactions. He remained on the panel of various expert committees for curriculum development, educational reforms and policy formulation, peer team visits for accreditation, international students acquisitions, faculty selection committees and research evaluations. He has opportunity to perform significant role in educational administration as HoD, Dean of Faculty of Management, Dean Academic Affairs and other student related administrative functions. He is a strong supporter for academic and administrative reforms in education sector for promoting quality and employability among students. His vision is strategic planning for implementation of New Education Policy by linking institutional goals and structures with actions, harnessing synergy of human resources giving space for stakeholders participation in decision making, blending Indian values with current socio-technological and economic trends. He believes that India could realize its objective becoming super power in the world only through education sector and human resource development focusing on youth.

Prof. HL Verma
Vice-Chancellor
Baba Mastnath University,
Asthal Bohar, India

Abstract:

The concern of innovation, research and sustainability is emerging as the new yardstick in the evolving scenario of higher education in a fast-changing world. The universities of today are no longer mere institutions of imparting knowledge but they are active centers whereby new ideas are being experimented, communicated and directed into action. Innovation stimulates the educators and students to discover innovative ways of teaching and learning, which in most cases are backed by digital technology and cooperative learning. The process is enhanced by research that creates new knowledge and informs wise decision-making to ensure institutions address the existing needs in the society. Sustainability pulls all these activities to one thing, reminding universities of their obligation to manage their resources carefully, work towards inclusive communities and equip students to play a role in creating a more sustainable future. The combination of these three factors brings about a culture of learning that is visionary, evidence based, and will be dedicated to the long-term welfare. The combined method is not only enriching to the students but it also makes higher education a source of world development.

KEYNOTE SPEAKER

Keynote: Education in the Development Regime: Reimagining the Role of Higher Education for Teacher Education Reforms

Bio:

Dr. Prem Phyak is an Associate Professor at Teachers College, Columbia University, USA. Before joining Columbia University, he was an associate professor and head of the Department of English Language Education at the Central Department of Education, Tribhuvan University, Nepal, and an assistant professor and director of the Applied Linguistics Program at the Chinese University of Hong Kong. His research interests include development in education, language policy, multilingual education, Indigenous knowledge and cultures, translation, sociological justice, and teacher education. He has published several journal articles and book chapters in these areas. He has co-authored one book and co-edited three books. Currently, he is an associate editor of Diaspora, Indigenous and Minority Education.

Abstract:

This talk focuses on the role of higher education in teacher education reforms in the context of the 'development regime'. I begin by tracing the evolution of 'development' as an ideology and analyzing how it has now become hegemonic in shaping education policies and plans, particularly in 'developing' countries. I will critically examine how educational goals, pedagogies, and the priorities of the development regime, such as the Sustainable Development Goals (SDGs), are futuristic, technocratic, and linear, failing to address the complex local historical-structural and sociocultural conditions that affect education. Then, I will present the concept of 'critical agency' in teacher education for a sustainable future. My focus will be on community engagement, land-based and social justice pedagogies as integral aspects of building a sustainable future through education. I conclude my talk by outlining the role of higher education institutions in teacher education reforms to develop the critical agency of teachers needed for a sustainable future.

Dr. Prem Phyak
Teachers College
Columbia University
New York, USA

PLENARY SPEAKER

Title: U.S. Embassy/Regional English Language Office Programs, Resources, and Opportunities

Bio:
Roger F. Cohen is the Regional English Language Officer at the U.S. Embassy in Kathmandu, Nepal. Besides Nepal, he covers Bangaladesh, Sri Lanka, and the Maldives. He is widely known throughout the region for their fun and dynamic workshops.

Bishwa Raj Gautam is the Regional English Language Program Specialist for Nepal, Bangladesh, Sri Lanka and Maldives at the Embassy of the United States of America in Nepal. Mr. Gautam has presented at TESOL International Conference and many regional ELT conferences in South Asia. Mr. Gautam has given more than six plenary talks at international conferences of NELTA, BELTA, SLELTA, Tribhuvan University and many national conferences in Nepal. His co-authored articles are published in the English Teaching Forum quarterly journal for English teacher from the Department of State as well as a book chapter coau-thored on MOOC by Routledge USA. He has written two books: Open Library and a workbook of Professional Spoken English: Take it Easy! Mr. Gautam has completed Master of Philosophy in English Literature from Tribhuvan University, TESOL Core Certificate Program and Designing Online Teaching Program (DOTP) from TESOL International Association and USG E-Teacher from University of Maryland Baltimore County (UMBC) and over 8 MOOCs. Currently, he is pursuing PhD in English Language Education at Kathmandu University.

Abstract:
Join the Regional English Language Office (RELO) from U.S. Embassy Kathmandu for a fun and interactive session. You will learn about free resources you can use for your classroom as well as other programs and opportunities for all levels of English language professionals.

Roger F Cohen
Regional English
Language Officer
U.S. Embassy , Nepal

Bishwa Raj Gautam
RELO Program Specialist
U.S. Embassy , Nepal

PLENARY SPEAKER

Title: Reimagining Teacher Professional Development for Sustainability: Positioning Extralocal Teachers of English (ETEs) as Drivers of Global Competence

Bio:

David D. Perrodin is an English language specialist, researcher, and international speaker with nearly two decades of experience in English language education, academic publishing, and teacher development across Asia. He has delivered over 300 keynote presentations and published extensively on English teacher recruitment, literacy innovation, and intercultural competence. His research focuses on equitable recruitment policies, the role of teachers in literacy transformation, and inclusive education. David holds advanced degrees in education and has worked with universities, ministries, and international organizations to advance language education and professional development for teachers in diverse learning contexts.

David D. Perrodin
Mahidol University,
Bangkok, Thailand

Abstract:

Higher education is undergoing rapid transformation driven by globalization, mobility, and shifting social expectations. As classrooms become increasingly intercultural, the demand for educators who can facilitate not only language learning but also global citizenship has never been more urgent. This plenary explores how sustainable teacher professional development can be achieved by reframing English language educators through the lens of extralocal teachers of English (ETEs)—educators who teach outside their cultural and linguistic origins, defined not by nativeness but by professional competence and intercultural capability. Drawing on recent developments in English language teaching research and higher education policy, the session argues that ETEs possess unique experiential strengths that position them as catalysts for sustainability in education. Their work across cultural borders cultivates resilience, empathy, adaptability, and ethical engagement—competencies essential for preparing learners to participate meaningfully in a complex and interconnected world. The plenary proposes a three-pillar developmental framework integrating pedagogical excellence, intercultural intelligence, and professional dignity as foundations for sustainable teacher growth. By shifting the focus from identity-based hiring hierarchies to competence-driven professionalization, institutions can build learning environments that support teacher wellbeing, enhance learner outcomes, and contribute to a more inclusive global education landscape. The session ultimately calls for a transformative view of teacher development—one that sustains educators, sustains learning, and sustains society.

Title: Strengthening Higher Education through the Integration of Broad Research Practices

Bio:

Asmita Bista is a Lecturer of English at Mahendra Multiple Campus, Dharan. She has been engaged in teaching English and American novels at the postgraduate level for the past twenty-one years. She recently earned her PhD from Tribhuvan University, Nepal, with her dissertation titled "Confinement, Transgression, Liberation: Dynamics of Gender Roles in Contemporary Nepali Novels and Films." Her academic interests lie in gender studies, postcolonial literature, and South Asian narratives. She has also carried out three mini-research projects: "Subalterns in Nayanraj Pandey's Novels" and "Defining and Deconstructing Gender Roles in Niharika's Novels." "Compliance with the Stereotype Gender Roles in Kabaddi 4 and Jari".

Asmita Bista, PhD
Mahendra Multiple Campus,
Dharan
Tribhuvan University, Nepal

Abstract:

Nepal's higher education sector is at a point where innovation, research, and sustainability are no longer optional; in fact, they are urgently needed to meet the international education standards. In Nepal, research has not been properly built into academic system. Some disciplines at the bachelor's level, still do not offer sufficient research in curriculum. Consequently, students have insufficient basic understanding of what research is or how it is done. For real progress research should be taken seriously and make it a regular part of teaching and learning process. In order to improve academic quality and support Nepal's long-term development goals, research needs to be valued inside universities and in government policies and practices. In my speech, I focus on both national trends and global practices to highlight some of the gaps in research culture. In Nepal, university students often struggle with limited access to resources, lack of mentorship, weak research leadership, and very little funding—problems that are even more visible at the bachelor level. I believe that, if we truly want innovation in higher education, existing curricula need to give students hands-on opportunities to engage in research. Research helps the students to develop critical thinking skills and contribute to knowledge creation in meaningful ways. In the end, my message is clear: we need a shared commitment—from policymakers, universities, faculty members, and students—to rethink our curriculum so that research becomes a natural and essential part of higher education. Only then we can move toward a more sustainable and academically vibrant future for Nepal.

PLENARY SPEAKER

Title: "I'm bound to give them content notes": Uncovering Contradictions in University-Level Reading Instruction

Bio:

Bal Ram Adhikari, PhD, is a lecturer in English Education at Tribhuvan University, Nepal. Apart from teaching, training, researching, and translating, he loves writing poems in English and essays in Nepali. He is the recipient of several awards, including Nepal Academy Translation Award (2024), NLG Kalashree Creative Prize (2018), and Nepali Talent Award England (2018). He has contributed to SAARC Cultural Center, Colombo, in his capacity as a country editor of poetry (2012–2013), and served as an editor for the Journal of NELTA (2015–2016), A Trilingual Dictionary of the Magar Language (2023), and the chief editor for Nepalese Translation (2018–2019). Currently, he is a member of the NELTA Central Executive Committee and the Department of Literary Translation, Nepal Academy.

Balaram Adhikari, PhD
Mahendra Ratna Campus
Tribhuvan University,
Nepal

Abstract:

Reading in higher education is critical for fostering academic literacy among students and enhancing their future professional performance. In this talk, I present the teaching of content-based English reading courses to B.Ed. students at Tribhuvan University, Nepal, as a case study. I first conceptualize reading instruction as an activity system, which further subsumes teaching and learning subsystems and then I illustrate layered and mutually constitutive contradictions between these subsystems. The evidence I present in the present talk stems from classroom observations, student focus group discussions, and teacher interviews. I highlight contradictions that teachers experience between their pedagogical belief system and actual instructional behavior, and the discrepancies between teachers' teaching objectives and students' learning objectives. I further illustrate the contradictions played out between teachers' epistemic authority and students' epistemic receptivity, weakening the triadic relationship among teachers, course content, and students. I conclude the talk with the implications of such contradictions for reading instruction policies and practices.

Title: : Leading Through Uncertainty: Transformative Leadership for a Resilient Educational Future

Bio:

Mr. Medin Lamichhane has been the Principal of Ullens School since its inception, and is at the key driver for establishing Ullens with a progressive curriculum with the most updated pedagogy. He's a life-member of NELTA, an Executive member of SAIBSA, and a Workshop Leader for the International Baccalaureate Organization. He has an Ed. M in Educational Leadership from the Bank Street Graduate School of Education, an MA in Sociology from TU, and an M. Ed in Education from TU. A prolific writer, trainer, he strongly believes in fostering a strong environment for learning and growth, not only for the students, but also for the teachers and anchors professional development workshops on a weekly basis. Mr. Lamichhane continues to lead by example in bringing the entire Ullens community together and ensuring that all voices are heard, and has been exceptional in managing and growing an excellent team for Ullens School

Medin Lamichhane
Principal
Ullens School
Lalitpur, Nepal

Abstract:

Life and world have been changing nano-second by nano second. Schools and universities today are dealing with increasingly complex expectations. "Take-it-for- granted" models of leadership can't adequately respond to today's rapid changes and fall short in meeting the complexities of current demands. Transformative leadership enables leaders to handle challenges effectively by emphasizing future possibilities and purposeful direction. It supports meaningful change by strengthening individuals' capacities through thoughtful inquiry, clear strategic guidance, and collaborative involvement. As a future-driven leadership model, it promotes equity and innovation instead of narrowing possibilities. This specific plenary presentation explores and further highlights how transformative leaders inspire purpose, nurture trust, and bring various stakeholders together through shared beliefs and common values. It argues that adversity not only examines leadership but also transforms its very definition. The session discusses why transformative leadership is now more essential than ever.

PLENARY SPEAKER

Title: : Teachers' roles on constructing English-medium instruction policy in community schools

Bio:
Dr. Nani Babu Ghimire is an Assistant Professor at Siddhajyoti Education Campus, Sindhuli, Nepal. He holds a PhD, a Master's degree in English Education, a Master's degree in English Arts, and an LLB, from Tribhuvan University. His research interests include language ideology, teacher identity, teacher agency, English medium instruction policy, multilingualism, and translanguaging pedagogy in language education.

Nani Babu Ghimire, PhD
Assistant Professor
Siddhajyoti Education Campus,
Sindhuli, Nepal

Abstract:
Community schools have adopted English Medium Instruction (EMI) policy in response to the increasing influence of the English language in the world including Nepal. This study investigates the roles of teachers in constructing EMI policy in community schools. Employing a qualitative ethnographic research design, the study examines the opinions and experiences of three Grade VI-VIII teachers from three EMI community schools in the Sindhuli district. Data were collected through in-depth interviews, participant observations, and field notes, offering rich insights into the contextual realities of the schools. Audio-recorded interviews were transcribed, translated into English, coded, and categorized to derive key themes. The study reveals that the effective execution of EMI policy in Nepal's community schools is hindered by the limited involvement of teachers in policy construction. Moreover, the findings highlight that SMCs and head teachers predominantly adopt a top-down approach to EMI policy construction, treating teachers primarily as implementers rather than policy creator. To enhance the effectiveness of EMI policy, the study offers a more inclusive bottom-up approach needs to be followed by SMCs and head teachers with active engagement of teachers in the development, planning, and implementation of EMI policy.

Title: Envisioning Higher Education for the Next Decade: Opportunities and Challenges in a Transforming Landscape

Bio:
Hem Raj Kafle, PhD, is a Professor of English Studies at School of Education, Kathmandu University. He specializes in rhetoric and communication, and keenly works across rhetorical theories, curriculum studies, professional development and creative writing. He has to his credit a co-authored anthology of poems, two translated books, a collection of reflective essays, a collection of Nepali poems and several research publications on literary, rhetorical and educational discourses and dozens of columns on socio-political issues.

Prof. Dr. Hem Raj Kafle
School of Education,
Kathmandu University,
Kathmandu, Nepal

Abstract:
In this talk, I explore how universities are likely to change in the future. I use AI forecasts and current research to highlight the perceived popularity of such trends as hybrid learning, competency-based microcredentials, deeper use of technology, and the emergence of global, decentralized universities. I also invite reflection upon some pertinent questions: Should universities focus more on growth of knowledge and wisdom or market-readiness? How do entrepreneurial/commercial models fit into higher education? And what would campus life mean in the expanding digital world?
I will briefly engage the audience with the common idea of "T-shaped professional"— someone specialized in one field but competent to work across disciplines. I will stress the fact that as students gradually opt for explicit career outcomes, universities will need to adapt with flexible teaching models, recognition of prior learning, and learning that fits into real workflows. I will also deal with the concept of University Social Responsibility (USR), the idea that universities should not only serve regular students but also align with the needs and values of the communities at large. I close the talk by proposing that the future of higher education lies in making knowledge and skills widely accessible, while strictly observing the highest standards of academic excellence.

PLENARY SPEAKER

Title: : Responsible AI for Research Integrity: A Pathway to Innovation and Sustainable Higher Education

Bio:
Dr. Niranjan Devkota is a Research Fellow at Policy Research Institute, Government of Nepal, with extensive experience in governmental and non-governmental sectors. He previously served as Research Head at different colleges for post graduate level, and as Research Associate at the National Planning Commission – an apex planning body of Government of Nepal. He has also worked with the World Bank as a Social Protection Expert and as a Non-Key Expert Economist in EU budget support programs with the Ministry of Finance and EU Delegation. Dr. Devkota's diverse background spans roles as Data Analyst, Economist, Research Assistant, and Project Coordinator, complemented by numerous national and international training programs. His research focuses on climate change, agriculture, poverty, vulnerability, labor markets, and behavioral economics. Dr. Devkota is a distinguished scholar committed to advancing knowledge and driving policy-relevant change.

Dr. Niranjan Devkota
Research Fellow at Policy Research Institute, Government of Nepal

Abstract:
The rapid integration of Artificial Intelligence (AI) into academic research has created a critical paradox for higher education. AI provides powerful tools to accelerate knowledge generation, enhance productivity, and support evidence-based decision-making. Yet, its growing adoption also raises significant concerns regarding research integrity, academic quality, and the long-term sustainability of higher education systems. In countries like Nepal, where English is not the first language, researchers and students increasingly rely on AI tools for literature synthesis, data analysis, academic writing, and peer review. This shift has improved writing quality, analytical precision, and access to global knowledge resources. However, this rising dependence on AI introduces substantial risks. Algorithmic bias, hallucinated citations, data privacy breaches, and the over-automation of cognitive tasks undermine credible scholarship. The absence of clear institutional policies, practical guidelines, and governance mechanisms further complicates ethical AI use. While global discussions on responsible AI are expanding, many universities – particularly in developing contexts – lack the capacity to implement standards, deliver training, or integrate ethical frameworks into academic practice. The unmonitored use of AI among school-level students adds to long-term concerns about originality, learning outcomes, and critical thinking. This context has created a significant knowledge and policy gap regarding the responsible use of AI in higher education. Without institutional clarity, academic communities face uneven adoption, misuse of AI-generated content, and a declining trust in research outputs. As AI becomes integral to research processes, the question is not whether to adopt AI, but how to integrate it responsibly. Without comprehensive strategies, digital literacy programs, and ethical guidelines, higher education risks compromising research quality and weakening sustainable innovation. Addressing these challenges is essential to safeguard research integrity, foster responsible innovation, and strengthen the sustainability of higher education systems. Responsible AI practices can therefore serve as a key pathway toward innovation and sustainable academic development in Nepal.

Title: Barriers and Pathways to Happiness: Research Based Insights from 15 Different Social Groups and Their Implications for Sustainable Wellbeing in Higher Education

Bio:
Dr. Benu Prasad Sitaula Bhardhwaj is a renowned Nepali educator, academic leader, researcher, and social reformer. Rising from a humble background in Taplejung, he earned an M.Ed. Gold Medal and a PhD. As Principal of Nepal Dayanand Vedic Mission Global Academy and a lecturer in JMC, he has contributed significantly to education, research, counselling, and community development.

Benu Prasad Sitaula, PhD
Janta Multiple Campus
Itahari, Sunsari, Nepal

Abstract:
Happiness is a fundamental human requirement just as food, water and shelter that influences how people learn, grow and perform. This paper investigates happiness among 15 different social groups. Such groups of respondents consist of representatives of well-established and new professions, as well as businessmen from various social layers and age groups. Through a combination of interviews, questionnaires and group discussions the study examines three main aspects: how happy each group are currently, what obstacles prevent achieving that happiness and how people try to increase happiness. The results reveal broad

PLENARY SPEAKER

disparities in happiness among the groups. Typical challenges include social isolation, financial strain, high work demands, lack of emotional support and feeling lonely and unfulfilled. Still, many paths to happiness were found despite these challenges. These may include building connections, expressing gratitude and acceptance towards oneself and others, initiating intentional activities, embracing spiritual pursuits or taking care of personal and mental well-being. These findings have significant implications for higher level education. Institutions working toward the goal of well-being for a lifetime must consider happiness an essential element in academic life. Understanding factors that decrease happiness can help develop impactful support services, mental health programs, and sustainable wellbeing policies. This study points a way for building educational environments that seem healthier, more supportive and resilient to all its academic community.

Title: : शैक्षणिक रूपान्तरण : शिक्षक तालिम र क्षमता अभिवृद्धि

Bio:

राजेन्द्र खनाल त्रिभुवन विश्वविद्यालयको शिक्षाशास्त्र केन्द्रीय विभाग कीर्तिपुरमा नेपाली शिक्षा विषयमा कार्यरत हुनुहुन्छ । एमएड, एमए सम्पन्न गरी २०७१ सालमा त्रिविबाट ...नेपाली उपन्यासमा लैङ्गिक चेतना शीर्षकमा विद्यावारिधि प्राप्त गर्नुभएका खनालसँग विश्वविद्यालयमा २२ बर्षे अध्यापन अनुभव छ । २०७३ सालमा महेन्द्र विद्याभूषण क पदक प्राप्त गर्नुभएका खनालले तीन दर्जन सन्दर्भपुस्तक तथा पाठ्यपुस्तक लेखन गर्नुभएको छ भने लघु, फ्याकल्टी तथा सहकार्यात्मक गरी दुई दर्जन अनुसन्धान कार्य सम्पन्न गरिसक्नुभएको छ । नेप्जोलमा प्रकाशित तीन दर्जन र अन्य जर्नलमा प्रकाशित दुई दर्जन अनुसन्धानात्मक लेख प्रकाशन गर्नुभएको छ । हाल ६ जना एमफिलका शोधार्थी तथा ५ जना पिएचडीका शोधार्थीहरूको शोधनिर्देशन गरिरहनुभएका खनालले १७५ भन्दा बढी स्नातकोत्तर र ४ जना एमफिल तहका शोधार्थीको शोधनिर्देशन गरिसक्नुभएको छ । शिक्षण, अनुसन्धान, प्रकाशन तथा भाषिक मूल्याङ्कनमा आधारित तालिम, कार्यशाला, सेमिनार आदिमा सहजकर्ताको भूमिका निर्वाह गरिसक्नुभएका खनालले IRE, BNS, Education Quarterly, Sampreshan आदि जर्नलको सम्पादक भई कार्यसम्पादन पनि गरिसक्नुभएको छ ।

Rajendra Khanal, PhD
Central Department
of Education
Tribhuvan University , Nepal

Abstract:

शिक्षण सिकाइका आधारभूत मान्यता तथा शैलीमा आमूल परिवर्तन ल्याउनु नै शैक्षणिक रूपान्तरण हो । शिक्षणमा रूपान्तरणका लागि शिक्षार्थीमैत्री र सहभागितामूलक सक्रिय सिकाइलाई प्राधान्य दिई प्रविधिमैत्री, सान्दर्भिक एवम् विविधतामूलक शिक्षण सिकाइमा जोड दिनु आवश्यक छ । त्यस्तै सहकार्यात्मक शैलीको सिकाइलाई प्रविष्ट गरी सिकारूमा आत्मविश्वास र सामाजिक सम्बन्ध विकास गराउनु पनि जरुरी हुन्छ । शिक्षण व्यवहार र सिकाइका शैलीमा रूपान्तरण गर्न शिक्षक तालिम, कार्यशाला, स्वअध्ययन, अनुसन्धान, सहभागिता, प्रकाशन तथा भूमिका निर्वाह जस्ता पक्षको केन्द्रीय भूमिका रहन्छ । शिक्षकलाई बाह्य प्रभाव (सामाजिक, राजनीतिक, आर्थिक र सांस्कृतिक) बाट मुक्त गरी पेसागत बनाउन शैक्षणिक तालिम आवश्यक रहेको (Kpangbam 1992) जनाउनुले शैक्षणिक सुधार एवम् उद्देश्यमूलकतामा तालिमको औचित्य पुष्टि गर्छ । शिक्षकको पेसागत सिकाइलाई शिक्षक शिक्षाका रूपमा पनि अर्थ्याइन्छ । शिक्षक शिक्षा भन्नाले सबै औपचारिक र अनौपचारिक गतिविधिहरू र अनुभवहरू बुझिन्छ जसले व्यक्तिलाई शैक्षिक पेसाको सदस्यको रूपमा आभ्नो जिम्मेवारीहरू अभ्र प्रभावकारी रूपमा ग्रहण गर्न र निर्वाह गर्न योग्य बनाउन मद्दत गर्दछ (Senimetu and Isaac, 2022) । शिक्षकका पेसागत दक्षताहरू अभिवृद्धि गर्न (Berger and Goldberg, 1974) तथा शिक्षकलाई शैक्षणिक नेतृत्व विकाससहित निर्णय गर्न सक्ने तुल्याउन तालिम आवश्यक (Willson, 1977, Bolam, 1978) ठानिनुले यसको महत्ता उच्च रहेको मानिन्छ । शैक्षणिक क्षेत्रमा तालिम तथा पेसागत क्षमता अभिवृद्धिका कार्यहरूको उच्च योगदान रहन्छ । शिक्षाका राष्ट्रिय तथा तहगत उद्देश्यसहित निर्धारित पाठ्यांशका अपेक्षित उपलब्धि हासिल गर्न गराउन शैक्षणिक व्यवहार अपेक्षाकृत पर्याप्त बन्न नसकेको परिप्रेक्ष्यमा शैक्षणिक रूपान्तरण शिक्षक तालिम र क्षमता अभिवृद्धि शीर्षकको प्रस्तुतिले शिक्षण सिकाइका कौशल, शैक्षणिक कार्यप्रक्रियाको सोद्देश्यमूलक सफलताका लागि सहजकर्ताका रूपमा रहेका शिक्षकहरूको पेसागत सिप, भावना तथा ज्ञानमा अद्यावधिक गराउनका लागि पर्याप्त अवसर सिर्जना गर्ने उपायहरूका बारेमा विमर्शसहित पेसागत सुभ निर्माणमा सहयोग पुर्‍याउने अपेक्षा गरिएको छ । शैक्षणिक सन्दर्भमा पेसागत आचरण, पर्याप्त तालिम तथा अनुसन्धानसहित, संज्ञानात्मक, सामाजिक, मनोवैज्ञानिक, प्राविधिक तथा आर्थिक दृष्टिले सक्षम र सकारात्मक स्थितिमा पुगेका शिक्षकबाट मात्र विद्यार्थीहरूको सिकाइ उपलब्धि सुनिश्चित हुन्छ । शैक्षणिक रूपान्तरण, शिक्षक तालिम, शिक्षक क्षमता विकास, शैक्षिक रूपान्तरणमा शिक्षकको भूमिका, शिक्षक तालिम तथा क्षमता विकासका चुनौती, तालिम र क्षमता विकासका सम्भावनाका बारेमा सूत्रात्मक तर सम्प्रेष्य प्रस्तुतिसहित शैक्षणिक रूपान्तरणका लागि शिक्षक तालिम एवम् क्षमता अभिवृद्धिको भूमिका महत्त्वपूर्ण रहेको र शैक्षणिक रूपान्तरण सम्भव छ भन्ने विचारसहित प्रस्तुतिलाई सार्थक बनाइने छ ।

' Title: Transforming Higher Education for Sustainable Future: Integration Research and Innovation for Institutional Advancement

Bio:

Prof. Ramesh Chandra Rath is the Secretary of the Association of Indian Management Schools (AIMS), Odisha Chapter, and Principal of Swami Vivekananda Institute of Management, Bhubaneswar. He leads academic and administrative initiatives at SVIM, affiliated with Biju Patnaik University of Technology and approved by AICTE.

Prof. Dr. Ramesh Chandra Rath
Secretary,
Association of Indian Management
Schools (AIMS), Odisha, India

Abstract:

At present Scenario, Higher Education Institutions (HEIs) are pivotal marketers for societal transformation closer to sustainability, but many struggle to move beyond symbolic commitments to integrated action. This paper explores a comprehensive framework for institutional development that leverages the synergistic integration of research and innovation to embed sustainability principles throughout all sides of the colleges and universities venture such as coaching, studies, campus operations, and community engagement. The examination employs a qualitative methodology, Analysis and drawing on case studies from international

PLENARY SPEAKER

universities recognized for their progress in sustainability scores and tasks for developing research skills and transformation knowledge in world. We argue that the traditional, unmarried-disciplinary approaches are inadequate for addressing the complicated, "wicked problems" of sustainable improvement. The proposed framework emphasizes transdisciplinary studies and problem-primarily based gaining knowledge of as core pedagogical strategies to equip destiny experts with essential skills like systems thinking, critical evaluation, and collaborative problem-solving. The studies identify vital factors allowing a hit implementation, along with supportive leadership, coverage adjustments, and engaged stakeholder involvement (Higher institutions, Universities, students, management, Company Personnel, entrepreneurs and network). Finally, research findings are indicating that with the aid of aligning research agendas with the United Nations' Sustainable Development Goals (SDGs) and fostering a way of life of innovation, HEIs can enhance their educational great, global reputation, and societal impact. The paper concludes with realistic hints for college leaders and policymakers to conquer commonplace limitations—consisting of a lack of coordinated regulations and insufficient investment—and advocates for a planned, whole-organization method to ensure sustainability isn't simplest taught but also practiced within the institution for enhancing quality education and research in future world.

Title: Navigating Educational Disparities: A Comprehensive Analysis of Issues, Challenges, and Reform Pathways in Nepalese Higher Education, with a Focus on Community Campuses

Bio:

Tolanath Kafle, PhD, is an Associate Professor at Janata Multiple Campus, Itahari, Sunsari, Koshi Province, Nepal. He is an accomplished educationist who brings more than 20 years of progressive experience in higher education teaching, academic administration, curriculum design, teacher training, and educational research.Dr. Kafle earned his PhD in Education from Swami Vivekanand University, Madhya Pradesh, India, in 2020. His educational background also includes a Master of Education in Curriculum & Evaluation from Tribhuvan University (2003). Dr. Kafle has served in significant academic leadership roles, including Chair of the Subject Committee for the Faculty of Education at Purwanchal University, and a Member of the Faculty Board there. Furthermore, he is an active contributor to national and local curriculum policy formulation, having served as an Expert Member on the Local Curriculum Development. For professional conferences, his recent roles in as a session Chair of an international conference organized by Sukuna Multiple Campus in 2025, Member of the International Conference Organization Committee on Early Childhood Development organized by Purwanchal University in 2025

Dr. Tolanath Kafle
Associate Professor
Janta Multiple Campus
Itahari, Sunsari, Nepal

Abstract:

This study provides an in-depth examination of educational disparities in Nepalese higher education, with a particular focus on community campuses. Employing a qualitative approach, the analysis synthesizes secondary sources to identify systemic challenges, including only funding from the University Grants Commission (UGC), outdated curricula misaligned with labor market demands, pervasive politicization of educational management, and entrenched socio-economic inequities, notably English language anxiety among students. These issues are compounded by weak governance structures and insufficient infrastructure, particularly in rural areas. Community campuses, which serve 27.41% of higher education enrollment but receive only 4–6% of the budget, play a critical role in providing access to marginalized groups such as the poor, Dalits, Janajati, and women. Proposed reforms include transitioning to performance-based funding, integrating technical and vocational training, strengthening governance through merit-based leadership and teacher training, and addressing social disparities via early English instruction and expanded scholarships. These recommendations aim to foster a sustainable, equitable, and quality-driven higher education system in Nepal, with implications for policymakers and stakeholders.

Title: Transforming Higher Education for Sustainable Future: Integration Research and Innovation for Institutional Advancement

Bio:

Phoenix Kenney Shrestha, PhD, recently obtained her doctorate from the Faculty of Education at the University of Cambridge. Her doctoral project engaged informal and non-formal learning within youth-led development organizations in Kathmandu. In particular, she identified chiya gaph, a well-known colloquial practice of tea gossip, as a youth-friendly pedagogy and potential tool for youth-led action. Outside of her own research, Phoenix is passionate for working with young researchers to demystify research and re-center methodology around their existing skills and expertise. Most recently, she sat as Associate Chair for SIT/World Learning's Global Master's in International Education, a graduate-level degree that brought foreign students to study Nepal's educational landscape through an international lens

Phoenix Kenny Shrestha,
PhD
University of Cambridge, UK

PLENARY SPEAKER

Abstract:

In this plenary session, Phoenix will speak to the main conference themes of innovation and research by outlining a novel youth-centric methodology, one she identified through her doctoral study. Having worked with an estimated 1000+ college students in Kathmandu, Phoenix is intimately familiar with the fear, stress, and sense of incompetence many students feel when tasked with a research project, colloquially known as the thesis. Reviewing litearture, creating a theoritical foundation, and other scholarly expectations seem out of reach for many students, or at least in their own expections of themselves. However, as she herself experienced these fears in the UK, Phoenix will first initiate a conversation on shared experiences of student researchers. Then, she will recap her approach to de-mystifying research and instilling confidence in the type of research curricula she's designed and taught to both Nepali and foreign students in Kathmandu. Ultimately, Phoenix will ask the audience to re-assess research as a natural process of asking questions, questions that hold a deep meaning or provide a sense of purpose to the research-er. While traditional research has pushed emotion outside of the bounds of academia, the aim of this plenary will be to show the centrality of emotion in contemporary educational research, especially projects that aim to innovate ways in which young people can become more involved, skillful, and inspired to solve the problems they face in their own lives.

Title: Innovation, Research, and Sustainability in Higher Education

Bio:

Graduate in computer science, postgraduate in Computer Applications and Doctorate in Remote Sensing & GIS; Dr. Ghimire is an assistant professor and director - School of Technology at Nepal Open University. He is a data scientist and an ISO 27001 Information Security Management System Lead auditor. His research area lies in the area of data science, deep learning, digital transformation and governance with more than 23 scholary publications in renowned journals. Dr. Ghimire is a very active technology advocate and activist in the country and has served in various technical task committee for the development of plans, strategies and policies in the country. He has been in key roles in different forums including but not limited to: - General Secretary at Centre for Cyber Security Research and Innovation Nepal (https://csrinepal.org.np/) - Scientific Committee Member of Nepal Academy of Science and Technology in Nepal (https://nast.gov.np/information-technology) - Vice President at Forum for Digital Equality (FDE), Nepal (https://digitalequality.org.np/).

Bhoj Raj Ghimire, PhD
Mphil Coordinator
Nepal Open University

Abstract:

A triangular relationship between innovation, research and sustainability is frontier in higher education. The strategic alignment and systematic integration of the three is the key driver of societal progress in the 21st century. While, research generates the foundational knowledge, metrics and models that measures or defines sustainability challenges and solutions; innovation, however, translates the research across institutions' functions basically with completely new or improved ideas. In a higher education setup, transdisciplinary collaboration, institutional transformation as living lab, and strategic governance alignment are the key determinants of the effective integration. Resistive organizational inertia to adapt the innovation-based research, lack of financing, and strict discipline-based education are the major challenges to overcome. The strategic integration of sustainability (the goal), innovation (the process) and research (the action) gains high potential for a higher education institute to remain globally competent, relevant, resilient, and responsible.

Title: Green Microfinance and Core–Periphery Dynamics: Evidence from Dhanpalthan Village

Bio:

She is Dr. Bandana Jain, faculty of Management, Tribhuvan University, Nepal. She has been serving this profession for the last 20 years. She already had attended addressed many Conferences as session chair, plenary and guest speaker. Her expertise as national and international trainer and workshop organizer is well known. She as a program coordinator materialized TUGI 2023 a project under TU's VC office. She is an entrepreneur running an industry. She is an independent director of Jeevan Vikash Microfinance Bank. She is the only and first woman Board member at Morang Chamber of Commerce and Industry in its history of 75 years.

Bandana Jain, PhD
Degree Campus ,
Biratnagar ,Morang, Nepal

PLENARY SPEAKER

Abstract:

In recent decades, a crucial tool for poverty alleviation, livelihood enhancement, and local economic development in rural communities has been Microfinance. More recently, "green microfinance" has gained prominence for its potential to promote environmentally sustainable practices while supporting economic resilience. Despite growing global interest, empirical evidence on how green microfinance influences spatial development patterns—particularly core–periphery dynamics—remains limited. This study aims to examine how green microfinance contributes to altering or reinforcing core–periphery structures within the village, influencing access to resources, economic opportunities, and ecological sustainability. A mixed-methods case study design implied, combining quantitative household surveys with qualitative interviews and spatial mapping. A total of 776 households from Dhanpalthan Eco-friendly village were included for the collection of quantifiable observations. Key informants interviews from Jeevan Bikash microfinance institute, and core and peripheral representatives were made. The concept eco-friendly village of Jeevan Bikash microfinance is a first attempt towards green microfinance. The study reveals significant potential of sustainable economic and environmental development of green microfinance through narrowing down the gap between core and periphery. However, green microfinance in Nepal is in its infantry stage. Green microfinance could be a staple yardstick in the hands of local government and microfinance institutions for balanced rural development and ecological resilience.

FEATURED SPEAKER

Title: Building Capacity in Pre-Service Teachers to Engage Students

Bio:

Farrah Littlepage is an English Language Fellow at Tribhuvan University with 22 years of experience in education. Her former roles include an ELL program supervisor, a Fellow in Laos, an English Language Programs Alumni Ambassador, an IEP Content/Assessment Coordinator, and a VR English/Spanish instructor. Farrah has presented in seven countries and is passionate about teacher training and pronunciation.

Farrah Littlepage
English Language Fellow
Tribhuvan University, Nepal

Abstract:

While pre-service teachers may believe interactive teaching strategies are important, many feel reluctant to implement them once they begin teaching. This workshop emphasizes the trainer's role in modeling engaging classroom activities. Participants will discuss their own engaging activities, learn how to build capacity in pre-service teachers to engage students, and leave prepared to incorporate new strategies into teacher education courses.

Title: A Bibliometric Analysis about the Impact of Green Construction on Sustainable Development

Bio:

Pradeep KC is a PhD scholar, faculty of management, TU, Kirtipur, Nepal and a faculty member at Purbanchal University School of Management (PUSOM), Biratnagar, Morang. His research intrests inculde emotional intelligence and organizational performance, ATM services and customers' satisfaction, and transformational leadership. Mr. KC has published research articles and presented paper at national and international conferences.

Pradeep K.C.
PhD Scholar,
Tribhuvan University, Nepal

Abstract:

This paper is based on bibliometric analysis to propose comprehensive thoughts of the con-current research context in green construction and sustainable development along with the dataset of 229 research articles from Dimension AI database comprising time frame of one decade from 2015 to 2025. The aim of this paper is to analyze the conceptual framework concerning the issue of green construction and sustainable development. The study presents the significant growth in this research domain with 17.34% annual growth rate. Major findings disclose that American, European and some Asian countries are fundamental contributors to this research dimensions, consisting of international collaboration between authors, organizations and countries to enhance the impact of research. This bibliometric analysis focuses the green construction and sustainable development as a central theme is very contemporary topic to overcome some emerging issues such as climate change, pollution, diversity loss, resource depletion and waste management. By analyzing existing trends, this paper provides scopes to future research based on multidisciplinary and collaborative work and the findings will support to develop policies in related fields.

FEATURED SPEAKER

Title: A Bibliometric Analysis about the Impact of Green Construction on Sustainable Development

Bio:

Sikha Gurung is an Academic Coordinator at Ullens School, a member of subject committee for the Department of Language Education at Kathmandu University School of Education (KUSOED) and a life member of NELTA. She is also an alumna of prestigious global fellowship programs like Creativity Group, IATEFL, UK; Meral Guceri, TESOL and SUSI, USA. Academically, she is a PhD (ELT) research fellow at KU. The professional and academic exposures so far have endowed her, the culture and passion for continuous learning and sharing to grow together with her community of practice

Sikha Gurung
Academic Coordinator
Ullens School
Lalitpur, Nepal

Abstract:

एका देशमा, एउटा सुनकेशरी भन्ने केटी आफ्नो सानो परिवार संग नेपालको सानो गाउँमा बस्थ्यो। उसको लामो मोटो सुनको कपाल थियो।

rough, yet loving and cuddling hands
Her wrinkled, yet affectionate smile
Her old, yet glittering eyes
And her fascinatingly changing facial expressions,
Soft and loud, high and low voice tones as the story unfolded.
Oh! How I and my siblings/cousins loved to listen to her stories, every night, turn wise, more than our schools' lessons. I subconsciously wished our school lessons were as interesting. Those stories, along with morals and wisdom, endowed to us a variety of skills like speaking and other language skills, expression, articulation of ideas, creativity, etc. Above all, they kept us together as a family.
Oral storytelling as one of the oldest traditions of culturally diverse Nepal, not only has been preserving our history, mythology, values and beliefs as a form of entertainment, but also educating, connecting and unifying our communities (Wonder Nepal, 2025). However, such a rich heritage seems quite aloof from the discourse of formal education in Nepal, with only scanty explorations so far. Generations until Millennials have grown up listening to stories from our grandparents. But this powerful tradition might be forgotten by the upcoming generations, if not realized and utilized. According to Heathfield (2014), storytelling is a powerful linguistic and psychological technique in the hands of language teachers. It can also do wonders in the overall education system. In this back drop, this paper explores multiple avenues that storytelling can offer to the educators of Nepal. From their homes to classrooms, it can help us connect educational concepts to the real-world contexts of our learners. It will also bring the presenter's personal journey with storytelling: listening to stories from her grandmother; getting exposed to storytelling as an important tool in education; researching on it; using it in her classroom, sharing with the community of practice and now advocating it to enrich the education, especially, English language teaching. Connectedly, get ready to experience one aspect of this theoretical presentation in the related workshop on storytelling later on.

Title: Household's Solid Waste Segregation Behavior

Bio:

Umesh Khadka is a Nepali economist and academic dedicated to advancing research and education in economics. He serves as a Lecturer in Economics at Janta Multiple Campus, Itahari, affiliated with Tribhuvan University. Also, he works as a Teaching Assistant in the Department of Economics at Mahendra Multiple Campus, Dharan. Mr. Khadka holds a Master of Arts (MA) in Economics from Tribhuvan University, Kathmandu, and an MPhil in Economics from Nepal Open University, Lalitpur. His academic background and professional experience reflect a strong commitment to applied economic research and higher education. His research interests include environmental economics, applied econometrics, solid-waste behavior, agricultural economics, and energy economics. He has actively engaged in several empirical studies focusing on sustainability, resource management, and development issues in Nepal. An active researcher and author, Umesh Khadka has published multiple peer-reviewed journal articles and frequently collaborates with co-authors on regional and interdisciplinary studies. His work contributes to the growing body of knowledge linking economics with environmental and social sustainability in the Nepalese

Umesh Khadka
Janta Multiple Campus
Itahari, Sunsari, Nepal

FEATURED SPEAKER

Abstract:

In the context of rapid urbanization and rising municipal solid waste generation, solid waste segregation is crucial for effective management; however, poorly researched behavioral issues in developing countries, including Nepal, hinder its implementation. Consequently, the current research examines the psychological, social, and ethical drivers of household waste-segregation behavior in Itahari Sub-Metropolitan City using a combined framework that integrates the Extended Theory of Planned Behavior (ETPB) and the Norm Activation Model (NAM). Based on its findings, the study observed that behavioral attitude, subjective norms, perceived control over behavior, moral obligation, and moral judgment play a critical role in determining the willingness to segregate waste, which, in turn, significantly influences the observability of segregation behavior. The knowledge of environmental outcomes has no substantive effect on intention. It does not have a positive impact on behavior, but a weak yet significant negative relationship with practice indicates the existence of an awareness-behavior gap. These findings underscore the importance of developing moral responsibility, social norms, and perceived self-efficacy rather than relying solely on awareness-based interventions. The paper thus concludes that sustainable household waste segregation behavior in Nepal can be promoted through culture-based, psychologically informed, and infrastructure-based initiatives that extend beyond typical educational campaigns.
.

POETRY IN PERFORMANCE

Manu Manjil

Dr. Balaram Adhikari

Tika Aatreya

Dewan Kirati

Dr. Asmita Bista

Ram Prasad Kharel
Moderator

PANNEL DISCUSSION

Rethinking Innovation: Local Knowledge and Sustainability in Education

Panelist 1

Prof Dr. Biju Kumar Thapalia, Vice-Chancellor of Purbanchal University, is an acclaimed academician and seasoned professional with twenty-five years of rich experience in academic and administrative service.

Prof. Thapalia is an alumnus of Molde University, Norway, and holds an MS in Logistics and a PhD in Supply Chain Management. He did MBA and BSc. in mathematics from India. He is the former Dean of the Faculty of Management at Purbanchal University, Biratnagar, Nepal. An astute professional with experience in managing higher educational Institutions, and engaging in corporate training and consultancy, he has multiple publications in internationally reputed journals and has traveled extensively to many countries in the capacity of researcher and academic activities.

He is passionate about youth development and working to create an environment for the youth to explore their potential. He worked to establish the first Incubation center in the entire eastern region of Nepal for the students of Purbanchal University at PUSOM. He currently Co-chairs the 'Business Innovation Program of the Chambers of Industries, Morang, which works to guide young entrepreneurs. He is also a member of the first Angel Investors Club of Biratnagar.

Prof. Thapalia was the first Chairperson of the Mahendra Golchha Industrial Research Center at CIM, Biratnagar which works to establish a linkage between academia and industries through public dialogues. He has played an instrumental role in bringing chambers like CIM, Morang Vyapar Sangh, and CBFIN, Nepal to have MOUs with the Purbanchal University for an increased level of engagement in higher education.

He serves as President of the Management Association of Nepal, Koshi Province Chapter. He is active in various social organizations providing professional and social services.

Panelist 2

Bio:

Dr. Prem Phyak is an Associate Professor at Teachers College, Columbia University, USA. Before joining Columbia University, he was an associate professor and head of the Department of English Language Education at the Central Department of Education, Tribhuvan University, Nepal, and an assistant professor and director of the Applied Linguistics Program at the Chinese University of Hong Kong. His research interests include development in education, language policy, multilingual education, Indigenous knowledge and cultures, translation, sociological justice, and teacher education. He has published several journal articles and book chapters in these areas. He has co-authored one book and co-edited three books. Currently, he is an associate editor of Diaspora, Indigenous and Minority Education.

Panelist 3

Bishnu Prasad Pokharel, PhD, has served as an associate professor of English language and literature at Tribhuvan University, Nepal, for about twenty-two years. His particular scholarly engagements include educational policies and practices, students' mobility for quality education, research and development in higher education, and hermeneutical studies of literature and literary criticism.

Dr. Pokharel's wide-ranging publications are in Scopus-ranked and national journals. He has published forty-five research articles, making a tremendous contribution to academic development in Nepal. He has also served as a supervisor of the MA, M Phil, and PhD dissertations. Currently, he has been deeply engaged in discovering the lacuna between curricula- industry linkage that exists in the major universities of Nepal

PANNEL DISCUSSION

Rethinking Innovation: Local Knowledge and Sustainability in Education

Panelist 4

She is Dr. Bandana Jain, faculty of Management, Tribhuvan University, Nepal. She has been serving this profession for the last 20 years. She already had attended addressed many Conferences as session chair, plenary and guest speaker. Her expertise as national and international trainer and workshop organizer is well known. She as a program coordinator materialized TUGI 2023 a project under TU's VC office. She is an entrepreneur running an industry. She is an independent director of Jeevan Vikash Microfinance Bank. She is the only and first woman Board member at Morang Chamber of Commerce and Industry in its history of 75 years.

MODERATOR

Khem Raj Rauteda, an M.Phil. scholar at Tribhuvan University and Lecturer of English Education at Janta Multiple Campus, engages in sustained scholarly work, publishing and reviewing for national and international journals. His research and conference contributions focus on translanguaging, CDA, multilingualism, and TPD. He can be reached at krauteda@gmail.com

STUDENT SPARK SESSION

Creativity in Action : Enhancing Classroom Engagement through Creative Pedagogy

Sunita Bishwakarma
B.Ed. 4th Year,
Janta Multiple Campus

Bini Limbu
B.Ed. 4th Year,
Janta Multiple Campus

Barsha Bhandari
B.Ed. 4th Year,
Janta Multiple Campus

Veshaka Tamang
B.A. 2nd Year,
Janta Multiple Campus

Bishnu Karki
Lead Teacher
Asst. Lecturer
Janta Multiple Campus, Itahari

INTERACTIVE POSTER FAIR (IPF)

Moderator : Bishnu Karki

Group	Presenter (s)	Title
A	**Mamta Parajuli**, Assistant Lecturer, Jatna Multiple Campus **Susma Neaupane**, BICTE 6th Semester	Transformative Teacher Training Models in Developing Nations
B	**Bimala Shrestha**, B.Ed. 2nd Year **Anuja Giri**, B.Ed. 2nd Year	Exploring Creative Translanguaging in the Classroom" and " Use of Creative Translanguaging as a Pedagogy in ELT
C	**Diplove Baraili**, B.Ed. 2nd Year **Rabi Ghatani**, B.Ed. 2nd Year	Narrating Experience of Learning English
D	**Rohit Thapa**, B.Ed. 2nd Year **Bidhata Pokhrel**, B.Ed. 2nd Year **Rakshya Niraula**, B.Ed. 2nd Year	Usage of Linguistic Landscape in ELT" and "Student Motivation and Perspective towards English Language Learning-A Case Study of Private School Students"
E	**Barsha Bhandari**, B.Ed. 4th Year **Bini Limbu**, B.Ed. 4th Year **Sunita Biswakarma**, B.Ed. 4th Year **Veshaka Tamang**, B.Ed. 4th Year	Creativity in Learning: Engaging students through Multimodal Techniques
F	**Sanju Khatri**, B.Ed. 4th Year **Nima Rai**, B.Ed. 4th Year	Cascading the experiences of MOOC course
G	**Anamika Dahal**, B.Ed. 2nd Year **Sushma Limbu**, B.Ed. 2nd Year	From Culture to Communication- Visual Pedagogy in ELT
H	**Shristi Karki**, B.Ed. 2nd Year	Challenges that Shaped me: A Journey of Growth, Strength & Resilience
I	**Laxmi Chaudhary,** **Susmita Chaudhary,** Bhadgau Sinuwari Multiple Campus	Extending the Classrooms Beyond: Exploring Novelty in ELT

WORKSHOP & PAPER PRESENTATION

S.N.	Bios of the Presenter (s)	Abstract
1.	**Abu Sayed Md. Mahmudul Haque Chowdhury** is an educator, researcher and columnist with more than a decade of experience teaching English at the University of Development Alternative. Presently an Assistant Professor, he holds Master's degrees in both English Literature and Applied Linguistics & ELT. He also works as an IELTS instructor. **Tahsina Shabnam** is a dedicated educator and researcher with significant experience teaching English at the University of Development Alternative (UODA). Presently an Assistant Professor, she holds a Master's degree in English Literature. In addition to her teaching responsibilities, she is actively engaged in academic research, focusing on literary studies and pedagogical sustainability in higher education.	**From Job Seekers to Innovators: Integrating Entrepreneurial Thinking into the English Language Curriculum** **Abu Sayed Md. Mahmudul Haque Chowdhury** abu.sayed@english.uoda.edu.bd **Tahsina Shabnam** tahsina.shabnam@english.uoda.edu.bd This paper challenges the traditional "job-seeker" paradigm in ELT, proposing the integration of Entrepreneurial Thinking into the curriculum. By utilizing business simulations and problem-solving tasks, the study demonstrates how fostering an "innovator mindset" significantly boosts learner engagement. It offers practical strategies for blending linguistic development with the creative soft skills essential for the 21st-century economy.
2.	**Mr.Ashok Kumar Yamphu Rai** is a lecturer of management in Sukuna Multiple Campus. He has been working this campus for the last two decades. He has completed master degree in both managements in finance and education in EPM. **Mrs. Maya Dewan** works as a lecturer in management department in Sukuna Multiple Campus. She is currently an M.Phil. scholar in general management at Purbanchal University. she has keen interest in the field of co-operative organization.	**Corporate Social Responsibility in Saving and Credit Co-operatives: A Case Study of Sundaraharaincha Municipality, Morang, Nepal.** **Mr.Ashok Kumar Yamphu Rai** ashokyamphu77@gmail.com **Mrs. Maya Dewan** dewanmaya7@gamil.com The study finds that SACCOs in Sundarharaincha invest in CSR across welfare, education, health, environment, community support, and staff development, but implementation is weak. Priorities lean toward employee welfare and compliance, while environmental and health initiatives lag due to limited policy guidance, budgets, and expertise.
3.	**Mr. Atmaram Khatiwada** is an Assistant Professor with 12 years at Far-West University. With 17 years of teaching experience, he has served as Head of the Management Department and led key academic committees. He holds an M.Phil. and is an accomplished author of university-level accounting textbooks.	**Role of Management Accounting Controls in Nepalese Small Businesses: The Relationship Between Circular Economy Innovation and Business Performance** **Atmaram Khatiwada** atmaramkhatiwada@gmail.com This paper discusses how management accounting controls (MACS) can affect the business performance and circular economy (CE) innovation in Nepalese SMEs, thus filling the gap in evidence gaps in resource-constrained environments. The quantitative descriptive-correlational design was used to collect data on 116 respondents in 22 SMEs and then processed with the help of SPSS and Smart-PLS. The results also indicate the statistically significant positive correlations between MACs and CE innovation and between performance on the one hand, and between MACs and CE innovation on the other hand, whereby the correlation between MACs and business performance is partially mediated by the correlation between MACs and CE innovation. As such, the findings suggest that improved accounting controls

		in addition to sustainability-based practices simultaneously improve both financial and environmental performance, which forms a useful practical and theoretical addition to the sustainable development of SMEs.
4.	**Avishek Bhandari** is a PhD scholar in Finance at Far Western University with professional experience in banking, relationship management, and financial operations. He has served at Kumari Bank in various roles and previously taught finance. His strengths include strategic thinking, problem-solving, and strong leadership in financial decision-making. **Nrip Bahadur Kunwar** is a PhD scholar in Management at Far-Western University and serves as Assoc.Prof. of Shree Raghunath Aadarsha Multiple Campus in Bauniya, Kailali, affiliated with Tribhuvan University. With many years of academic and administrative experience, he is dedicated to advancing higher education and institutional development.	**AI and SME Competitiveness: Evidence from Nepal's Emerging Digital Economy** **Avishek Bhandari** abibhandari55@gmail.com **Nrip Bahadur Kunwar** nrip.kunwar22@gmail.com This study investigates how AI adoption, digital skills, innovation capability, and data analytics influence SME competitiveness in Nepal. Using a quantitative design and survey data from 425 SMEs, analyzed through correlation and multiple regression, results show AI strongly drives productivity and market performance. Findings reveal skill, infrastructure, and policy gaps essential for inclusive digital transformation.
5.	**Bachchu Ram Ghimire** is an experienced Economics lecturer at PadhmaKanya Multiple Campus and Nepal Law Campus since 2011. He holds an M.Phil. in Economics and has published a textbook on Business Economics. His teaching includes Monetary Economics and Research Methodology. He has also co-authored papers on inflation and balance of payments in Nepal. **Mandira Paudel** is associated with Pokhara Finance Limited, Manbhawan Branch, Lalitpur, Nepal. she holds an MBS in managment and She is also a co-author of the academic paper, "An Empirical Analysis of Monetary Approach to Balance of Payments in Nepal," published in the International Research Journal of MMC.	**Analyzing the Key Determinants of Inflation in Nepal: An Empirical Investigation (2001-2021)** **Bachchu Ram Ghimire** bachchu.ghimire @pkmc.tu.edu.np **Mandira Paudel** mandirapaudel2071@gmail.com This study (2001-2021) examines Nepal's inflation determinants using OLS and cointegration tests. Results show Indian CPI (0.40%), money supply (0.142%), and remittances (0.097%) have significant positive elasticities on Nepal's CPI, confirming vulnerability to imported inflation and demand pressures. While government expenditure and imports lack short-run effect, they exert long-run influence. Policy suggests managing liquidity and channeling remittances productively.
6.	**डा. भवानीशङ्कर भट्टराई** नेपालसंस्कृतविश्वविद्यालय, पिण्डेश्वरविद्यापीठ, धरानका संस्कृत व्याकरणका सहप्राध्यापक हुन्। संस्कृत भाषा, साहित्य तथा डिजिटल मानविकीका क्षेत्रमा गहिरो अध्ययन र लेखनकार्यमा संलग्न उनको शोधकार्यले पारम्परिक ज्ञानलाई नयाँ प्रविधिसँग जोड्न महत्त्वपूर्ण योगदान पुर्‍याइरहेको छ।	**संस्कृत तथा नेपाली शोधका सन्दर्भमा डिजिटल उद्धरणहरुको सन्दर्भाङ्कन प्रक्रिया** **Dr. Bhawani Shankar Bhattarai** dikshitbhattarai072@gmail.com यस लेखले नेपाली र संस्कृत अनुसन्धानमा डिजिटल स्रोतहरूको सन्दर्भाङ्कन प्रक्रियालाई शोध्य विषय बनाएको छ। यसले एपिए र एमएलए शैलीहरू लागू गर्नमा भ्रम पहिचान गर्दछ, जुन प्रायः अपूर्ण ज्ञान, अनुपयुक्त दिशानिर्देशहरू, वा रुचिको कारणले हुन्छ, र यसले स्थानीयता, कालिकता, र भाषाको प्रभावले असंगत सन्दर्भहरू निम्त्याउँछ। अनुसन्धानले एक मानकीकृत विधि प्रस्ताव गर्दछ जसमा सामग्रीबाट गर्भमा स्रोत उल्लेख गर्दा कोष्ठमा लेखकीय पारिवारिक नाम, कृति

		प्रकाशन मिति र पृष्ठ (जस्तै-भट्टराई,२०८१,पृ.३२) लेखी सन्दर्भसामग्री सूचीमा चारखण्डे विवरणपछि मात्र DOI सङ्केत राख्न यसले सुझाएको छ। साथै अन्तर्राष्ट्रिय शैलीहरूलाई स्थानीय प्रचलनलाई आधार मानेर भविष्यमा पनि सोही अनुसार सन्दर्भ उल्लेख गर्न सुझाव दिइएको छ। प्रस्तुत लेख डिजिटल सन्दर्भाङ्कन प्रक्रियाको सीमा तथा एपिए (सातौं) शोधशैलीमा आधारित रहेको छ।
7.	**Bhijil Kanwar** is a dedicated master student studying youths& perceptions of financial challenges encountered by startups in the incubation phase, with research interests in entrepreneurship, innovation, and early-stage venture development. **Ms. Kabita Adhikari** is a dedicated researcher and academician with an M.Phil. degree. She serves as a faculty member at Quest International College. Her research interests focus on business management, education and digitalization and she has contributed to advancing knowledge in her field through scholarly publications and academic initiatives. Ms. Adhikari is committed to fostering critical thinking and research skills among students while promoting academic excellence.	**Financial challenges faced during incubation phase: A Bibliometric Analysis** **Bhijil Kanwar** kbhijil@gmail.com **Ms. Kabita Adhikari** The study maps existing research on youth-led startups and financial challenges during incubation using bibliometric analysis of Dimensions data. Findings show rising publications but fragmented themes, dominated by business and incubation topics, with limited collaboration. Significant gaps remain regarding youth perceptions and financial constraints, indicating strong potential for future research in entrepreneurial finance and support systems.
8.	**Mr. Bhim Prasad Regmi**, an MPhil scholar in English Education at GSE, TU, is a teaching assistant at Mahendra Ratna Multiple Campus, Ilam. He has published in various journals, presented at conferences, and is interested in multilingualism, CLIL, learning strategies, multiple intelligences, and new ELT trends.	**Teaching English in Multilingual Classrooms: Experiences of Secondary-Level Teachers** Bhim Prasad Regmi vimilam1@gmail.com This phenomenological study explored secondary English teachers' lived experiences in multilingual classrooms in Ilam. Four teachers were selected through purposive sampling, and data were gathered via unstructured in-depth interviews and analyzed using Attride-Stirling's thematic network analysis. Findings show emotional rewards and challenges, communication and management difficulties, adaptive multilingual strategies, and teachers' strong commitment despite limited institutional support.
9.	**Bhima Rai** was born in Sankhuwasabha and migrated to Morang district. She did SLC from Pathari Shanishchare Morang, bachelor from MMC Dharan and M. Ed from PN Campus Pokhara. Having 7 years of experience in the teaching field, she joined in NGO which aimed Early Child Development. She was involved to establish ECDs in national and international level (Save the Children) organizations since 1998, continuing her profession as teacher educator so far	**Innovative Approaches in Social Science Teaching and Learning** **Bhima Rai** bhimarai113@gmai.com This paper addresses the problem of traditional teacher centered instruction limiting students' understanding. For the students' lifelong learning, we need to initiate from their own perspectives, objective of this paper is to promote innovative student-centered pedagogy that empowers learners to take ownership of learning, using a conceptual and literature based

	(focusing on ECD). During her job tenure, she had national level to international exposure visits, training and seminars. Now she is in her MPhil journey in KU mainstreaming STEAM approach.	approach. This study examines project based, inquiry based and critical thinking pedagogy. The finding indicates that innovative pedagogies enhances active engagement, critical thinking, problem solving skills and supports sustainable life relevant learning across diverse classroom.
10.	**Bhola Kumar K.C.** is an English teacher and an Access teacher. He holds an M.Phil. in English Education from Kathmandu University. He visited the U.S.A. under the Access Exchange Program in 2024. His paper was accepted for the TESOL International Convention 2025. He has published several research articles in different journals, presented papers, and conducted international webinars. **Raj Kishor Chaudhary** is an English teacher, teacher trainer, and Access instructor. He is an M.Phil scholar. Mr. Chaudhary has actively participated in various international academic platforms and presented several research papers on contemporary issues in English language teaching. His contributions in ELT have brought significant changes to his institution. **Usha Lama** is an experienced English educator with over 18 years of teaching experience and currently serves as an Access Teacher from 2023 to present. She holds an M.Ed. in English. Professionally, she has participated in many international conferences and training programs, enhancing her expertise and global perspective. Her formal training includes TPD Training on Digital Literacy, Career Guidance Teacher's Training, and the Primary Teachers' Professional Development Program conducted by the East-West Center and NepCam Trust Fund, Australia. She possesses basic computer skills and is proficient in Nepali, English, Tamang, and Hindi	**Advancing 21st Century Skills through Service Learning** **Bhola Kumar K.C.** bholakc87@gmail.com **Raj Kishor Chaudhary** rkc50431@gmail.com **Usha Lama** The paper explores effective strategies to design context-based service-learning projects in English Language Teaching (ELT) classrooms. The paper explains how Service-Learning helps students supports to develop 21st-century skills such as Communication, Collaboration, Critical Thinking, and Creativity. The paper discusses the dual purposes of the Service-Learning Project: enhancing students' learning and addressing community issues.
11.	**Bikram Thapa** is working as a Management Stream Faculty in Sukuna Multiple Campus, Sundarharaincha from last 5 years. A Master Graduate from University of Wales, UK, He has experience of teaching in various Colleges in Bachelor and Masters level in Kathmandu, Lalitpur and Morang District. An education enthusiast, passionate about using modern teaching learning methods in classrooms, he has successfully conducted many training programs in campus. In addition, he has participated and involved in paper presentation in some national and international conference.	**Exploring Factors Influencing Consumer Behavior among young consumers in Nepal** **Bikram Thapa** bikthapa25@gmail.com This study explores the factors driving the behavior of young Nepalese consumers toward fast-fashion products within a sustainability context. The impacts of psychological, social, and digital factors are discussed in terms of impulse buying, social media exposure, peer pressure, FOMO, and affordability. Based on a literature review and descriptive, quantitative design, data were collected using a 5-point Likert-scale structured questionnaire from students via convenience sampling. Results indicate a clear intention–behavior gap: young consumers demonstrate positive attitudes toward

		sustainable fashion, yet practical barriers—mainly cost and availability—hinder behavioral change. The present study underlines key triggers of unsustainable shopping and provides valuable insights for policymakers, educators, and fashion brands for promoting responsible consumption.
12.	**Prof. Binodini Mahapatra** serves as an Assistant Professor at the Institute of Business Management (IBM) in Phulanakhara, Cuttack. The institute is affiliated with Bijupatnaik University of Technology, Rourkela, and holds approval from AICTE, Govt. of India. She is dedicated to fostering academic excellence and business management acumen in her students.	**Analysis of Green Business Model on Circular Economy for Economic Sustainability** **Prof. Binodini Mahapatra** mahapatrabinodini23@gmail.com The green business and circular economics play a pivotal role in the world for economic sustainability and development. This system introduced the shift from the linear "take-make-dispose" model to a regenerative model that uses green resources properly, improves reuse, recycling, and integrates into green practices to achieve organizational goals through resilient green business models that give benefits to the environment.
13.	**Mr Birendra Kumar Chaudhary** holds an MA in English literature, and serves as a faculty of English at Janta Multiple Campus, Itahari.	**Enhancing critical thinking in business English: strategies employed by ESP teachers** **Mr Birendra Kumar Chaudhary** birendrakumarchy2076@gmail.com Critical thinking is a core competency for academic and professional success, particularly in English for Specific Purposes (ESP) contexts such as Business English. This paper examines the strategies employed by ESP teachers to enhance students' critical thinking abilities. Through a qualitative methodology involving classroom observation and interviews, the study explores how questioning techniques, problem-based learning, case analysis, reflective tasks, and active listening activities promote analytical reasoning and informed decision-making. The findings suggest that structured, student-centered activities in business-related contexts encourage learners to evaluate information, question assumptions, and develop independent judgment. The study highlights critical thinking as a lifelong skill essential for effective communication, problem-solving, and professional confidence.
14.	**Bishal Karki** is an Assistant Professor and senior faculty of English Education at Mahendra Multiple Campus, Dharan, TU. He is currently pursuing M.Phil. degree in Graduate School of Education, TU. My area of interest covers multilingualism, multiculturalism, EMI policy and practices, AI and digital pedagogy, and error analysis in addition to ELT. He got a number of research articles related to specialization area published in peer-reviewed journals.	**Exploring English Language Students' Experiences with Internal Examination** **Bishal Karki** bishal.karkee7@gmail.com This study explores the experiences of bachelor-level English students at Mahendra Multiple Campus with internal examinations. Using qualitative methods and thematic analysis, it examines their perceptions, challenges, and suggestions. Findings show issues in assessment practices, feedback, teacher involvement, and institutional support. The study highlights the need for clearer guidelines, planned procedures, and stronger support to make internal exams more effective.
15.	**Bishnu Karki** is a lecturer at Janta Multiple Campus, Itahari. He has an M.Ed. in English Education from Tribhuvan University. Mr. Karki is the secretary of	**Creativity in Action: Enhancing Classroom Engagement through Creative Pedagogies** **Bishnu Karki** bkarki044@gmail.com

	NELTA Sunsari branch and a global member of TESOL. His areas of research interest include second language teacher education, literacy, and multimodal pedagogy. **Barsa Bhandari** is a student of B.Ed 4th year at Janta multiple campus, Itahari she is the secretary of Janta campus English language students' Association (JCELSA). **Bini Meyangbo** is a student of B.Ed 4th year at Janta Multiple Campus,itahari.she is a member of Janta Campus English Language Student's Association (JCELSA).She has completed the MOOC courses on TESLO Methodology and English for Career Development. She is interested in art based pedagogy and digital storytelling. **Sunita Bishwakarma** is a student of B.Ed 4th year at Janta Multiple Campus, Itahari. She has completed MOOC courses on TESOL Methodology and English for Career Development. **Veshaka Tamang** is a student of B.A 2nd year at Janta multiple campus, Itahari	**Barsa Bhandari** **Bini meyangbo** **Sunita Bishwakarma** **Veshaka Tamang** This workshop based session explores how creative pedagogy can enhance learner engagement through effective classroom practices. Drawing on multimodal pedagogy, constructivism, and the creative pedagogy framework, this session connects theoretical insights with practical strategies and showcases innovative methods that enable students to expand, apply, and express their creativity.
16.	**Bishnu Magar** holds an M.Phil in Development Education (KU) and is pursuing a PhD from TU's Graduate School of Education. Engaged in higher studies since 2011, he has taught at the Swiss School of Hotel Management, Pokhara University, Purvanchal University, and Tribhuvan University. His research interests lie in educational and social sciences.	**Lived Paradoxes: A Critical Ethnography of Student and Faculty Actions in the University's Sustainability-Innovation Complexity** **Bishnu Magar** bishnumagar666@gmail.com This paper critically examines how sustainability initiatives, like eco-innovation projects and community-engaged curricula wrestle with systemic and structural constraints, including bureaucratic inertia, resource scarcity amidst Nepalese socio-political challenges, and epistemic hierarchies that privilege Western knowledge paradigms over indigenous onto-epistemologies. Findings illuminate paradoxical lived realities which research participants navigate through the onto-epistemological tensions between collective epistemic care ecologically and individualistic career perseverance.
17.	**Bishwa Raj Gautam** is the Regional English Language Program Specialist for Nepal, Bangladesh, Sri Lanka and Maldives at the Embassy of the United States of America in Nepal. Mr. Gautam has presented at TESOL International Conference and many regional ELT conferences in South Asia. Mr. Gautam has given more than six plenary talks at international conferences of NELTA, BELTA, SLELTA, Tribhuvan University and many national conferences in Nepal. His co-authored articles are published in the English Teaching Forum quarterly journal for English teacher from	**Fostering English Speaking Skills via Gamification of Songs** **Bishwa Raj Gautam** GautamBR@state.gov This session presents the integration of gamification techniques and songs as a dynamic approach to fostering English speaking skills in learners. Though most of the teachers use communicative methods, they still face challenges to maintain learner engagement and refrain from teaching and having the learners involve in speaking practices. By combining the appeal of songs with elements of games, this approach transforms the learning dynamics into a fun and immersive experience. The participants will practice various gamified tasks such as lyric omission, speedy lyric race, and many

	the Department of State as well as a book chapter coauthored on MOOC by Routledge USA. He has written two books: Open Library and a workbook of Professional Spoken English: Take it Easy! Mr. Gautam has completed Master of Philosophy in English Literature from Tribhuvan University, TESOL Core Certificate Program and Designing Online Teaching Program (DOTP) from TESOL International Association and USG E-Teacher from University of Maryland Baltimore County (UMBC) and over 8 MOOCs. Currently, he is pursuing PhD in English Language Education at Kathmandu University.	more, that leverage song lyrics to enhance pronunciation, fluency, vocabulary and confidence in speaking. The participants will learn hands-on practical pedagogical ideas, tools and skills to stimulate students engage in speaking activities.
18.	**Chandra Prasad Adhikari** is a Ph.D. Scholar in Management at Dr. K. N. Modi University, Rajasthan, India. He is a dedicated lecturer at Kasturi College, Itahari, Nepal, where he teaches finance and accounting. He has over 32 years of teaching experience at both school and college levels. Mr. Adhikari is an active member of the Research Committee and the Accounts and Finance Department at his college. He has written and co-authored textbooks for +2 and bachelor-level students and has published many research articles in well-known journals. He has also presented his research at various national and international conferences. His current research focuses on behavioral finance, stock markets, and how psychology influences investment decisions in Nepal. In addition to teaching and research, he also guides students in writing their theses at the bachelor's and master's levels. He is widely known as a senior teacher, author, researcher, and stock market analyst.	**Credit Risk Management and profitability of Commercial Banks in Nepal** **Chandra Prasad Adhikari** c.adhikari37@gmail.com This study examines how credit risk management affects the profits of commercial banks in Nepal. Credit risk is the chance that a borrower won't repay a loan. The findings, using data on bad loans (NPL/NPA) and capital adequacy (CAR), show that banks with stronger loan policies and fewer bad loans are more profitable (ROA/ROE). Good risk management is vital for bank stability and investor trust.
19.	**Dandapani Gautam** is a PhD research scholar in Vedic ritual geometry at Nepal Sanskrit University and a teaching assistant at Sukuna Multiple Campus, Morang. He also serves as a life-member and advisor of the Council of Mathematics Education, Koshi Province. He has authored multiple peer-reviewed articles connecting ancient Vedic geometry with modern mathematics pedagogy.	**Geometry across Culture: Rituals, Pedagogical Trajectory; An issue of Decolonization** **Dandapani Gautam** dandapani04@gmail.com Agnikunda are construct in rituals across different culture via empirical, hands-on architectural traditions rather than formal schooling; such ritual-based, precise, project-oriented geometry echoes modern pedagogical values like those of Caleb Gattegno, whose "learning-centred" theory privileges learner awareness, exploration, and manipulation over rote instruction. This pedagogy becomes an issue of decolonization today.
20.	**Dhan Bahadur Lowar** is an MBA student at Quest International College, affiliated with Pokhara University. His research is currently in progress on ESG-driven	**ESG (environmental, social, and governance) investment practice: A Bibliometric Analysis** **Dhan Bahadur Lowar** dbdhanbdr678@gmail.com

	investment decisions and sustainable finance. Lowar to exploring how ESG practices influence corporate valuation and investor behavior, contributing to the understanding of responsible investing globally. **Udaya Raj Paudel** is Principal of Quest International College, affiliated with Pokhara University. He has published numerous research articles with over 1,500 citations. An experienced academic leader, he promotes research, innovation, and quality education, particularly in business and management, contributing significantly to higher education in Nepal.	**Udaya Raj Paudel** This study analyzes global ESG research from 2015–2025 using 1,185 articles from the Dimensions database and tools like VOSviewer and Biblioshiny. It examines scientific production, sources, authors, countries, keywords, and thematic evolution. Findings highlight key contributors, emerging trends, and research gaps, providing a roadmap for scholars and policymakers to advance ESG-focused investment and sustainable business practices worldwide.
21.	**Mr. Dilli Bahadur Raut** has completed a Master of Philosophy in STEAM Education from 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, and a visiting Faculty at Kathmandu University School of Education.	**Workshop: Designing Context-Responsive Innovative Pedagogies through Design Thinking in Higher Education (Workshop)** **Mr. Dilli Bahadur Raut** Teaching and learning in higher education are rapidly shifting with technological advancement and the demand for innovative pedagogies. The practices of traditional banking-model position students as passive recipients of knowledge (Freire, 1970) are being challenged as faculties recognize the need to engage learners more deeply in fostering twenty-first-century skills alongside disciplinary knowledge. This workshop focuses on design thinking; a human-centered, iterative methodology that promotes creativity, experimentation, empathy, collaboration, and acceptance of productive failure as a part of learning (Guaman-Quintanilla et al., 2023; McLaughlin et al., 2022). Commonly applied across disciplines including social sciences, language studies, and engineering, design thinking supports learner-centered approaches such as project-based, problem-based, experiential, and art-based learning. However, in the context of Nepal, cultural norms, curriculum rigidity, and limited faculty development present challenges, indicating the need for context-responsive pedagogical adaptation (Acharya et al., 2023; Pahari, 2023; Shrestha et al., 2023). Through each stage of design thinking; empathize, define, ideate, prototype, and test participants will co-create pedagogical solutions to support innovative, research-informed, and sustainable teaching practices in higher education.
22.	**Mr. Dilli Bahadur Raut** holds an MPhil in STEAM Education from Kathmandu University School of Education. As a passionate educator, he explores innovative pedagogies and teachers' professional development to foster sustainable, transformative learning. He serves as a visiting faculty at KUSOED, Nepal, and a lecturer at Vishwa Adarsha College, Itahari.	**Critical Reflection as a Catalyst for Adaptive and Responsive Teaching in Higher Education** **Mr. Dilli Bahadur Raut** dilli.raut@kusoed.edu.np By critically reflecting on their professional assumptions, beliefs, values, and pedagogical practices, facilitators became more adaptive and responsive in their teaching. Through critical reflection from multiple perspectives, facilitator improved lesson effectiveness, modified instructional approaches to meet the needs of diverse learners, and adopted more creative, critical,

		dialogical and empathetic practices to promote sustainable transformative learning in higher education.
23.	**Mr. Durga Nath Regmi**, Assistant Lecturer at Sita Ramesh Multiple Campus, has presented over five research papers at major international conferences, including NELTA and ELTAI. He chaired a concurrent session at the 19th ELTAI International Conference, and his works appear in several international journals, including ELTAI's 2025 peer-reviewed edition.	**Holistic Teacher Well-Being: A Pillar for Sustainable Educational Growth** **Mr. Durga Nath Regmi** hridayaregmi123@gmail.com Holistic teacher well-being is essential for sustaining meaningful educational growth. This paper explores how emotional, mental, and professional wellness collectively enhance teacher motivation, resilience, and effectiveness. By integrating supportive school environments, reflective practices, and balanced workloads, holistic well-being becomes a foundation for sustainable teaching. Strengthening teachers ultimately strengthens learning communities, ensuring long-term educational development and quality outcomes.
24.	I'm **Durga Niroula**, post graduated from Janta multiple campus itahari.	**Assessing the Impact of Motivation Factors on Teachers' Performance: Evidence from Sunsari, Nepal** **Durga Niroula** nirauladurga430@gmail.com Employee motivation is crucial to enhancing working performance as it drives productivity, fosters job satisfaction, and encourages commitment to organizational goals. This study examines the motivation factor and its impact on teachers' performance in the Sunsari district of Nepal. Structural Equation Modeling (SEM) was employed to analyze the interrelationships among key variables, providing a robust statistical framework for hypothesis testing. A total of seven hypotheses were formulated and tested to assess the direct and indirect effects of motivation on teacher performance, as well as other factors that influence it. The study found that intrinsic rewards have no meaningful effect on teacher performance.
25.	**Farrah Littlepage** is an English Language Fellow at Tribhuvan University with 22 years of experience in education. Her former roles include an ELL program supervisor, a Fellow in Laos, an English Language Programs Alumni Ambassador, an IEP Content/Assessment Coordinator, and a VR English/Spanish instructor. Farrah has presented in seven countries and is passionate about teacher training and pronunciation.	**Improving Pronunciation of Multisyllabic Academic Terms** **Farrah Littlepage** farrahsuegal@gmail.com While students in scientific fields receiving content instruction in English may utilize complex grammatical structures and advanced vocabulary, mispronunciation of longer words may inhibit communication. This workshop provides practical methods for improving comprehensibility of multisyllabic field-specific terms. Participants will predict and practice word stress aloud and will leave prepared to support their students in improving comprehensibility.
26.	**Harka Raj Tembe** is a lecturer of English Education at Dhankuta Multiple Campus. He holds an MPhil in English Education and is pursuing a PhD at the Graduate School of Education, Tribhuvan University. His research focuses on language and society, ideology and power,	**Ideologies and Power Relations in English Textbooks: A Critical Study** **Harka Raj Tembe** tembeharkraj@gmail.com This study critically examines ideologies and power relations in Nepalese secondary English textbooks, focusing on gender representation. Using Critical Discourse Analysis, it reveals implicit biases and

	culture and gender, and translanguaging pedagogy.	unequal portrayals that privilege male characters. Teacher and student views largely support these findings. The study emphasizes the need for critical engagement in textbook production and gender-responsive pedagogical practices to reduce ideological bias.
27.	**Hem Raj Kafle, PhD**, is a Professor of English Studies at School of Education, Kathmandu University. He specializes in rhetoric and communication, and keenly works across rhetorical theories, curriculum studies, professional development and creative writing. He has to his credit a co-authored anthology of poems, two translated books, a collection of reflective essays, a collection of Nepali poems and several research publications on literary, rhetorical and educational discourses and dozens of columns on socio-political issues.	**Envisioning Higher Education for the Next Decade: Opportunities and Challenges in a Transforming Landscape** **Dr. Hem Raj Kafle** hrk@ku.edu.np This workshop engages educators of different disciplines to identify their individual pedagogical models through the lens of signature pedagogies, discipline-specific teaching approaches that help students think, perform, and act as practitioners rather than passive recipients of specialized knowledge. The session aims to encourage pedagogical awareness, support personalized curriculum delivery, and improve the alignment between disciplinary thinking, professional ethics, and practical skills development in higher education milieus. Being based on Lee Shulman's structure for signature pedagogies, participants will explore three dimensions of pedagogical practices: *surface* structure, *deep* structure, and *implicit* structure. They will engage in a reflective mapping process to examine how established disciplinary pedagogy has influenced their teaching while contemplating how their individual approaches contribute to their field's curricular traditions. Participants will also work with the three-dimensional framework of habits of *mind*, *heart* and *hand* to help manifest desired graduate attributes in their fields of specialization. Through structured activities and collaborative discussions, participants will further map their internalized pedagogical signatures that draw reasonable link between their teaching practices and intended learning outcomes.
28.	**Mr. Hom Bahadur Thapa** works as a Teaching Assistant at Sukuna Multiple Campus. He has over 10 years of experience teaching Economics at various academic level. He holds a Bachelor's Degree in Economics (Honours) from Nagaland University, India and a Master's Degree in Economics from Tribhuvan University (TU). He is currently advancing his academic journey as an MPhil Scholar.	**Fermenting Livelihoods: Exploring the Role of Millet Liquior Production in Rural Household Economies** **Hom Bahadur Thapa** homthapa2@gmail.com This study focused on the socio-economic, cultural, and gender aspects of millet liquor production in the rural economy. This is a qualitative study that uses a descriptive-interpretive framework and thematic analysis. Findings demonstrate that millet liquor contributes to between 35 and 75 food system providing income that finances education and healthcare for households.
29.	**Indira Rai,** from Bhojpur, is currently based in Dharan. She holds an M.Ed. in Nepali and is pursuing a Ph.D. in Nepali Education from TU. Since 2069 BS, she	बहुभाषिक कक्षा शिक्षणका चुनौती र तिनको समाधानका उपाय **Indira Rai** indurai230@gmail.com

	has been teaching undergraduate and postgraduate levels at Rastriya Janasahayog College, Itahari, and Mahendra Multiple Campus, Dharan.	यस अध्ययनले नेपाली विषयको बहुभाषिक कक्षामा शिक्षकहरूले अनुभूत गर्ने प्रमुख चुनौतीहरू र तिनका समाधानका उपायहरूको विश्लेषण गरेको छ । भाषिक विविधताले सामग्री छनोट, सम्प्रेषण र सिकाइ प्रक्रियामा कठिनाइ उत्पन्न गरे पनि मातृभाषामा आधारित अभ्यास, बहुभाषिक रणनीति र प्रविधिको प्रयोग प्रभावकारी देखिने कुरा प्रस्तुत गरेको छ । यसका साथै यसमा पाठ्यक्रम पुन:संरचना, अतिरिक्त सामग्री विकास, मूल्याङ्कन र शिक्षक तालिम अपरिहार्य रहेको तथा विद्यालय-समुदाय सहकार्यद्वारा बहुभाषिक शिक्षण थप सुदृढ हुन सक्ने निष्कर्ष निकालिएको छ ।
30.	**Indra Bahadur Chetri** is a teaching faculty in the Department of English at Sukuna Multiple Campus, Sundarharaicha Morang, Nepal. Mr. Chetri has his academic roots in India and has been living in Nepal for more than 20 years. He is an M.Phil scholar at Kathmandu University and is keen to teacher professional development and keeps special interest in integration of Eastern and Western education based on the philosophy of each. He is also keen on steering qualitative research.	**Harmonizing Eastern and Western Philosophy in Education: A Holistic Approach** **Indra Bahadur Chetri** Nepali education has experienced an interplay between the Eastern and Western education in the recent years. The current study seeks to harmonize the Eastern and Western approach in terms of education and different pedagogical practices. The study adopted review of past literature on Eastern education that reflects on spirituality, moral values, and holistic development. It also adds values from Western education based on scientific inquiry, individualism, and experiential learning. The paper examines how these two values can be harmonized to create a balanced and meaningful educational network in Nepal. Drawing on the review of existing literature and philosophical analyses, the paper argues that integration of Western education with Eastern philosophies can assist in addressing contemporary issues such as rote learning, lack of critical thinking and insufficient value-based education. The study concludes with a reflection on a synthesized model rooted in experiential learning, critical awareness and ethical grounding. The paper can be helpful in a more holistic and contextually relevant approach for the education system in Nepal.
31.	**Indra Parsad Sapkota** has been working as a professional teacher in various public as well as private Higher Education Institutes for 15 years ranging from bachelor to master's degree students with speciality in English Language and Discourse Teaching. **Bishnu Magar** has been working as a professional teacher in various public as well as private Higher Education Institutes for 15 years ranging from bachelor to master's degree students.	**Use of ICT in ELT in public campus** **Indraparsad Sapkota** indrasapkota28@gmail.com **Bishnu Magar** bishnumagar@gmail.com The study examines current practices of ICT integration, the opportunities and challenges encountered and strategies for strengthening ICT use in community campuses. The findings contribute to the growing discourse on technology- enhanced learning in low resources context.
32.	**Jambu Sherpa** is an Assistant Lecturer of Mathematics, serving in this role since 2078. He is passionate about teaching, continuous learning, and advancing research in modern mathematical fields. As an MPhil Scholar in Mathematics at Kathmandu University (KU), he focuses on cryptography and quantum computing, with a particular interest in Shor's	**Applications of Quantum Fourier Transform Beyond Period Finding** **Jambu Sherpa** jambusherpa203@gmail.com The Quantum Fourier Transform (QFT) is foundational mathematical operation in quantum computing, initially known for its crucial role in Shor's algorithm, where it enables the efficient discovery of periodicity in integer factorization problems. However, QFT has since proven

<table>
<tr>
<td></td>
<td>Algorithm and its implications for secure computation. His dedication to research and innovation reflects his commitment to contributing to academic growth and the evolving landscape of mathematical technology.</td>
<td>to be a versatile tool that supports a much broader range of quantum algorithms and applications. At its core, QFT translates quantum states into the frequency domain. One of the most significant applications of QFT beyond period finding is in the Quantum Phase Estimation (QPE) algorithm. QPE is a key component in eigenvalue computations, and the Harrow-Hassidim-Lloyd (HHL) algorithm for solving systems of linear equations. Moreover, QFT has found increasing relevance in quantum machine learning, where it facilitates feature mapping and spectral transformations in quantum classifiers and kernel methods. Additionally, as research progresses, efforts are underway to generalize QFT for nonabelian groups, aiming to extend its utility to more complex problems such as the Hidden Subgroup Problem (HSP) and graph isomorphism, which have deep implications for post-quantum cryptography and group theoretic algorithms.</td>
</tr>
<tr>
<td>33.</td>
<td>**Janardan Guragain** is an Associate Professor and Head, Department of Social Studies of Sukuna Multiple Campus. He is also the President of Public Campus Teachers' Association of the campus. He has over 25 years of teaching experience in the campus and institutional schools.</td>
<td>**Sustainable Development through Cultural Preservation in Higher Education**
Janardan Guragain
jguragain@69gmail.com
Sustainable development increasingly requires holistic approaches that integrate social, cultural, economic, and environmental dimensions. The paper argues that cultural preservation not only enriches academic learning but also contributes to responsible citizenship, intergenerational knowledge transfer, and sustainable socio-economic growth. Ultimately, integrating cultural preservation into higher education supports a more context-sensitive and culturally rooted model of sustainable development, essential for achieving long-term equity, and sustainability.</td>
</tr>
<tr>
<td>34.</td>
<td>**Jitendra Kumar Chaudhary**, management faculty member of J.S. Murarka Multiple Campus Lahan, holds an M.Phil. in Management. I am committed to creating a challenging and engaging learning environment where students develop into lifelong learners, thinkers, and achievers. I aspire to contribute rigorously to the research community and play a leading role in shaping national reform through knowledge-driven solutions.</td>
<td>**Technological Changes and Job Performance of Teachers**
Jitendra Kumar Chaudhary
jitukumunishu@gmail.com
This study examines how technological change affects teachers' job performance in accredited higher education institutions in Nepal. Using data from 370 academic staff, correlation and regression analyses show that technology enhances productivity, efficiency, and learning experiences. However, the overall association is modest, indicating a need for greater technological adoption. The findings offer useful insights for policymakers and higher education stakeholders.</td>
</tr>
<tr>
<td>35.</td>
<td>**Kabita Khadka** who is a resident of Itahari, Sunsari has completed M. Phil from Nepal Open University. At present she is an assistant lecturer at Janata Multiple Campus, Itahari. She has been in teaching field from a decade. She is life member of NELTA. She is interested in classroom research, exploratory action research and have participated in many national and international teacher conferences.</td>
<td>**Navigating Motherhood and Professional Identity: A Narrative Analysis into Postpartum Teachers' Wellbeing**
Kabita Khadka
kindkabita@gmail.com
Bridging as a new mother and educator is tiring for most of the woman. This study used narratives as a tool employing interpretive constructive frame work to understand the lived experiences of post-partum mother who were selected using judgmental sampling procedure. The findings drawn revealed the need of</td>
</tr>
</table>

		family and institutional support to retain in job after giving babies.
36.	**Kamal Raj Dahal**, Associate Professor of Janta Multiple Campus, Itahari and PhD scholar of Faculty of Education, TU has been teaching English from secondary level to Masters level for two decades. He has conducted researches on English language teaching and learning and published different articles. He has presented papers on different National and International conferences. He is keen on facilitating learning and researching in the same field.	**Managing Linguistic Diversity in Secondary Level ELT Classes in Nepalese Context: Teachers' Experiences** **Kamal Raj Dahal** dahalkrd@gmail.com This phenomenological study examines how Nepali secondary ELT teachers navigate multilingual classrooms despite English-dominant policies. Interviews with four teachers show strategic use of translanguaging and contextual pedagogy, yet structural pressures constrain inclusive practice. Highlighting teacher agency as a critical but overlooked resource, the study calls for policy and teacher-education reforms that legitimize multilingual pedagogies in linguistically diverse ELT contexts.
37.	**Mr. Keshab Puri** is a Lecturer in English at Saptakoshi Multiple Campus, Barahakshetra, Sunsari. He also heads the Research Management Cell at the campus. He holds an MPhil degree from MF Norwegian School of Theology, Oslo, Norway. His research interests include cultural perspectives and ecological issues.	**Blending Ecocritical Literature into Business Communication Teaching: An Autoethnographic Approach** **Mr. Keshab Puri** purikeshab10@gmail.com This presentation explores the relevance of ecocritical pedagogy in teaching Business Communication within the BBS program at Tribhuvan University, Nepal. Using ecocritical theory and an autoethnographic approach, it reflects on classroom experiences, teaching practices, and student engagement with literary texts that highlight environmental concerns, emphasizing the growing need for ecological perspectives in business education.
38.	**Khagendra Raj Dahal** is a lecture of Sukuna Multiple Campus. He is a member of management faculty. He is teaching from many years in different institute.	**Socio-economic situation of cargo Pedal Rickshaw Pullers in Morang, Nepal** **Khagendra Raj Dahal** khadahal17@gmail.com The goal of this article is to examine the socio-economic condition of cargo rickshaw pullers and to learn the reasons for rickshaw pulling. The detrimental impacts of this occupation on the health of cargo rickshaw pullers, the issues they are encounter, and their solutions have also been considered. The research is based on primary data and collected from 65 respondents in Sundarharaincha, Gramthan and Biratnagar city by using direct questionnaires and field surveys. The survey was conducted in Bhadra and Aswin 2082. According to the study' cargo rickshaw pullers are among the most impoverished groups in society due to their extreme poverty, they play vital role in intra-city transit system. They have lack of social security, poor working condition, lack of unity, no any presser group, they have limited access to basic services and infrastructure, and they have no any facilities from local government.
39.	**Khem Raj Rauteda**, an M.Phil. scholar at Tribhuvan University and Lecturer of English Education at Janta Multiple Campus, engages in sustained scholarly	**Rethinking English Language Teaching through Translanguaging: Identity, Engagement, and Empowerment** **Khem Raj Rauteda**

	work, publishing and reviewing for national and international journals. His research and conference contributions focus on translanguaging, CDA, multilingualism, and TPD. He can be reached at krauteda@gmail.com	krauteda@gmail.com Traditionally, English Language Teaching (ELT) has viewed multilingualism as a barrier, leading to student disengagement and low motivation. This Participatory Action Research (PAR) re-conceptualized multilingualism as a valuable resource by using translanguaging to enhance students' writing and engagement. Over four months, students engaged in translingual and multimodal writing tasks, producing multilingual books. The findings show that translanguaging promotes creativity, engagement, identity affirmation, learner empowerment, and social justice, advocating its transformative potential in diverse classrooms.
40.	**Mrs. Laxmi Chaudhary** is an English teacher at Bhadgaun Sinuwari Secondary School since 2020. She loves to teach students using demonstration method in the classroom. Her area of interest is teaching speaking and exploring extra activities. She has attended provincial conference of NELTA several times. **Ms. Susmita Chaudhary** is an English teacher at MS Standard school since 2018. She has been participating in several trainings for her professional development. She uses dancing and acting to motivate and teach the students meticulously. Her area of interest is teaching grammar and pronunciation.	**Extending the classrooms Beyond: Exploring Novelty in ELT** **Mrs. Laxmi Chaudhary** laxme.chaudhary300@gmail.com **Ms. Susmita Chaudhary** mesusmita21@gmail.com The session highlights the role of non-academic institutions as a pedagogical tool for formal learning in the Nepalese EFL scenario. It will mainly present the pedagogical implications of the outputs of field trips. Teaching only within the four walls is not enough. So, the extension of the classrooms beyond the four walls is mandatory in this post-method era.
41.	**Lila Rai** is a resident of Dharan-16, in Sunsari. She completed her Master's degree in Business Studies from Mahendra Multiple Campus (Tribhuvan University) in 2004 and subsequently earned a one-year B.Ed. (Postgraduate Stream) from Nepal Open University in 2024. She has been teaching +2 Management at Shree Shiksha Sadan Ma. Vi. in Dharan since the academic year 2073 BS.	**Community Based Schools Students' Involvement in Project Work** **Lila Rai** lrai37819@gmail.com This action research explored Grade XII students' involvement in project work in a community-based school. At first, students had low participation due to lack of guidance and confidence. With step-by-step instructions, group work, and teacher support, their motivation, involvement and practical skills improved. The study concludes project-based learning helped students learn better, gain life skills, and work together effectively.
42.	**मदनराज बरालले** मूल विषय नेपाली लिएर प्रथम श्रेणीमा एम.एड. र एम.ए. गर्नुभएको छ भने उहाँ एलएलबी पनि उत्तीर्ण हुनुहुन्छ। विद्यावारिधिरत उहाँ २०५४ सालदेखि विद्यालयदेखि उच्च तहसम्म नेपाली विषयको शिक्षण- प्रशिक्षणमा निरन्तर सक्रिय हुनुहुन्छ। हाल इटहरीस्थित जनता बहुमुखी क्याम्पसमा प्राध्यापन गर्दै शैक्षिक सेवा प्रवर्द्धनमा समर्पित उहाँका एकल र सहलेखनमा विश्वविद्यालयीय पाठ्यांशमा आधारित र सन्दर्भ सामग्रीका रूपमा उपयोग हुने एक दर्जन बढी पुस्तकाकार कृति	**भाषिक मूल्याङ्कनमा प्रविधिको सान्दर्भिकता** **मदनराज बराल** baralmadanraj55@gmail.com भाषिक मूल्याङ्कनमा प्रविधिको सान्दर्भिकता पहिल्याउने उद्देश्यले गरिएको प्रस्तुत अध्ययनले नेपाली कक्षाकोठामा भाषिक मूल्याङ्कनमा प्रविधिको प्रयोग र प्रभाव बारे चारजना अनुभवी शिक्षकहरूसँगको गहन अन्तर्वार्तामा आधारित गुणात्मक तरिकाले विश्लेषण प्रस्तुत गरेको छ। निष्कर्षअनुसार गुगल फर्म्स, म्यासेन्जर, टिम्स जस्ता उपकरणले मूल्याङ्कनलाई अन्तरक्रियात्मक, विद्यार्थीकेन्द्रित र प्रेरणादायी बनाएका छन्। तर, पूर्वाधार, तालिम र समावेशी पहुँचको अभाव चुनौतीका कारक बनेका देखाएको यस अध्ययनले शिक्षक

	तथा अनुसन्धानात्मक लेख रचनाहरू प्रकाशित छन्। त्रिभुवन विश्वविद्यालयका 'नेपाली भाषा तथा अन्य राष्ट्रभाषा शिक्षा विषय समिति' साथै 'अनिवार्य नेपाली विषय समिति' मा सदस्य रहनुभएका उहाँ हाल जनता बहुमुखी क्याम्पस, इटहरी, सुनसरीको नेपाली भाषा विषय विभागका प्रमुख हुनुहुन्छ।	तालिम, नीतिगत स्पष्टता र पूर्वाधार विकासमार्फत् प्रविधिमा आधारित मूल्याङ्कनलाई संस्थागत बनाउनुपर्ने सुझाव दिएको छ।
43.	**Majibur Rahman Siddique** is a recent MBA graduate in Finance from Pokhara University, Nepal, where he earned a place on the Dean's List for academic excellence. He has a deep interest in educational research, particularly in exploring how management principles can be effectively applied to enhance learning and development. **Ramesh Kunwar** is a Ph.D. scholar with a focus on ICT in business and digital technology. He currently serves as the Finance Director and BCSIT Coordinator at Quest International College. With a strong interest in the integration of technology and business processes, he is actively involved in research, teaching, and academic administration, contributing to the development of innovative practices in the field of digital business.	**Mapping the Evolution of Society 6.0: A Bibliometric Analysis** **Majibur Rahman Siddique** rahm846@gmail.com **Ramesh Kunwar** Society 6.0 is an emerging concept focused on balancing technology, human well-being, and sustainability, yet existing research remains fragmented. This study conducts a bibliometric analysis of 2017-2025 publications using Dimensions AI database. Findings show rising research output since 2020, influential authors and sources, and trending themes, confirming Society 6.0 as a rapidly growing but still early-stage field.
44.	**Mrs. Mamta Parajuli** is an Ast.lecturer, teacher trainer, curriculum designer, and STEAM education specialist from Nepal. She has trained teachers from diverse schools and focuses on simple, practical, and effective training methods that create long-term classroom impact. **Susma Neupane** is a student pursuing the sixth semester of BICTE and has studied the technical stream in Civil Engineering under the NEB at the Grade 12 (sub-engineering) level. She enjoys learning new things through practical knowledge and is committed to continuous learning, with the goal of contributing to the ICT and education sectors through innovative and impactful work.	**Transformative Teacher Training Models in Developing Nations** **Mrs. Mamta Parajuli** parajulimamta6@gmail.com **Susma Neupane** Teacher professional development in developing nations often faces challenges such as limited resources, traditional teaching habits, and lack of continuous support. This presentation introduces practical and sustainable teacher training models designed to create real classroom impact. Drawing from hands-on experience in Nepal, this session highlights training approaches that are simple, low-cost, and focused on long-term transformation. It includes school-based coaching, micro-teaching, reflective practice, STEAM-based hands-on learning, and creating teacher learning communities. The goal is to help teachers grow as confident, skilled, and reflective educators who can lead 21st-century classrooms even in resource-constrained settings.
45.	**Mandip Bhattarai**, Head, BICTE of Janta Multiple Campus, Itahari has more than 15 years of experiences in teaching university level students. He is pursuing an	**Deep Learning-Based Automated Fruits' Freshness Detection System for Nepalese Jumleli and Mustangi Syau** **Mandip Bhattarai**

	M.Phil.(ICT) from Nepal Open University. Mr. Bhattarai, graduated with Master's degrees in Political Science, Management, and Computer Applications and a registered advocate with the Nepal Bar Council, has published several interdisciplinary articles in the fields of artificial intelligence, digital divide, and general management.	mandip.itahari9@gmail.com Nepal faces challenges in detecting apple freshness due to long transport from remote areas, weak cold chains, and open borders. Traditional manual methods are subjective and unreliable. This research proposes a deep learning system using a new labeled image dataset from Mustang and Jumla, augmented data, and models to classify apples as fresh, semi-fresh, or spoiled and predict freshness scores, reducing waste and improving the supply chain.
46.	**Mani Ram Ghimire** is an emerging education leader and teacher educator at Kathmandu University. He specializes in school transformation, teacher professional development, and project-based learning. His work focuses on improving student motivation, promoting inclusive education, and supporting evidence-based teaching and leadership practices across Nepal's diverse school contexts.	**School Transformation through Innovation in Instruction** **Mani Ram Ghimire** maniram.ghimire@kusoed.edu.np This research presentation workshop explores how innovative instructional practices drive school transformation by fostering student engagement, competency-based learning, and inclusive pedagogies. Drawing on field evidence from diverse Nepali schools, it highlights the impact of project-based learning, ICT integration, and reflective teaching on improving learning outcomes and professional culture, offering a scalable model for systemic educational change.
47.	**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. **Trilochan Sitoula** holds a Master's in Business Studies (Finance) from Tribhuvan University and an MBA in Entrepreneurship from 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.	**CSR and Ethical Governance in Nepal's Banking: A Sustainability Pathway** **Matrika Thapa** matrikathapa203@gmail.com **Trilochan Sitoula** ctoulatri@gmail.com This paper explores the significance of Corporate Social Responsibility (CSR) and ethical governance in Nepal's banking sector. It examines current practices, challenges, and their role in achieving sustainable development. Key findings highlight the regulatory gaps, CSR initiatives in green finance, and the need for stronger governance frameworks to drive sustainable growth.
48.	**Min Prasad Adhikari** is a Nepali language education teacher and researcher. I have been teaching at the campus level since 2064 B.S. I am engaged in academic writing, research, multilingual classroom management, and digital pedagogy, and I am committed to educational improvement.	**बहुभाषिक परिवेशमा आधारभूत तहको शिक्षण: अभ्यास र चुनौती** **Min Prasad Adhikari** adhikarimin010@gmail.com यस अध्ययनले प्रारम्भिक कक्षा (इसिडी देखि कक्षा तिन) मा कार्यरत सात शिक्षकहरूका अनुभवका आधारमा शिक्षक शिक्षा, व्यवहारगत अभ्यास र भाषा नीतिबीचको असन्तुलनलाई प्रष्ट पारेको छ । अन्तर्वार्ता, कक्षा अवलोकन र लक्षित समूह छलफलका आधारमा प्राप्त तथ्य र प्रमाणहरूले विद्यालय र सरकारले निर्माण गरेका नीतिगत कागजातहरूमा बहुभाषिकता उल्लेख भए पनि व्यवहारमा एकभाषिकता

		नै हावी रहेको देखिन्छ । धेरै शिक्षकहरू बहुभाषिक कक्षा सञ्चालनसँग सम्बन्धित शैक्षिक तयारी, रणनीति र तालिमबाट बञ्चित छन्, जसका कारण भिन्न भिन्न भाषिक पृष्ठभूमिका बालबालिकाका आवश्यकताहरू सम्बोधन गर्न उनीहरू कठिनाइमा परिरहेका छन् । स्वभावतः बहुभाषिक शिक्षकहरू भाषिक अवरोधका कारण शिक्षण प्रक्रियामा चुनौती भोगिरहेका छन् । यद्यपि शिक्षक र विद्यार्थी दुवै बिस्तारै व्यवहारगत बहुभाषिकतामा उन्मुख हुँदै गइरहेकाले सिकाइमा भाषिक क्षमताको उपयोग गर्ने अवसर विस्तार हुँदै गएको छ । यध्ययनले बहुभाषिक शिक्षक शिक्षा र व्यवहारिक तालिम वा योजनाबद्ध बहुभाषिक रणनीतिको तीव्र आवश्यकता औंल्याएको छ ।
49.	**Mitra Prasad Khatiwada** is a finance lecturer with five years of experience in various colleges and institutions. He specializes in teaching finance-related skills and has a strong passion for continuous learning. In his free time, he enjoys watching football and reading books.	**Social Entrepreneurship and Innovation Opportunities in Nepal** **Mitra Prasad Khatiwada** mitramilan54@gmail.com Social entrepreneurship addresses resource availability and sector innovation. problems as barriers to society's needs. This is a new business aspect world. Many social innovators throughout the world have established a model of social entrepreneurship in Nepal. Its main goal is to assess Nepal's sector specialized social entrepreneurship and innovation. The academic evaluation of social entrepreneurship and innovation in relation to the Nepalese economy is the primary subject of this paper. This subject is well-known because it affects improvements in education, business, the environment, society, finance, technology, all economic sectors, and, ultimately, the quality of life for Nepalese residents. Nepal demands economic and social growth, it may be done by developing socially conscious individuals. Therefore, Nepal's setting gives a possibility for structural and sectoral changes. Nepal can become wise and strong with social advancements. Therefore, the government need to build an environment that supports social entrepreneurship in Nepal.
50.	**Neerodha Chandra Dahal** is an MPhil scholar in Advanced Management at Purwanchal University, holding MBS and MEd degrees. Currently serves as a Teaching Assistant at MMC Dharan in the MEd program and faculty member in the BBM program, teaching management subjects. Former Principal of Nepal Police School, Dharan, with four years of leadership experience.	**Youth, Surplus Labor, and the Reserve Army in Nepal** **Neerodha Chandra Dahal** dahalnirod@gmail.com This study analyzes youth unemployment, the rise of informal and gig employment, and maximum labor migration through a qualitative, critical perspective framework deepened in political economy and Marxist labor theory. The findings suggest that youth represent various layers of surplus labor. The jobless people create a surficial reserve, affected by weak industrialization, mismatching of skills, and capacity issues in the formal sector
51.	**Niruta Subedi** is an MBA student from Quest International College, Nepal, specializing in business and management studies. Her academic interests focus on digital transformation, cybersecurity, and financial innovation. She aims to build strong analytical and research skills for professional growth, and contribute to	**Users Perception Towards Cybersecurity in banking sector** **Niruta Subedi** subediniruu@gmail.com **Purnima Lawaju** This bibliometric study analyzes 669 articles from Dimensions using Biblioshiny and VOSviewer to examine users' perception of cybersecurity in banking.

	effective business practices in Nepal's evolving economic landscape. **Purnima Lawaju** is a MBA graduate, currently working as research coordinator in Quest Research Management Cell. She is also assistant editor of Quest Journal of Management and Social Sciences.	Results show rising publications after 2009, dominated by cybersecurity, perceptions, and digital safety themes. Leading outlets include Lecture Notes in Computer Science. Findings reveal concentrated contributions and growing global interest, highlighting research gaps for further investigation.
52.	**Padam Bahadur Bishwakarma** is an experienced English teacher with more than two decades of teaching experience. He teaches English at Shree Janata Secondary School, Deuri, and Triyuga Janata Multiple Campus, Motigada. He is the Chairperson of NELTA Udayapur as well as the focal person of Access Center Udayapur, a program funded by the U.S. Embassy, Department of State, and implemented by NELTA. He has presented papers at NELTA national and International Conferences as well. He is also a member of TESOL International Association and IATEFL. **Mr. Raj Kishor Chaudhary** is an English teacher at Shree Ambebar Secondary School, Udayapur, Access Teacher for the 11th cohort, and visiting faculty at Takshashila College. An M.Ed. graduate, he is pursuing M.Phil. in ELE at Kathmandu University and is a life member of NELTA with extensive national and international presentations experience.	**Building Rapport for Yielding Creative Learning: An Insight from Access Class** **Padam Bahadur Bishwakarma** senpadam75@gmail.com **Raj Kishor Chaudhary** This paper examines how students enrolled in Access classes—who come from diverse socio-cultural backgrounds and initially display personal egos, prejudices, and other immature behaviors—undergo positive transformation through a supportive learning environment. It explores the impact of maintaining gender-balanced classrooms (10 male and 10 female students in each section) and a co-teaching model (one male and one female teacher), which collectively foster an inclusive and equitable space. The study illustrates how child-friendly practices, learner-centered and activity-based pedagogy, zero corporal punishment, and encouragement of fearless participation contribute to sustainable learning. Moreover, the paper discusses how students' engagement in multifaceted activities, including community service learning, digital classes, talent-hunt programs, and cultural exchange activities, strengthens their trust and rapport with peers, teachers, and community members. It shows that these opportunities cultivate leadership skills and emotional connections that support collaborative, practical, and life-oriented learning. Overall, this study highlights how a holistic educational approach can significantly enhance learner behavior, engagement, and personal development in Access classrooms
53.	**पद्मादेवी पन्धाक**को जन्म विसं २०२६ साल कार्तिक ११ गते मङ्गलबारको दिन साविक पौँठाक गाविस र हालको मेन्छयायेम गा.पा., तेह्रथुममा पिता कनकसिं पन्धाक र माता विष्णुमाया कन्दङ्वा, लिम्बूको कोखबाट भएको थियो । वहाँले त्रिभुवन विश्वविद्यालय नेपालबाट नेपाली विषयमा एम.ए. एम.एड. उत्तीर्ण गर्नु भएको छ । वहाँले शिक्षणपेशा करिव डेढ दशकदेखि जनता बहुमुखी क्याम्पस, इटहरी, सुनसरी, नेपालमा स्नातक तथा स्नातकोत्तर तहका नेपाली विषयहरूबाट थालनी गर्नु भयो । हाल वहाँ उपप्राध्यापक पदको जिम्मेवारी कुशलतापूर्वक निर्वाह गर्नुका साथै शैक्षिक उन्नयनको सिलसिलामा वहाँले करिव आधा दर्जन "नेप्जोल" मा प्रविष्टि प्राप्त जर्नलहरूमा विज्ञसमीक्षित लेख रचनाहरू प्रकाशित गर्नु भएको छ ।	**आदरार्थी पध्दतिको कसौटीमा लिम्बूभाषा** **पद्मादेवी पन्धाक** padmadevipanda@gmail.com यो लेखले लिम्बूभाषीहरूले आफ्नो वाक्व्यवहारमा प्रयोग गर्ने आदरार्थी रूपको प्रकारहरू अध्ययन गर्ने छ । प्रस्तुत अध्ययन विवरणात्मक, व्याख्यात्मक र विश्लेषणात्मक स्वरूपमा आधारित हुने छ । तथ्याङ्क सङ्कलनमा पुस्तकालयका साथै आनुभाविक विधि अवलम्बन गरिन् छ । अध्ययनको विषयक्षेत्र सामाजिक भाषाविज्ञान अन्तर्गतको हुने छ जसले भाषा र समाजको अन्तरसम्बन्धलाई विश्लेषण गर्ने छ । विनम्रता र आदरार्थी वाक्बोली प्रत्यक्ष रूपमा सामाजिक भाषाविज्ञानसँग सम्बन्धित पक्षहरू हुन् । विश्लेषणबाट प्राप्त हुन गएको नतिजाले लिम्बू भाषिक व्यवहारमा पाँच तहका आदरार्थी स्वरूपहरू प्रचलनमा छन् । आदरार्थी सूचक सर्वनाम र तदनुसारका क्रियापदहरू छैनन् तथापि ती पाँच विभिन्न स्तरका आदरार्थी उच्चार्य बोलीहरू महसुस गर्न सकिन्छ । व्याकरणका हिसाबले एकैखालको क्रियापदलाई पाँच भिन्न स्तरका आदरार्थी

		उच्चार्यहरू व्यक्त गरिन्छन् । लिम्बूभाषीहरूको भाषिक सम्प्रेषणमा आदरार्थीसूचक अभिव्यक्ति तीन तरिकाले हासिल गर्न सकिन्छ । यो लेख लिम्बूभाषामा आदरार्थी व्यवस्थाको बारेमा जिज्ञासु व्यक्तिहरूलाई उपयोगी हुने छ । त्यसको अतिरिक्त अन्य भोट-बर्मेली भाषा समूहका भाषाहरूमा आदरार्थी व्यवस्थाको अध्ययन-अनुसन्धानमा पनि यो लेख उतिकै सहयोगी हुनेमा विश्वास गर्न सकिन्छ ।
54.	**Mr. Parshu Ram Shrestha** is an M. A., B. Ed. in English from Tribhuvan University, Nepal. Currently, he is an MPhil (English Language Education) scholar at Kathmandu University. He is a Lecturer at Janta Multiple Campus (Tribhuvan University), Itahari, where he teaches Business Communication to Bachelor level students. He is also a Post Graduate Teacher I at SOS Hermann Gmeiner Secondary School Itahari, Sunsari, Nepal. He is also active in editing and writing academic articles and short stories. He is a former Editor of NELTA ELT Forum (the official ezine of NELTA). His short stories are published in various online literary portals such as www.thegorkhatimes.com, www.english.sahityapost.com, www.kathmandupost.com, etc. Besides, he has participated in various online and face-to-face national and international ELT conferences as a paper presenter. He is a life member of NELTA (Nepal English Language Teacher's Association).	**Developing Students' Speaking Skills through Recap(ping)** **Mr. Parshu Ram Shrestha** parshushrestha31@gmail.com; parshushrestha25@gmail.com Recap(ping) is a practice of summarizing and reflecting upon the activities conducted during a lesson. A teacher can choose to conduct this activity either at the beginning, or at the end of a lesson. As an English language teacher, I have been using recapping as a signature pedagogy since the beginning of my teaching career. In this article, I have examined my long-time practice of recapping activity in my English language classroom using analytical-interpretive autoethnography. I have narrated and analyzed my memory data of using recapping activity in my English language classroom to discuss its usability, pedagogic importance, merits, and demerits as a signature pedagogy. This study underscores the effectiveness of recapping as a pedagogic tool with its high adaptability and multiple benefits for both the teachers and the students.
55.	**Pooja Pant,** originally from Itahari-4, Sunsari, has completed her master's degree in Public Health and Early Childhood Development and is currently pursuing an MPhil in Educational Leadership. She has over 18 years of experience working in various national and international organizations and institutions. At present, she works as a freelancer, focusing on strengthening early childhood education and systems.	**Fathers' Involvement in Early Childhood Care and Education** **Pooja Pant** poojapant5@gmail.com, Fathers play a significant role in early childhood care and education, which is important in ensuring their health, education, safety, and security. However, their involvement is always low. This presentation captures the perceptions and roles of fathers drawn from literature and my MPhil research findings, which will sensitize program designers, educators, and policymakers to promoting greater male participation in early childhood development.
56.	**Pratibha Adhikary**, from Itahari, is currently enrolled in the Bachelor of Business Studies program at Sushma Godawari College. She is focused on developing strong academic and professional skills to pursue a successful future career in business.	**Corporate Social Responsibility (CSR) and Ethical Governance** **Pratibha Adhikary** pratibhaadhikari56@gmail.com This study analyzes CSR and ethical governance in Nepal through secondary legal and policy documents. It shows how voluntary CSR standards influence business practices but highlights enforcement gaps, low awareness, and resource constraints. In order to encourage socially conscious, ethical business practices,

		the study emphasizes the importance of the companies Act and regulators and calls for increased enforcement, openness, and leadership.
57.	**Pukar Chaudhary** is an Assistant Professor of Social Work at Purbanchal University, Janata Adarsha Multiple Campus, where he also serves as the Program Coordinator for the Master of Social Work program. He is a member of the Social Work Subject Committee and is actively involved in designing, reviewing, and updating social work courses **Sukrita Rai** is an Assistant Professor of Social Work at Padmakanya Campus, Tribhuvan University, Kathmandu, and also teaches at the Central Department of Social Work, TU, Kirtipur. She serves as a member of the Social Work Subject Committee (BSW and MSW) at TU, where she has played a key role in designing and upgrading the curriculum to meet the needs of today's vibrant and evolving society.	**School Social Workers Intervention in Addressing Students' Psychosocial Needs at Public Schools in Nepal: Evidences from Action Research** **Pukar Chaudhary** prempukar66@gmail.com **Sukrita Rai** suk.bas@gmail.com This study identified the psychosocial need affecting student's academic, emotional and social-wellbeing examining the role of school social-workers. Within the pragmatic approach, action-research was carried in three public-schools in Biratnagar. Identified twenty-cases were intervened through case study. Family issues: (conflicts, financial instability, high expectations, and emotional-neglect); School factors: (bullying, discrimination, cyber-abuse, racial-slurs, and teacher's neglect) leads to isolation, substance-dependence, absenteeism, suicidal thoughts and poor performance. Sixty days' school-social work intervention showed that school social-worker can create comfortable, confidential and judgment-free space to express students' concern that promotes wellbeing among students.
58.	**Purushottam Kattel** is an English teacher at Gyan Jyoti English School and a digital content creator specializing in ELT-focused videos. He works as a graphic designer, SEO practitioner, and researcher with interests in AI-enhanced pedagogy, digital learning, and classroom innovation. He actively engages in promoting effective English education in Nepal.	**AI and Digital Tools in ELT: Opportunities, Challenges, and Engagement** **Purushottam Kattel** purushottamkattel9@gmail.com This study investigates the integration of AI and digital tools in Nepali ELT classrooms. It explores the opportunities for enhanced learner engagement and the significant challenges, including infrastructure and teacher readiness. The findings aim to provide practical strategies for the effective and sustainable adoption of AI-driven pedagogy to improve English language learning outcomes in Nepal.
59.	**Purushottam Lal Karn** is an MPhil graduate in Public Administration from Tribhuvan University and a secondary-level computer teacher at Kesho Aniruddhwati Ma. Vi., Rajbiraj. His interests include assessment practices, educational policy in Nepal, the school level letter grading system, and teacher well-being and sustainability.	**Teachers' perceptions of Letter grading system in community secondary schools of Rajbiraj Municipality** **Purushottam Lal Karn** purushottamlk@gmail.com This study investigates how implementation practice mediates the link between supportive factors and teachers' perceptions of the letter grading system in Rajbiraj's community secondary schools. Using a mixed approach with data from 121 teachers, the results show full mediation, where supportive factors influence perceptions only through implementation practice. The findings support educators, stakeholders and policy makers.
60.	**Mr. Rabindra Baral**, General Secretary of Nepal English Language Teachers' Association (NELTA) Koshi Province is the lecturer of English at Janta Multiple Campus, Itahari-Sunsari. He is a teacher	**Impact of AI on Organizational Culture and Identity in Language Teachers' Association: An Ethnographic Exploration** **Mr. Rabindra Baral** rbnbrl41@gmail.com

	trainer, teacher educator and has presented papers in different national and international conferences including Thai-TESOL Conference, at Chiang Mai University, Thailand in 2019 and ICALS, Australia (2025). **Mr. Bikash Rimal** has earned M. Ed. in English from Tribhuvan University and has more than one decade's experience on education project management. He started his career as a teacher trainer from 2011 and then gradually moved into project management. He has worked for Non - Governmental Organization (NGO), International Non -Governmental Organization (INGO) and Bilateral Organization. He has worked as a project Manager at the British Council. Currently, he is working at NELTA as a National Program Coordinator. He has presented his papers in national and International Conferences like ELT Conference of Tribhuvan University, Nepal, NELTA International Conference, Nepal and IATEFL Conference, UK, TESOL Convention, USA and ICALAS, Australia.	**Mr. Bikash Rimal** rimalbdynamic@gmail.com This ethnographic study investigates the cultural shifts ELT through AI, focusing on how AI-mediated environments reshape teacher identity with the support of professional associations. Drawing upon Social Identity Theory and the concept of Communities of Practice, this explored how educators navigate their professional roles and authority in AI-integrated pedagogical settings.
61.	**Mr. Raj Kishor Chaudhary** is an English teacher at Shree Ambebar Secondary School, Udayapur, Access Teacher for the 11th cohort, and visiting faculty at Takshashila College. An M.Ed. graduate, he is pursuing M.Phil. in ELE at Kathmandu University and is a life member of NELTA with extensive national and international presentations experience. **Mr. Bhola Kumar K.C.** is an English teacher at Shree Triyuga Janata Secondary School, Udayapur, Access Teacher for the 11th Cohort. An M. Phil. graduate in ELE from Kathmandu University and is a life member of NELTA with extensive national and international presentations experience. **Mamata Bhattarai** is a secondary level English teacher with a Master's degree in English and has more than nine years' of teaching experience. She has been serving as an Access teacher since 10th cohort. She has also participated in a virtual exchange program for English languague educators sponsored by U.S. Department of State.	**Empowering English Education: Best Practices from Access Program in Udayapur** **Mr. Raj Kishor Chaudhary** rkc50431@gmail.com **Mr. Bhola Kumar K.C.** bholakc87@gmail.com **Mamata Bhattarai** This presentation explores effective teaching strategies and successful classroom practices implemented through the Access Program in Udayapur to enhance English language learning among underserved students. It highlights learner-centered pedagogy, technology integration, cultural exchange, and student engagement techniques that foster confidence, communication skills, and academic growth in diverse educational contexts.
62.	**Rajendra Prasad Gautam** is a distinguished academic based in Sundarharicha-3, Morang, known for his	**Sustainable Development Through Cultural Preservation** **Rajendra Prasad Gautam**

	multidisciplinary expertise. He possesses a robust educational background, holding Master of Arts degrees in both Anthropology and English, which he has further advanced with a Master of Philosophy (M.Phil.) in English. Currently, Mr. Gautam serves as the Research Head at Green Peace Lincoln College in Itahari. In this role, he leads institutional research initiatives and guides academic inquiry. His commitment to scholarly contribution is evidenced by his research articles published in NEPJOL (Nepal Journals Online), establishing him as an active voice in the academic community. **Suman Kalyan Adhikari** is an academic professional and creative designer holding an M.A. in Interdisciplinary English. He currently serves as the Program Coordinator at Green Peace Lincoln College. With a robust professional background that includes five years at the Lincoln University Nepal office, Suman combines his administrative experience with a creative edge, working independently as a freelance Commercial Ad designer. **Gaurab Luitel** is a Food Technologist from Nepal. He is a Bachelor's student, industry professional, and entrepreneur focused on food quality, research, and process optimization.	**Suman Kalyan Adhikari** **Gaurab Luitel** Sustainable development recognizes as an everlasting development process that highlights cultural preservation. It sustains and culture makes it stagnant. Culture refers to conventional information and knowledge that is acquired. This information and knowledge has to be preserved; it contributes to uplift identity of community. For the sustainable development, it must be protected and preserved. So, this paper aims to study how the cultural norms and values penetrate in planning and education. Then, how the rituals and ritual performances assist for the development activities. In addition, how indigenous cultural practices make the development sustainable. For it, sampling, observation and Interview method is applied. Respondents are selected by sampling method, research universe is observed and interview method is applied for the data collection. In addition, the paper argues that how cultural preservation supports to create new strategy of development.
63.	**Rajeshwer Prasad Yadav**, an Associated Professor of Science Education at SSMYM Campus, Siraha, TU, Nepal, is currently an MPhil Scholar at TU. He has achieved TOT(ICTE) and has experiences of Assistant Dean as well RMC & ODL coordinator supported by Finland. He has a dozens of research publications, conferences and digital pedagogical issues. **Anil Kumar Mandal**, an Assistant Professor at Tribhuvan University, Suryanarayan Satyanarayan Morbaita Yadav Multiple Campus, Siraha, is currently a PhD Scholar at Tribhuvan University. He is interested in research and has achieved online research courses coordinated by INASP. He has published nearly a dozen articles in peer-reviewed journals.	**Students' Experiences on Science Learning Engagement Environment in Community School** **Rajeshwer Prasad Yadav** rajeshweryadav@gmail.com **Anil Kumar Mandal** anil.mandal@ssmc.tu.edu.np Exploring students' experiences of learning engagement in science in community school was purpose of the study. Following qualitative research design, data were collected through in-depth interview from purposively selected two students of Grade eight. Thematic analysis demonstrated that students were engaged mainly in traditional teaching-learning methods like lecture and note-taking, however, demonstrations, discussions, assessments, and co-curricular activities were observed occasionally.
64.	**Ram Chaudhary** is an ISA Co-ordinator, MPhil. Scholar, and Executive member of NELTA Sunasri. He is an enthusiastic co-founder and coordinator of Unique Academy, Ramdhuni. Chaudhary is an author member of the Local Curriculum of Ramdhuni Municipality and has presented	**Postmodern Pedagogy and Praxis in the EFL Classroom** **Ram Chaudhary** imramchaudhary26@gmail.com Abstract: This mixed-method inquiry examines Postmodern Pedagogy and praxis (PPP) among 2 teachers and 30 secondary EFL students in Sunsari. It

	papers, including one on 'PBL for Reading Comprehension,' at international conferences-2025(FoSSED), NOU.	addresses challenges in speaking skills, compounded by affective barriers and traditional methods. Anchored in Freire's Critical Pedagogy, the study utilizes dialogical action and particularity to shift participants from passive objects to autonomous Subjects.
65.	**Rohit Guragain** is a BCIS graduate and current MBA student. He has hands-on experience in digital marketing, data handling, and CMS projects. Skilled in communication and teamwork, Rohit possesses a strong interest in the intersection of project management and technology, aiming to drive efficient, tech-forward solutions.	**Mapping Dark Side of Social Media: A Bibliometric Review** Rohit Guragain guragainratish7@gmail.com This bibliometric study analyzes 379 publications on the dark side of social media (2016–2025) using Bibliometrix and VOSviewer. Results show rising research output after 2016, dominant keywords like "social," "media," and "dark," strong contributions from the US, UK, China, and India, and major thematic clusters in psychological effects, misinformation, fatigue, and user behavior.
66.	**Roshan Acharya** resides in Itahari-8, Sunsari, and has been serving as a part-time teacher at Sushma Godawari College since 2024. He teaches Organizational Behaviour, Human Resource Management, Business Environment, and Strategy to BBS students.	**The Impact of Corporate Social Responsibility and Ethical Governance on Organizational Commitment: A Study of Employee Perceptions in Nepalese Commercial Banks** **Roshan Acharya** roshan.acharya@godawari.edu.np This research investigates employee perceptions on corporate social responsibility (CSR) and ethical governance within Nepal's banking industry, encompassing 20 commercial banks. Through survey answers from 142 workers, the study demonstrates that 72% of respondents consider ethical governance as more important on corporate engagement than CSR programs. While 78% of workers identified CSR initiatives, just 45% evaluated them as truly linked with business values. The results reveal that workers assess corporate ethics via everyday experiences, with governance credibility serving as the crucial basis for effective CSR impact. The research indicates that Nepalese commercial banks should emphasize developing internal ethical systems while incorporating CSR as a supplementary, authenticity-driven approach.
67.	**Mr. Rudra Nath Dahal**, a lecturer/research coordinator of Barun Multiple Campus, Khandbari and Ph.D. Scholar at Prince of Songkla University, Thailand with extensive experience in teaching, leadership and multidisciplinary research. He has contributed significantly to education, human rights and community development through publications, conference and institutional service.	**Preliminary Study of Ramitedhunga's Footprints in Sabhapokhari-1, Sankhuwasabha, Nepal Made by Early Humans** **Mr. Rudra Nath Dahal** dahalrudra18@gmail.com This study explores mysterious footprint-like impressions at Ramitedhunga, Sankhuwasabha, assessing their possible link to prehistoric hominins. Using field observations, community discussions, expert input, and comparison with Laetoli footprints, the findings suggest similarities to early bipedal trackways. Evidence of nearby stone tools further supports early human activity. The study calls for advanced scientific research and highlights the site's archaeological, heritage, and tourism potential.

68.	**Sabina Budhathoki** is an MBA final-year student at Quest International College, Pokhara University, with a strong interest in agricultural transformation and digital innovation. Her research, "Farmers' Intention to Adopt Agricultural Transformation 2.0 in Chitwan," examines how technology awareness and modern farming practices influence farmers' willingness to adopt Agriculture 2.0.	**Agricultural Transformation 2.0: A Bibliometric Study** **Sabina Budhathoki** sabinabudhathoki247@gmail.com Agriculture is vital for Nepal, but traditional practices limit productivity. This study analyzes 899 global articles (2010–2025) on Agricultural Transformation 2.0 using Biblioshiny and VOSviewer. Results show rising research after 2022, led by China and the US, with themes of modernization, sustainability, digital innovation, and climate resilience. Nepal can advance by improving digital capacity, policy inclusion, and coordination.
69.	**Sajan Chaudhary** is an assistant lecturer of English at Bhadgaun Sinuwari Multiple Campus since 2019. He is associated several organizations for his professional development such as; NELTA, TESOL, IATEFL and STAR scholars. He has presented several papers in international conferences in home and abroad. Currently, he is pursuing MPhil. from Nepal Open University.	**Breath, Body, Barn: Biopolitical Power on Animal Farm** **Sajan Chaudhary** sajanchaudhary74@gmail.com This presentation explores biopolitics in Animal Farm, examining how the pigs control the animals' bodies, labor, reproduction, and wellbeing to maintain power. Through regulated rations, surveillance, propaganda, and exploitation, the regime transforms life itself into a political tool. By applying Foucault's concept of biopower, the analysis reveals how totalitarian systems govern populations by managing their physical existence.
70.	**Sangita Basnet**, an MPhil scholar at Nepal Open University, is a permanent resident of Itahari Sub-Metropolitan City. She is currently teaching at Vishwa Adarsha Academy, located in Itahari, Sunsari.	**Independence leading to Solitude in Kate Chopin's The Awakening** **Sangita Basnet** sangibasnet2023@gmail.com This paper examines how Edna Pontellier's pursuit of independence in Kate Chopin's The Awakening leads her to solitude. Rejecting domestic gender roles, she seeks personal and sexual liberation but becomes emotionally and physically isolated. Employing feminist perspectives from Simone de Beauvoir, Virginia Woolf and Betty Friedan, this study highlights the social penalties Edna undergoes in an attempt to restrain domestic constraints.
71.	**Santiram Dahal**, a resident of Itahari, Sunsari, has been engaged in University-level teaching since 2007. His academic background is in mathematics education, with subsequent specialization in curriculum and evaluation, sociology, and anthropology. He holds a Master's in Educational Science from Tribhuvan University, specializing in Digital Pedagogy. Additionally, he is a certified digital pedagogy trainer, having facilitated professional development sessions on digital pedagogy, learning management systems (LMS), and subject-specific digital tools, delivered through both online and in-person modalities. His research interests include educational technology, 21st-century skills, teacher professional	**Educational Transformation Through Digital Assessment: Innovations, Challenges, and Future Directions** **Santiram Dahal** shantiram0014@gmail.com Digital assessment is reshaping how students learn and how teachers support them. With tools like AI, analytics, and online platforms, assessments can become more meaningful, personalized, and fair. This paper explores real examples, benefits, and challenges from around the world and offers a practical framework to help educators and institutions use digital assessment to create more inclusive and future-ready learning environments.

	development, curriculum design, and assessment.	
72.	**Er. Santosh Dahal** is a Teaching Assistant and Head of the BICTE program, from Sukuna Multiple Campus. With strong interests in AI, data analytics, and software development, he actively supports academic innovation. As the seminar presenter on "AI Replacing Teachers," he provides balanced insights into AI's impact on future teaching roles.	**Can AI Replace Teachers?** **Er. Santosh Dahal** santoshdl2002@gmail.com Modern education has been influenced by Artificial Intelligence (AI), which has seen a tremendous number of advancements in recent years. AI now encompasses doing things that were previously done by teachers, such as adaptive learning systems, assessing students' performance with predictive analytics, providing automated assessments and providing virtual tutoring. Whereas scholars for many years have argued that teaching is a human-centric profession that requires empathy, cognitive judgment and moral leadership, the growing role of generative AI, multi-modal models of complex learning and affective computing has raised some serious questions about that perspective. To examine if AI has the potential to take over part or all of the teaching profession, this qualitative research synthesizes data extracted from over 15 peer reviewed sources over a five year period (2018-2025). Five thematic areas identified through thematic analysis indicate that AI is continually developing the capacity to deliver instruction at scale, assess learning at scale, and create a personalized learning experience for all learners.
73.	**सन्तोष कार्की** बराहक्षेत्र नगरपालिका-१०, प्रकाशपुर, सुनसरीमा जन्मिएका एक दक्ष कर्मचारी हुनुहुन्छ । एम.एड., एम.ए. र एम.फिल. (नेपाली) त्रिभुवन विश्वविद्यालयबाट पूरा गर्नुभएका उहाँ प्रशासनिक सेवा र स्थानीय शासनमा सक्रिय हुनुहुन्छ । हाल इटहरी उपमहानगरपालिका नगर कार्यपालिकाको कार्यालयको शिक्षा शाखामा अधिकृत स्तरमा कार्यरत उहाँलाई दक्ष र जिम्मेवार राष्ट्रसेवक कर्मचारीका रूपमा चिनिन्छ। स्थानीय स्तरका सम्पूर्ण शैक्षिक नीतिनियमको निर्माणदेखि अनुगमनमा विशेष योगदान पुर्‍याउनुभएका उहाँको अनुसन्धेय पाटो पनि सबल रहेको पाइन्छ।	**बुढी, बुहारी र बटुवा लोककथाको संरचनात्मक अध्ययन** **सन्तोष कार्की** santoshkarki548@gmail.com लोकसाहित्य लिखित साहित्यको आधारशिला हो । लोककथामा मौखिक वा श्रुतिपरम्पराको गुण हुन्छ । लोककथालाई त्यसैले पनि अपठित समुदायको सम्पत्तिको रूपमा लिने गरिन्छ । संरचना भनेको व्यवस्था वा सङ्गठन हो । लोककथा कथानक, सहभागी, परिवेश, उद्देश्य र भाषाशैलीय विन्यासजस्ता घटकहरु हुन्छन् । प्रस्तुत आलेखमा बुढी, बुहारी र बटुवा लोककथाको संरचनात्मक रुपमा विश्लेषण गरिएको छ । कथामा बुढी बास माग्न जानु कथाको आदि, बुढी र बुहारी मिलेर कान्छीऔँलाबाट मुटु, कलेज झिक्नु मध्यमाग र बटुवाले मृत्यु भएको युवकलाई बचाउनु कथाको अन्त्य हो । कथाले बहुपात्रलाई अङ्गिकार गरेको छ भने मुलतः बुढी, बुहारी र बटुवाको वरिपरि घुमेको छ । यस कथाको मूल उद्देश्य मनोरञ्जन प्रदान गर्नु हो ।
74.	**Sareena Prajapati** is a final-year MBA student applying her skills at the Social Welfare Department of Kist Medical College. She integrates management theory with practical social initiatives, focusing on community and student welfare to drive compassionate organizational impact. Her work bridges business acumen with a commitment to social responsibility.	**Mapping Research on Contributors perception of the Social security fund:A bibliometric analysis** **Sareena Prajapati** sarinapraz19@gmail.com This study maps global research on contributors' perception of social security systems using bibliometric analysis with Scopus data, VOSviewer, and Biblioshiny. Findings show increasing research concentration in developing economies, emphasizing satisfaction, service delivery, and behavioral intention. Significant gaps exist in empirical evidence from Nepal, highlighting the need

		for theory-driven studies to evaluate contributors' perception of the Social Security Fund.
75.	**Saroj Bhandari,** residing in Gothgaun, Morang, has been serving as the MBA/BBA Coordinator at Sushma Godawari College since 2025. Previously, he taught Fundamentals of Accountancy and Corporate Finance. He emphasizes connecting theoretical concepts with real-world practice to equip students with practical financial and managerial skills.	**Green Business Models and Circular Economy** **Saroj Bhandari** sabita.saroj@gmail.com Rising environmental crises have intensified the need for sustainable corporate practices. Green business models and circular economy frameworks aim to decouple economic growth from ecological harm. This study examines their integration, highlighting benefits like cost reduction and innovation, alongside challenges such as financial and technological barriers. It concludes that combining these approaches is essential for achieving ecological balance, economic resilience, and long-term societal well-being.
76.	**Sayeja Aryal** is a dedicated social work professional, educator, and advocate with a Master's degree in Social Work from Tribhuvan University, Kirtipur. With over five years of experience in Nepal's development sector, she has worked at grassroots and policy levels on child protection, gender equality, mental health, digital rights, and social inclusion. Currently an Assistant Lecturer at Janta Multiple Campus, Itahari, she mentors students, leads community-based research, and promotes mental well-being, digital literacy, and awareness of climate protection and environmental care. She has held impactful roles at Shangri-la Orphanage Home and SOSEC Nepal, receiving recognition from Amnesty International and ICS. As a Climate Fellow with UN1FY and Digital Rights Advocates Network Fellow, she advances youth digital literacy and community-centered change.	**Redefining Social Work Education in Nepal: A Curriculum Reform Approach to Mental Health and Counseling** **Sayeja Aryal** aryalsayeja@gmail.com Mental health services in Nepal are scarce, yet social work graduates receive minimal counseling training, limiting their professional scope. This paper advocates a dedicated, practice-oriented counseling course within social work education, strengthening students skills, reinforcing professional identity, and preparing them to address urgent mental health needs. Curriculum reform ensures sustainable, competent, and ethical mental health practice in higher education and communities.
77.	**Mr. Shankar Dewan,** a PhD scholar at Tribhuvan University, serves as a Lecturer at Sukuna Multiple Campus and as an English teacher at Pathari Multiple Campus, Morang. He is also the Secretary of NELTA Koshi Province. He has presented papers at conferences, published articles in national and international journals, reviewed journal articles, and contributed to journal editing. His research interests include World Englishes, second language acquisition, linguistics, and critical discourse analysis.	**A Plurilingual Lens on Language Education: (Re)engineering Language Policies and Pedagogical Approaches in Nepal** **Mr. Shankar Dewan,** dewanms4@gmail.com Nepal's multilingual context has led scholars to recommend multilingual language education, particularly trilingual policies, which often treat languages as separate, additive systems, overlooking students' rich linguistic repertoire. Plurilingualism challenges monoglossic, deficit ideologies and emphasizes linguistic synergy. This paper analyzes Nepal's plurilingual contexts and practices and advocates for plurilingualism as an ecologically appropriate pedagogy grounded in cognitive, socio-cultural, and action-oriented theories.
78.	**Sikha Gurung** is an Academic Coordinator at Ullens School, a	**Let's Exchange Stories and Experience the Magic**

	member of subject committee for the Department of Language Education at Kathmandu University School of Education (KUSOED) and a life member of NELTA. She is also an alumna of prestigious global fellowship programs like Creativity Group, IATEFL, UK; Meral Guceri, TESOL and SUSI, USA. Academically, she is a PhD (ELT) research fellow at KU. The professional and academic exposures so far have endowed her, the culture and passion for continuous learning and sharing to grow together with her community of practice.	**Sikha Gurung** Andrew Wright, a storyteller explains that each culture offers stories representing its own values, perceptions and behaviour that help individuals and societies to establish their sense of identity (Heathfield, 2014). This workshop aims to bring together, multicultural storytellers from different parts of the world to spend an evening together telling cultural, personal or ethnic stories to one another to experience what can be articulated and exchanged through storytelling. The host with a story from Nepal, two international storytellers (remotely) and some participants from the audience will be invited to tell stories from their native country or culture. At the end, everyone will reflect and share what they experienced and thereby what storytelling can offer to education.
79.	**Surendra Babu Shrestha** is a dedicated Teaching Assistant at Sukuna Multiple Campus. He holds a B.Ed. and a Master's degree in Management from Tribhuvan University. With a passion for teaching and student support, he is committed to academic growth, professional development, and contributing positively to the campus community. **Suman Sapkota**, a dedicated educator, has completed B.Ed and MBS from Tribhuvan University. He is currently serving as a Teaching Assistant at Sukuna Multiple Campus. Passionate about academic excellence, he aims to inspire students through practical knowledge and engaging classroom experiences. **Rojina Luitel** holds a Master of Business Studies (MBS) Degree from Tribhuvan University. She is presently engaged as a Teaching Assistant at Sukuna Multiple Campus. She supports teaching and learning activities and is committed to enhancing students' academic understanding and overall educational experience.	**Innovation for Sustainable Transport: A Quantitative Analysis of Consumer Buying Behavior towards Electric Vehicles** **Surendra Babu Shrestha** shresthasurendrababu@gmail.com **Suman Sapkota** sapkotasuman43@gmail.com **Ms. Rojina Luitel** This study investigates the factors influencing consumer buying behavior toward EVs. Using a quantitative design, data were collected from 63 respondents through structured questionnaires and analyzed using descriptive. The findings indicate that price sensitivity, availability of charging stations, and environmental concerns significantly shape consumer attitudes, while financial barriers and inadequate infrastructure continue to hinder adoption.
80.	**Surya Prasad Chamlagai** is an MPhil scholar in STEAM Education at Kathmandu University. He has presented at international conferences. He has delivered training and workshops on TPD, STEAM-based pedagogy, curriculum and assessments. His research interests include teachers' professional development and teachers' well-being in higher education.	**Sustaining the Passion for Teaching: Teacher Well-being in Higher Education** **Surya Prasad Chamlagai** surya1982raja@gmail.com This presentation deals with the core elements of teacher well-being, including physical, mental, social, and professional deliberations. Using a narrative inquiry as its methodology, it explores teacher educators' lived experiences in the grassroots. The findings reveal that Gen AI literacy, technological innovation, workload, publication pressure, identity formation, feedback and motivation are critical concerns in academic wellness.

81.	**Surya Prasad Sharma** is an Assistant Professor at Rapti Babai Campus, Dang, Nepal. He holds an MPhil degree and is actively engaged in teaching, research, and academic writing. His professional interests include higher education development, policy analysis, and research-based learning, and he regularly contributes to academic and scholarly discussions.	**Factors Influencing Consumer Buying Behaviour of Organic Food Products in Dang Valley, Nepal** **Surya Prasad Sharma** suryasharma000zxn@gmail.com Organic food is becoming increasingly popular as consumers are more concerned about their health and the environment; however, limited information exists on the reasons behind organic food purchasing in Dang Valley. This study examines the key factors influencing consumer buying behavior toward organic food products. A quantitative research design was adopted, and primary data were collected from 222 consumers in Dang Valley using a structured questionnaire. The data were analyzed using descriptive statistics, correlation analysis, and multiple regression analysis. The results indicate that health consciousness is the most important factor influencing the purchase of organic food products, followed by trust, awareness and knowledge, and price sensitivity. In contrast, the availability of organic food products does not have a significant effect on consumer buying behavior. The study concludes that consumers prioritize health benefits, trust in product authenticity, and knowledge over product availability. Therefore, increasing consumer awareness, strengthening certification systems, and adopting reasonable pricing strategies can help promote organic food consumption in Dang Valley.
82.	**Tahsina Shabnam** is a dedicated educator and researcher with significant experience teaching English at the University of Development Alternative (UODA). Presently an Assistant Professor, she holds a Master's degree in English Literature. In addition to her teaching responsibilities, she is actively engaged in academic research, focusing on literary studies and pedagogical sustainability in higher education. **Abu Sayed Md. Mahmudul Haque Chowdhury** is an educator, researcher and columnist with more than a decade of experience teaching English at the University of Development Alternative. Presently an Assistant Professor, he holds Master's degrees in both English Literature and Applied Linguistics & ELT. He also works as an IELTS instructor.	**Techno-stress and the Modern Academic: Balancing Digital Demands with Mental Wellbeing in Hybrid Learning Environments** **Tahsina Shabnam** tahsina.shabnam@english.uoda.edu.bd **Abu Sayed Md. Mahmudul Haque Chowdhury** abu.sayed@english.uoda.edu.bd This research addresses the rising issue of "Techno-stress" among university faculty in hybrid learning environments. It explores how the "always-on" digital culture contributes to burnout and threatens professional sustainability. The paper argues for the implementation of "Digital Wellbeing" strategies and institutional boundaries to protect the mental health of educators while maintaining technological efficiency.
83.	**Tirtha Raj Acharya** is a PhD scholar at Tribhuvan University (TU). He is a lecturer at Janta Multiple Campus, Itahari, Sunsari, and also a secondary-level English teacher at Manohar Janata Secondary School, Morang. He completed his MPhil in English Education from Nepal Open University in 2022. He has obtained vivid experiences regarding how mentors facilitate language learning. With	**Medium of Instruction in Community Schools: Opportunities or Challenges** **Tirtha Raj Acharya** acharyatirtharaj2017@gmail.com This study examines medium-of-instruction practices (EMI, NMI, or dual medium) in community schools of Miklajung Rural Municipality, exploring opportunities, challenges, and the experiences of students and teachers. It analyzes language policy, teachers' English proficiency, and resource allocation, highlighting their

	15 years of teaching experience, he has also gained valuable exposure by presenting papers at international conferences held in Nepal.	impact on language identity, inclusiveness, and effective learning in Nepal's community-school context. It also highlights disparities created by MOI in classrooms.
84.	**तीर्थराज भट्टराई** जनता बहुमुखी क्याम्पस, इटहरीका उप-प्राध्यापक हुन्। उनी हाल श्री शारदा माध्यमिक विद्यालय, इनरुवामा प्रधानाध्यापकका रूपमा कार्यरत छन् । नेपाली विषय शिक्षणको २३ वर्षको अनुभव रहेका भट्टराईले सातओटा पुस्तकहरूको सह-लेखन गरेका छन्। विभिन्न पत्र-पत्रिकामा उहाँका अनुसन्धानमूलक लेखहरू प्रकाशित भएका छन्। नेपाल संस्कृत विश्वविद्यालय, नेपालबाट PhD पूरा गरेका उहाँका ४ वटा peer–reviewed लेखहरू समेत प्रकाशित छन्।	**सारस्वतेय महाकाव्यमा सादृश्यमूलक अलङ्कार** **तीर्थराज भट्टराई** tirtha2033@gmail .com सारस्वतेय महाकाव्यमा सादृश्यमूलक अलङ्कारहरूको प्रयोग के कसरी भएको छ भन्ने जिज्ञासा समाधान गर्ने उद्देश्यले यो अध्ययन सम्पन्न गरिएको छ । प्रस्तुत अध्ययन गुणात्मक किसिमको रहेको छ । यसमा समष्टि विधिमार्फत सारस्वतेय महाकाव्यलाई छनोट गरी उद्देश्यमूलक विधिद्वारा प्रथमिक स्रोतका सामग्री सङ्कलन गरिएको छ । सारस्वतेय महाकाव्यको सन्दर्भमा विमर्श गरिएका सामग्रीहरूलाई द्वितीयक स्रोतका सामग्रीहरूका रूपमा उपयोग गरिएको छ । मूलतः रुय्यकको अलङ्कारसिद्धान्तलाई मूल आधार बनाई पुस्तकालयीय अध्ययन कार्य, वर्णनात्मक विधि र विश्लेषणत्मक विधिको प्रयोग गरी यो अध्ययन कार्य सम्पन्न गरिएको छ । सारस्वतेय महाकाव्यमा प्रयुक्त अर्थालङ्कारअन्तर्गतका सादृश्यविच्छित्तिमूलक वर्गका अठ्ठाइस ओटा अर्थालङ्कारहरूको सहज, स्वाभाविक र अर्थपूर्ण प्रयोगका कारण प्रस्तुत महाकाव्य अलङ्कारप्रयोगका आधारमा उत्कृष्ट रहेको छ ।
85.	**Mr. Umesh Upreti** is a lecturer of Sukuna Multiple Campus. He has been working at this institution since 2063. He has completed M.Phil. degree in general management from Purbanchal University Biratnagar. Currenty, he holds the position of HOD under faculty of management at Sukuna Multiple Campus. He is keenly interested in research activities and has also attended many regional, national and international level seminar and workshop.	**Mapping and Analyzing Supply Chain of Banana in Jhapa District** **Mr. Umesh Upreti** umeshupreti01@gmail.com The study highlights Nepal's rising banana demand and the Terai region's strong production potential, especially in Jhapa. Surveying 200 farmers, it found high profitability despite reliance on personal financing. Strengthening the sector requires innovation and research through higher education, promoting sustainable practices, climate-resilient technologies, value-chain improvements, and partnerships that support evidence-based policies and farmer empowerment.
86.	**Asst. Prof. Dr. Yadu Prasad Gyawali** is an Executive Director at the Directorate of International Relations, Mid-West University (MU), Nepal, where he also serves as Chairperson of the English Language Subject Committee and a Member of the Faculty Board. With a PhD in English Education from Chandigarh University, India, he has held numerous academic and administrative leadership roles, including international program coordination under Erasmus+ and Fulbright Specialist initiatives. Dr. Gyawali has contributed considerably to institutional development, curriculum	**Empowering Teachers for Digital Future through Co-Tech Innovation** **Asst. Prof. Dr. Yadu Prasad Gyawali** yadu.gyawali@mu.edu.np This study investigates the Co-Tech Model for enhancing the professional development of English teachers in the post-COVID era. By combining Innovation Diffusion Theory and the TPACK framework, the model emphasizes collaboration, community, communication, contextual practice, and blended learning. Results indicate improved digital pedagogy, increased teacher resilience, and enhanced student engagement, facilitating sustainable and equitable technology-driven professional advancement.

	innovation, and faculty capacity building through national and international collaborations. He has led conferences, moderated panels, supervised postgraduate research, and facilitated training in ICT integration, transformative pedagogy, and professional leadership. As an editor, reviewer, and production editor for international journals, he plays a crucial role in promoting scholarly communication.	
87.	**Yubaraj Subedi** is an assistant lecturer at Janta Multiple Jampus, Itahari, Sunsari and serves as the Joint Secretary of NELTA Sunsari. He is currently pursuing an MPhil in English literature from Nepal Open University. His areas of interest lie in researching innovative strategies of teaching literature and practicing literary criticism. He writes research articles in both pedagogy and literature.	**Struggle and Tension in City inNayan Raj Pandey's Ular** **Yubaraj Subedi** yubarajsubedi41050@gmail.com This study examines Nayan Raj Pandey's Ular as a portrayal of Nepalgung and Kathmandu as contested urban spaces marked by exploitation, corruption, and marginalization. Using urban theories of Mumford, Wirth, Simmel, and Nandy, it argues that the novel exposes how Nepali cities reinforce hierarchies and precarity. The analysis situates Ular within broader South Asian urban discourse.

SYMPOSIUM

From Isolation to Collaboration: Strengthening Education Through Community Engagement

Abstract of the Symposium:

When education institutions and communities come together, learning is no longer confined to educational milieu-it becomes a shared social movement. This symposium examines how partnerships between communities, local governments, and higher education institutions can enrich learning, strengthen wellbeing, and cultivate a sense of shared responsibility to make educational institutions vibrant and lively. It examines how partnerships between educational institutions and communities can become truly a transformative avenue which embraces the value of engaging communities in education institutions as a co-designer, not as a peripheral supporter. This discourse invites educators, leaders, local government authorities, and policy makers to visualize partnerships as a communities' integral culture, not as a project that is time bound. This symposium highlights meaningful institution-community collaboration for fostering academic success, stronger social bonds, and resilient communities through reflective dialogue.

Medin Lamichhane
Principal
Ullens School
Lalitpur, Nepal

Bio:

Sahadev Kafle is a principal at Shikshadeep Academy Itahari and president of Free Student Union, Janta Multiple Campus. He has an M.Ed. in English Education from Janta Multiple Campus, Itahari. Mr. Kafle is the executive committee member of Nelta Sunsari branch.

Sahadev Kafle
FSU President
Janta Multiple Campus, Itahari

JANTA MULTIPLE CAMPUS
ITAHARI SUNSARI
Estd: B.S. 2045

"*Empowering Dreams, Shaping Future: Your Journey Starts Here!*"

M.Ed.
MBS
B.Ed.
BBS
BA
BICTE

Affiliated to TU

Janta
Multiple Campus

www.jantacampusith.edu.np