

A Report on First JMC International Conference 2025

on

Innovational, Research, and Sustainability in Higher Education

Conference Date: December 20-21, 2025



Organized by:

Janta Multiple Campus

Itahari-5, Sunsari, Nepal

Reported by

Indra Prasad Pyakurel

To

Janta Multiple Campus

Itahari-5, Sunsari, Nepal

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LIST OF CONTENTS

LIST OF CONTENTS.....	3
ACKNOWLEDGEMENTS.....	4
LIST OF TABLE.....	5
LIST OF FIGURES	6
ABBREVIATIONS	7
Introduction	8
Background of the Program	8
Objectives of the Program.....	9
Procedure of the Program.....	9
Rationale of the Program.....	10
Structure of the Program	11
Lightning Talk and Keynote Sessions	12
Lightning Talk.....	12
Keynote 1	13
Keynote 2	14
Keynote 3	16
Keynote 4	17
Plenary Session.....	18
Featured Session	20
Panel Discussion.....	20
Student Spark Session	22
Interactive Poster Fair (IPF)	22
Poetry in Performance	22
Conference Presentations Summary	23
Outcomes.....	29
Reflection	31
Income and Expenditure	32
Annexes	32
Annex 1: Some Photographs of the Program	33
Annex 2: Program Flyer	41
Annex 3: Program Schedule 2025.....	
Annex 4: Attendance.....	
Annex 5: Some Model of Certificate	
Annex 6: Minute of CMC	
Annex 7: Bills and Vouchers	



ACKNOWLEDGEMENTS

I wish to express my deepest appreciation to all individuals and institutions whose invaluable support made the 1st JMC International Conference 2025 a success. My primary gratitude extends to the College Management Committee (CMC), led by Chairperson Mr. Bikash KC (Khatri), for initiating this grand endeavor, and to our Campus Chief, Prof. Dr. Gita Adhikari, for her steadfast guidance. I am profoundly thankful to our distinguished Chief Guest, Former Defense Minister Dr. Minendra Rijal, and our Special Guest, Itahari Sub-Metropolitan City Mayor Mr. Hemkarna Poudel, for honoring the event with their esteemed presence and support.

My sincere thanks go to all our esteemed national and international guests and presenters for sharing their expert knowledge, which enriched the conference dialogue. I also acknowledge with much appreciation the crucial support from our donors, the RELO office, neighboring municipalities, and ward offices, whose contributions were vital to the event's execution. I extend heartfelt gratitude to the most dynamic participants: our students, especially the volunteers, whose diligent efforts in coordination and assistance were indispensable. Equal recognition is due to all the teaching and non-teaching staff members for their dedicated performance of assigned duties, which ensured the conference concluded successfully. Finally, my special acknowledgements go to every member of the various organizing committees. Your relentless commitment and tireless work in planning and materializing this international event are what ultimately shaped its reality and success.

Convener

Indra Prasad Pyakurel

1st JMC International Conference 2025

Janta Multiple Campus, Itahari




LIST OF TABLE

Table 1: Conference Presentation Summary.....	23
Table 2: Income and Expenditure	32



LIST OF FIGURES

Figure 1: Mr. Sahadev Kafle and Mr. Rabindra Baral hosting the inaugural session.....	11
Figure 2: Convener Mr. Indra Prasad Pyakurel highlighting the conference structure.....	12
Figure 3: Students posed for a photoshoot after they put the cultural show in the opening session.....	12
Figure 4: Mr. Roger F. Cohen and Mr. Bishnu Karki posed for a photo with students after presenting certificates on behalf of RELO	13
Figure 5: Prof. Dr. Mahananda Chalise receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus	14
Figure 6: Dr. Mrigendra Bahadur Karki delivering his keynote address	16
Figure 7: Dr. Prem Phyak receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus.....	17
Figure 8: Prof. H.L. Verma receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus.....	18
Figure 9: The panelists Dr. Prem Phyak, Bishnu Prasad Pokharel, PhD, Dr. Bandana Jain and moderator Khem Raj Rauteda sharing inputs on local knowledge and sustainability in Education.....	21
Figure 10: A Canvas showcasing the cherished moments of the First Janta Multiple Campus International Conference Conduct	38



ABBREVIATIONS

Abbreviations	Definitions
A.D.	Anno Domini
CNAS	Centre for Nepal and Asian Studies
CMC	Campus Management Committee
CSR	Corporate Social Responsibility
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English Medium Instruction
ESD	Education for Sustainable Development
ESG	Environmental, Social, and Governance
ETEs	Extralocal Teachers of English
FoM	Faculty of Management
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IPF	Interactive Poster Fair
IRS	Innovation, Research, and Sustainability
JMC	Janta Multiple Campus
JMCIC	JMC International Conference
MOOC	Massive Open Online Course
QAA	Quality Assurance and Accreditation
RELO	Regional English Language Office
SDGs	Sustainable Development Goals
SMEs	Small and Medium-sized Enterprises
SOMTU	School of Management, Tribhuvan University
TU	Tribhuvan University
UGC	University Grants Commission
UNDP	United Nations Development Programme
A.D.	Anno Domini
CNAS	Centre for Nepal and Asian Studies
CMC	Campus Management Committee



Devraj *Mahan*

INTRODUCTION

Background of the Program

Janta Multiple Campus (JMC), a pioneering community based higher education institution, located at Itahari-5, 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, Janta Multiple Campus (JMC) proudly organized the 1st JMC International Conference (JMCIC-2025) on December 20–21, 2025, under the theme Innovation, Research, and Sustainability in Higher Education. The conference aimed to provide an inclusive and vibrant 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 a sustainable future. By fostering interdisciplinary dialogue and promoting innovative and sustainable practices, JMCIC-2025 sought to strengthen research culture, enhance institutional collaboration, and contribute meaningfully to the global discourse on higher education in the twenty-first century.



Objectives of the Program

The primary objective of the **1st JMC International Conference (JMCIC-2025)**, organized under the theme "*Innovation, Research, and Sustainability in Higher Education*," was to promote interdisciplinary dialogue and collaboration among scholars, researchers, and practitioners from the fields of Humanities, Education, Management, and English Language Teaching (ELT) in order to develop a holistic understanding of contemporary global challenges. The conference sought to critically examine and disseminate innovative pedagogical models that integrate Education for Sustainable Development (ESD) with technology-enabled teaching and learning practices. It also aimed to explore and strengthen the role of the Humanities and Social Sciences in fostering a sustainable society, while advancing research on sustainability and professional ethics in management education and business institutions. Recognizing the central role of teachers in ensuring quality education, the conference emphasized teacher empowerment through effective strategies for professional development, capacity building, and well-being. Furthermore, the conference provided a dynamic platform for the exchange of research-based knowledge and skills through empirical studies, case-based analyses, and innovative projects, ensuring a balanced integration of theory and practice. Ultimately, the conference aspired to generate relevant suggestions and policy recommendations for higher education institutions and policy-making bodies to institutionalize sustainability, innovation, and interdisciplinary research within academic curricula and practices.

Procedure of the Program

The 1st JMC International Conference 2025 (JMCIC-2025) was organized following the standard academic and administrative procedures prescribed by the University Grants Commission (UGC), Nepal, ensuring transparency, academic rigor, and effective coordination.

The process began in **July 2025** with the formal approval of the conference proposal by the Campus Management Committee (CMC) of JMC. Following approval, a Conference Organizing Committee and necessary sub-committees namely Academic Committee, Finance Committee, Publication Committee, Logistics and Hospitality Committee, Technical Committee, and Volunteer Management Committee were constituted. Each committee was assigned specific roles and responsibilities in accordance with institutional guidelines.

In **August 2025**, the conference theme *Innovation, Research, and Sustainability in Higher Education* was finalized, and detailed academic tracks covering Humanities and Social Sciences, Education, Management, and English Language Teaching (ELT) were developed.



A formal **Call for Abstracts and Papers** was prepared and disseminated at national and international levels through official letters, institutional websites, academic networks, and digital platforms.

During the period from **September to November 2025**, abstracts and full papers received from scholars were subjected to a **peer-review process** following UGC academic quality assurance norms. Subject experts and reviewers evaluated submissions based on originality, relevance, methodological rigor, and contribution to knowledge. Authors were informed of acceptance, revision, or rejection, and revised papers were collected within the stipulated deadline.

From **November to December 2025**, the organizing committee undertook comprehensive preparatory activities, including finalization of the conference program, identification and invitation of keynote and plenary speakers, allocation of session halls, appointment of session chairs and rapporteurs, and preparation of the abstract book and conference schedule.

Participant registration was conducted through both online and physical modes. Necessary logistical arrangements such as audio-visual equipment, accommodation, transportation, and hospitality were ensured in compliance with institutional norms.

The conference was formally inaugurated on **December 20, 2025**, through an inaugural ceremony attended by dignitaries from academia, local government, and partner institutions. The academic sessions were conducted over **two days (December 20–21, 2025)**, comprising keynote addresses, plenary sessions, panel discussions, paper presentation sessions, workshops, and interactive academic engagements. Parallel sessions were managed efficiently under the supervision of session chairs and rapporteurs, ensuring smooth conduct and academic discipline.

Following the completion of the conference, **post-conference activities** were initiated, including documentation of proceedings, preparation of the conference report, financial auditing, and the process of publishing selected papers in the conference proceedings and institutional journals.

Thus, the **1st JMC International Conference 2025** was successfully organized through a systematic and accountable procedure aligned with **UGC guidelines**, contributing meaningfully to research, innovation, and sustainability in higher education.

Rationale of the Program

The higher education sector is experiencing rapid transformation driven by technological change, environmental challenges, and shifting socio-economic contexts. In this situation, innovation, research, and sustainability have become essential pillars for strengthening the



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quality, relevance, and resilience of higher education institutions. However, their systematic integration across academic disciplines remains limited due to traditional, discipline-bound approaches.

The 1st JMC International Conference 2025 was therefore proposed to promote interdisciplinary dialogue among Humanities and Social Sciences, Education, Management, and English Language Teaching (ELT). The conference aimed to address pressing academic and societal needs such as sustainable development, ethical leadership, teacher professional development, and technology-enabled pedagogy. By bringing together scholars, researchers, and practitioners, the program sought to strengthen research culture, encourage collaborative innovation, and generate practical recommendations to institutionalize sustainability and interdisciplinary research in higher education, in alignment with national priorities and UGC objectives.



Figure 1: Mr. Sahadev Kafle and Mr. Rabindra Baral hosting the inaugural session

Structure of the Program

The 1st JMC International Conference 2025 (JMCIC-2025) was organized as a two-day international academic event under the theme “*Innovation, Research, and Sustainability in Higher Education.*” The program was designed to ensure focused scholarly exchange through a balanced mix of keynote, plenary, and parallel academic sessions.

The conference featured four Keynote Sessions and fifteen Plenary Sessions delivered by distinguished national and international scholars. The core academic component consisted of eighty-four parallel paper presentation and workshop sessions, organized under the thematic areas of Humanities and Social Sciences, Education, Management, and English Language Teaching (ELT). In addition, the program included four Featured Sessions, one Panel Discussion, one Symposium, one Lightning Talk, one Poetry in Performance session, one



Interactive Poster Fair, and one Student Spark Session. The conference concluded with a Valedictory Session highlighting key academic outcomes and recommendations.

Altogether, the conference comprised 113 sessions, structured in accordance with UGC guidelines to ensure academic quality and effective implementation.



Figure 2: Convener Mr. Indra Prasad Pyakurel highlighting the conference structure



Figure 3: Students posed for a photoshoot after they put the cultural show in the opening session

LIGHTNING TALK AND KEYNOTE SESSIONS

Lightning Talk

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

The conference featured an engaging Lightning Talk by Mr. Roger F. Cohen, the Regional English Language Officer (RELO) at the U.S. Embassy in Kathmandu. In this dynamic and fast-paced session, Mr. Cohen highlighted a range of free professional development opportunities, digital resources, and classroom tools available to English language educators across Nepal.





Figure 4: Mr. Roger F. Cohen and Mr. Bishnu Karki posed for a photo with students after presenting certificates on behalf of RELO

Keynote 1

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

Higher Education as Catalyst: Nurturing Social Innovation in Nepal

The first keynote speaker, Prof. Dr. Mahananda Chalise, established a powerful framework for the conference, positioning Higher Education Institutions (HEIs) as essential catalysts for sustainable development. He opened by defining sustainability through a United Nations (2023) lens as "balancing the claims of the present, against the claims of the future," and immediately linked this mission to the core functions of universities. He argued that making the world a better place—through balanced resource use, climate action, and fairer societies—is directly supported by Environmental, Social, and Governance (ESG) principles, which HEIs are uniquely equipped to advance.

Mr. Chalise provided a detailed mapping of how HEIs can operationalize the ESG framework through the Sustainable Development Goals (SDGs). He presented this as a concrete action plan: The **Environmental** pillar aligns with SDGs on clean energy, climate action, and life on land; the **Social** pillar connects to goals on quality education, gender equality, and reduced inequalities; and the **Governance** pillar underpins innovation, strong institutions, and partnerships. He strongly advocated for Nepali HEIs to become key players in localizing these global goals by generating context-specific knowledge, engaging students in real-world community projects, and serving as research partners to all levels of government.

A significant portion of his keynote was dedicated to analyzing both the potential and the challenges within the Nepali higher education landscape. While citing positive cases of



[Handwritten signatures of the speakers and organizers are visible to the right of the logo.]

collaboration such as TU with UNDP on SDG tracking and FoM/SOMTU on local resource mapping, he also candidly addressed systemic hurdles. These include weak governance, over-politicization, low investment, and a persistent gap between academic knowledge and practical implementation. To bridge this "knowledge-practice" divide, he championed community-based learning models, such as service-learning and joint student-community projects, and proposed a structured HEI-Local Government collaboration framework for co-designing solutions and building local capacity.

In conclusion, the speaker presented a clear and urgent way forward. He called for a transformation in HEIs through SDG-centered curricula, strengthened research ecosystems focused on applied sciences, and the establishment of public-private-academic partnerships. By evolving into active knowledge partners and catalysts, Mr. Chalise asserted that Nepali universities can move from passive learning to interactive engagement, ultimately driving evidence-based policies and incubating local innovation for sustainable and inclusive prosperity. His address framed this not merely as an academic pursuit, but as a fundamental responsibility of higher education in the 21st century.



[Signature]

Figure 5: Prof. Dr. Mahananda Chalise receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus

Keynote 2

Mrigendra Karki, PhD, Executive Director, CNAS, Tribhuvan University

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

The second keynote address was delivered by **Dr. Mrigendra Bahadur Karki**, Executive Director of the Centre for Nepal and Asian Studies (CNAS) at Tribhuvan University. He

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presented a groundbreaking philosophical framework aimed at re-centering the humanities and social sciences on the principles of epistemic sovereignty and contextual integrity. His presentation, titled "Absence as Inquiry," proposed a **Sovereign Methodology**—a radical departure from reactive decolonial or indigenous approaches. Instead, he asserted this methodology as a proactive affirmation of scholars' inherent right and capacity to theorize directly from their own ontic (the nature of being) and epistemic (ways of knowing) worlds. Dr. Karki introduced the core investigative principle of **Ka-Prashna**, which posits that genuine inquiry begins not with what is present, but with what is missing. He argued that scholars should treat **absence**—manifested as silences, erasures, contradictions, and marginalized categories in social and historical narratives—as the primary and most fertile site for research. To illustrate this, he provided a compelling analysis of Nepali socio-legal history, where distinct categories such as *Nari*, *Stri*, *Swasnimanchhe*, and *Mahila* have carried unique meanings across different eras. He critiqued the contemporary scholarly tendency to collapse these into the universal, imported category of "women," arguing that this practice creates a "structured absence" that erases specific social, cultural, and historical significance beneath a superficial facade of inclusion.

To systematically navigate and interpret these foundational absences, Dr. Karki proposed **Absductive Logic** as the operational tool of Sovereign Methodology. This logic involves reasoning from the traces and gaps left by exclusion to construct contextually rooted explanations. He emphasized that this method is deliberately cultivated from within Nepal's own territorial and civilizational concepts, ensuring relevance and authenticity, while maintaining the rigor to engage in global scholarly dialogue. For higher education, he positioned this as a cornerstone for sustainable and innovative research, as it fosters epistemic self-determination and activates knowledge production from a region's own civilizational archive.

In conclusion, Dr. Karki's keynote provided a powerful, actionable blueprint for reimagining research in Nepali and similar academic contexts. He framed Sovereign Methodology, guided by Ka-Prashna and Absductive Logic, as essential for building a sustainable research ecosystem. This approach empowers institutions to generate knowledge that is both authentically local and robustly global, moving beyond derivative scholarship to establish a self-determined intellectual tradition that can critically address the complex realities of its own society.





Figure 6: Dr. Mrigendra Bahadur Karki delivering his keynote address

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

The third keynote was delivered by **Dr. Prem Phyak**, Associate Professor at Teachers College, Columbia University. His address offered a critical examination of the prevailing 'development regime' and its profound influence on educational systems, particularly in contexts like Nepal. Dr. Phyak began by tracing the historical evolution of 'development' as a hegemonic ideology, arguing that it now dominantly shapes education policies and plans. He critiqued how the goals and pedagogies promoted by this regime, including frameworks like the Sustainable Development Goals (SDGs), often adopt a futuristic, technocratic, and linear approach. He contended that this model systematically fails to engage with the complex local historical, structural, and sociocultural realities that fundamentally shape educational experiences and outcomes.

As a counter to this dominant paradigm, Dr. Phyak presented the central concept of '**critical agency**' in teacher education. He positioned this as the cornerstone for building a truly sustainable educational future. His focus shifted to pedagogies rooted in **community engagement, land-based learning, and social justice**, arguing that these approaches are not supplementary but integral to fostering sustainability. These methods, he proposed, empower teachers and students to connect learning directly to local contexts, histories, and struggles, thereby challenging the decontextualized knowledge often perpetuated by the development regime.



*Sunil
Nabin*

Deepak

In his concluding remarks, Dr. Phyak outlined a transformative role for Higher Education Institutions (HEIs) in teacher education reform. He called for HEIs to move beyond being mere transmitters of technocratic development models and to instead become sites for cultivating critical agency. This involves restructuring teacher education programs to prioritize the pedagogies he championed, thereby preparing educators who are not just implementers of external agendas but are critical, context-aware intellectuals and change agents capable of co-creating a sustainable and just future from the ground up.



Figure 7: Dr. Prem Phyak receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus

Keynote 4

Prof. H.L. Verma, Ex Vice-Chancellor, Baba Mastnath University, Haryana, India.

The Future of Higher Education: Integrating Innovation, Research and Sustainability

The fourth keynote address was delivered by Prof. (Dr.) H.L. Verma, Vice-Chancellor of Baba Mastnath University, Haryana, India. Prof. Verma framed his address by asserting that higher education stands at a critical crossroads, challenged to transform from traditional knowledge-delivery institutions into dynamic centers of excellence. This transformation, he argued, is a necessary response to global disruptions—climate change, globalization, and the IT revolution—and to evolving societal demands for quality, employability, and leadership grounded in sustainable development and human values.

Prof. Verma identified four fundamental challenges threatening this mission: accessibility, appropriateness, affordability, and accountability. He posited that overcoming these challenges within the new global economy requires a fundamental restructuring of education. The path forward, he proposed, is built upon three interdependent pillars: Innovation, Research, and Sustainability (IRS). He emphasized that these pillars are mutually reinforcing;



Surajit Kumar

without innovation and research, sustainability cannot be achieved, and without sustainability, innovation and research lose their long-term purpose.

The speaker elaborated on each pillar in detail. Innovation, he described as a value-creating mindset that requires redesigning learning ecosystems, fostering multi-stakeholder collaboration, and leveraging technology. Research must be impact-focused, interdisciplinary, and problem-oriented, moving beyond publications to transform lives and inform policy. Sustainability was defined as meeting present needs without compromising future generations, necessitating strategic alignment with the UN Sustainable Development Goals (SDGs) and a reimagination of campus operations and curriculum. Prof. Verma noted that these IRS principles are already embedded in frameworks like India's National Education Policy.

Concluding his address, Prof. Verma provided a practical roadmap for HEIs, outlining actionable steps in curriculum design, innovation incubation, sustainable campus management, and evidence-based governance. While acknowledging significant structural, curricular, and financial barriers, he ended on an optimistic note, positioning Asia with its demographic dividend, digital leapfrogging, and strategic investments as a region poised to lead the next wave of global advancement by fully integrating innovation, research, and sustainability into the core of higher education.



Figure 8: Prof. H.L. Verma receives the certificate of appreciation and token of love from Mr. Bikash K.C. (Khatri), CMC Chairperson, Janta Multiple Campus

PLENARY SESSION

The plenary sessions featured a diverse and thought-provoking series of presentations from national and international experts, expanding upon the conference's core themes of innovation, research, and sustainability in higher education.

*Suraj S.
M. Verma*

Devi S.



Mr. Roger F. Cohen and Mr. Bishwa Raj Gautam from the U.S. Embassy's Regional English Language Office (RELO) conducted an interactive session highlighting free resources and professional opportunities for English language teachers. In a related vein, Mr. David D. Perrodin presented a framework for sustainable teacher development by reframing Extralocal Teachers of English (ETEs) as key drivers of global competence, advocating for a shift from identity-based to competence-based professional recognition.

A strong focus was placed on the Nepali academic landscape. Dr. Asmita Bista and Dr. Tolanath Kafle provided critical analyses of systemic challenges, citing insufficient research integration, outdated curricula, politicization, and stark inequities in community campus funding. Dr. Kafle emphasized that these campuses, serving over 27% of students, receive only 4-6% of the budget, hindering access for marginalized groups. Dr. Bal Ram Adhikari presented a case study on university-level reading instruction, uncovering pedagogical contradictions between teacher beliefs and practices, and between teaching objectives and student learning goals.

Leadership models were addressed by Mr. Medin Lamichhane, who advocated for transformative leadership to build resilient educational institutions capable of navigating rapid change. Technological integration was a key concern, with Dr. Niranjan Devkota warning of the risks to research integrity posed by unregulated AI use and calling for robust institutional policies. Dr. Sujan Ghimire positioned the strategic integration of innovation, research, and sustainability as a frontier for maintaining global competency and institutional resilience.

Future-oriented discussions were led by Prof. Hem Raj Kafle, who explored evolving university models, and Dr. Phoenix Kenney Shrestha, who proposed a youth-centric research methodology to demystify academia and center student purpose. Broader societal impacts were considered by Dr. Benu Prasad Sitaula Bhardhwaj, whose research on happiness across 15 social groups argued for well-being as a core component of sustainable education, and Dr. Bandana Jain, who presented on green microfinance as a tool for equitable rural development.

Several presentations offered integrative frameworks. Prof. Ramesh Chandra Rath proposed a model for embedding sustainability through transdisciplinary research, while Dr. Nani Babu Ghimire's study on English Medium Instruction (EMI) policy called for inclusive, bottom-up reform in community schools. Prof. Rajendra Khanal, presenting in Nepali, emphasized that teacher training and capacity development are central to achieving meaningful pedagogical transformation.



Collectively, the plenary sessions underscored that advancing higher education requires a multipronged approach: strengthening research culture, embracing innovative and ethical pedagogy, reforming governance, ensuring equitable access, and aligning institutional missions with sustainable development goals to foster both academic excellence and societal well-being.

FEATURED SESSION

In a practical workshop, Ms. Farrah Littlepage tackled a common dilemma in teacher training: why pre-service teachers often abandon interactive methods once they enter the classroom. She emphasized that teacher educators must move beyond theory by actively modeling engaging activities themselves. Participants explored strategies to build this essential capacity, leaving with concrete plans to revitalize their own teacher education courses.

Mr. Pradeep KC shifted the focus to environmental sustainability, presenting a bibliometric analysis of a decade of research on green construction. His study, analyzing 229 articles, maps a rapidly growing global field led by international collaborations. He argued that this multidisciplinary research is critical for developing policies to combat climate change, pollution, and resource depletion.

Drawing from personal memory and cultural heritage, Ms. Sikha Gurung made a compelling case for integrating storytelling into Nepal's formal education system. She reflected on the linguistic and social skills nurtured by her grandmother's tales, contrasting this rich, connective tradition with often-disconnected classroom lessons. Her presentation served as both an exploration and an advocacy for using storytelling to link curriculum to learners' real-world contexts.

Mr. Umesh Khadka applied economic and behavioral science to a pressing urban issue: household waste segregation. His research in Itahari Sub-Metropolitan City revealed that intention and practice are driven more by social norms, moral obligation, and self-efficacy than by environmental knowledge alone. This finding challenges awareness-only campaigns and points to the need for psychologically informed, community-based interventions to change behavior.

PANEL DISCUSSION




Rethinking Innovation: Local Knowledge and Sustainability in Education

The panel discussion, moderated by Mr. Khem Raj Rauteda, featured Dr. Prem Phyak, Dr. Bishnu Prasad Pokhrel, and Dr. Bandana Jain in a critical dialogue on re-centering education



around local and indigenous knowledge. The panelists collectively conceptualized innovation not as the mere adoption of global models, but as a process of contextualizing education by integrating local epistemologies. Dr. Phyak emphasized that local knowledge is a vital pedagogical resource for connecting curriculum to students' cultural identities, thereby deepening engagement and learning. He cited Kathmandu University's institutionalization of an Indigenous education course as a promising example. Dr. Jain argued that such integration is essential for achieving SDG 4 (Quality Education), as it fosters inclusive and equitable practices, while Dr. Pokhrel highlighted that blending local knowledge with innovation preserves indigenous epistemologies and drives context-sensitive solutions.

In addressing challenges and future pathways, the panel identified a significant gap between policy rhetoric and practical implementation, noting that local knowledge often remains supplementary rather than core to educational initiatives. They pointed to systemic barriers, including rigid curricula, a lack of teacher training in indigenous pedagogies, and insufficient research funding focused on local knowledge systems. To move forward, the panel unanimously called for concrete, collaborative action. They urged policymakers to reform curricula and accreditation frameworks, encouraged researchers to pursue community-engaged studies, and advised educators to adopt participatory teaching methods. The consensus was that sustainable educational innovation in Nepal depends on a sustained, multi-stakeholder commitment to systematically elevate local knowledge from symbolic mention to a foundational pillar of the education system.



Figure 9: The panelists Dr. Prem Phyak, Bishnu Prasad Pokharel, PhD, Dr. Bandana Jain and moderator Khem Raj Rauteda sharing inputs on local knowledge and sustainability in Education

STUDENT SPARK SESSION

Creativity in Action: Enhancing Classroom Engagement through Creative Pedagogy

The Student Spark Session, facilitated by Head Teacher Mr. Bishnu Karki, showcased a dynamic and practical exploration of creative pedagogy through the voices of students Sunita Biswakarma, Bini Limbu, Barsha Bhandari, and Veshaka Tamang. Moving beyond theoretical discourse, the session highlighted firsthand accounts and demonstrations of how innovative teaching methods—such as project-based learning, storytelling, and collaborative arts—directly increase student motivation, participation, and critical thinking in the classroom. The presenting students effectively argued that when educators embrace creativity as a core pedagogical tool, rather than a supplementary activity, they transform passive learning environments into vibrant, interactive spaces where academic concepts connect meaningfully with students' lives and cultural contexts.

INTERACTIVE POSTER FAIR (IPF)

Moderated by Mr. Bishnu Karki, the Interactive Poster Fair was a dynamic exhibition of innovative pedagogical research and personal reflection, featuring a diverse range of presenters. Mamta Parajuli and Susma Neupane critically examined transformative teacher training models in developing nations, while Bimala Shrestha and Anuja Giri explored creative translanguaging as a practical classroom pedagogy. Research was complemented by personal narratives, such as Diplove Baraili and Rabi Ghatani's account of learning English and Shristi Karki's powerful story of personal resilience. Contemporary ELT strategies were well-represented through studies on using the linguistic landscape by Rohit Thapa, Bidhata Pokhrel, and Rakshya Niraula, and the application of visual pedagogy by Anamika Dahal and Sushma Limbu. Proposals for engaging students through multimodal techniques were presented by Barsha Bhandari, Bini Limbu, Sunita Biswakarma, and Veshaka Tamang, and the impact of digital learning was highlighted in Sanju Khatri and Nima Rai's presentation on cascading MOOC experiences. The session concluded with Laxmi and Susmita Chaudhary's proposal for extending classrooms beyond traditional walls to explore novelty in ELT. Collectively, the fair successfully demonstrated a tangible shift in educational focus towards student-centered, culturally responsive, and experientially rich teaching methodologies.

POETRY IN PERFORMANCE

The conference also featured a special session titled Poetry in Performance, moderated by Mr. Ram Prasad Kharel, which explored the nuanced difference between poetry crafted for the stage and poetry written purely for personal satisfaction. Esteemed poets Manu Manzil,



Manu Manzil *Dr. Bishnu Karki*

Dr. Balaram Adhikari, Tika Atreya, Asmita Bista, and Devan Kirati engaged in a thoughtful discussion on how performance poetry prioritizes auditory impact, rhythm, and public engagement, while poetry written for the page often focuses on introspection, subtlety, and private reflection. The session was brought to life as each poet recited their own work, providing a live demonstration of the distinct textures and intentions behind their creative processes. This blend of critical dialogue and recital offered a unique insight into the dual lives of poetic expression.

CONFERENCE PRESENTATIONS SUMMARY

Table 1: Conference Presentation Summary



Presenter (s)	Presentation Title	Focus Area
Abu Sayed Md. Mahmudul Haque Chowdhury Tahsina Shabnam	From Job Seekers to Innovators: Integrating Entrepreneurial Thinking into the English Language Curriculum	ELT Curriculum Innovation & Entrepreneurship
Mr. Ashok Kumar Yamphu Rai Mrs. Maya Dewan	Corporate Social Responsibility in Saving and Credit Co-operatives: A Case Study of Sundaraha Raincha Municipality, Morang, Nepal.	CSR in Financial Cooperatives
डा भवानी शाहिकर भट्टराई	संस्कृत तथा नेपाली शोधका सन्दर्भमा डिजिटल उद्धरणहरूको सन्दर्भाङ्कन प्रक्रिया	Digital Citation & Scholarly Referencing in Nepali/Sanskrit
Bhijil Kanwar Ms. Kabita Adhikari	Financial challenges faced during incubation phase: A Bibliometric Analysis	Entrepreneurial Finance & Incubation Challenges
Mr. Bhim Prasad Regmi	Teaching English in Multilingual Classrooms: Experiences of Secondary-Level Teachers	ELT in Multilingual Contexts
Bhima Rai	Innovative Approaches in Social Science Teaching and Learning	Innovative Pedagogies in Social Sciences
Bhola Kumar K.C. Raj Kishor Chaudhary Usha Lama	Advancing 21st Century Skills through Service Learning	Service-Learning in ELT & 21st Century Skills
Bikram Thapa	Exploring Factors Influencing Consumer Behavior among young consumers in Nepal	Youth Consumer Behavior & Sustainable Fashion
Prof. Binodini Mahapatra	Analysis of Green Business Model on Circular Economy for Economic Sustainability	Green Business Models & Circular Economy
Mr Birendra Kumar Chaudhary	Enhancing critical thinking in business English: strategies employed by ESP teachers	Critical Thinking in ESP (Business English)

[Handwritten signatures of Dr. Balaram Adhikari, Tika Atreya, Asmita Bista, and Devan Kirati]

Bishal Karki	Exploring English Language Students' Experiences with Internal Examination	Student Perceptions of Internal Assessment in ELT
Bishnu Karki Barsa Bhandari Bini Meyangbo Sunita Bishwakarma Veshaka Tamang	Creativity in Action: Enhancing Classroom Engagement through Creative Pedagogies	Creative Pedagogy & Classroom Engagement
Bishwa Raj Gautam	Fostering English Speaking Skills via Gamification of Songs	Gamification & Songs in ELT Speaking Skills
Chandra Prasad Adhikari	Credit Risk Management and profitability of Commercial Banks in Nepal	Banking & Credit Risk Management
Dandapani Gautam	Geometry across Culture: Rituals, Pedagogical Trajectory; An issue of Decolonization	Decolonizing Mathematics Pedagogy via Indigenous Knowledge
Dhan Bahadur Lowar Udaya Raj Paudel	ESG (environmental, social, and governance) investment practice: A Bibliometric Analysis	Bibliometric Analysis of ESG Investment
Mr. Dilli Bahadur Raut	Workshop: Designing Context-Responsive Innovative Pedagogies through Design Thinking in Higher Education (Workshop)	Design Thinking for Pedagogical Innovation (Workshop)
Mr. Dilli Bahadur Raut	Critical Reflection as a Catalyst for Adaptive and Responsive Teaching in Higher Education	Critical Reflection in Teacher Development
Mr. Durga Nath Regmi	Holistic Teacher Well-Being: A Pillar for Sustainable Educational Growth	Teacher Well-being & Educational Sustainability
Farrah Littlepage	Improving Pronunciation of Multisyllabic Academic Terms	Pronunciation Pedagogy in ESP
Harka Raj Tembe	Ideologies and Power Relations in English Textbooks: A Critical Study	Critical Discourse Analysis of ELT Textbooks
Hem Raj Kafle, PhD	Mapping Individual Pedagogical Signatures across Disciplines	Signature Pedagogies & Teacher Identity
Mr. Hom Bahadur Thapa	Fermenting Livelihoods: Exploring the Role of Millet Liquor Production in Rural Household Economies	Rural Economics & Indigenous Livelihoods
Indira Rai	बहुभाषिक कक्षा शिक्षणका चुनौती र तिनको समाधानका उपाय	Challenges & Solutions in Multilingual Nepali Classrooms
Indra Bahadur Chetri	Harmonizing Eastern and Western Philosophy in Education: A Holistic Approach	Philosophical Integration in Education
Indra Parsad Sapkota Bishnu Magar	Use of ICT in ELT in public campus	ICT Integration in Public Campus ELT

Janardan Guragain	Sustainable Development through Cultural Preservation in Higher Education	Cultural Preservation & Sustainable Development in HE
Jitendra Kumar Chaudhary	Technological Changes and Job Performance of Teachers	Technology Integration & Teacher Performance
Kabita Khadka	Navigating Motherhood and Professional Identity: A Narrative Analysis into Postpartum Teachers' Wellbeing	Work-Life Balance & Teacher Identity (Postpartum)
Kamal Raj Dahal	Managing Linguistic Diversity in Secondary Level ELT Classes in Nepalese Context: Teachers' Experiences	Teachers' Experiences in Multilingual ELT
Mr. Keshab Puri	Blending Ecocritical Literature into Business Communication Teaching: An Autoethnographic Approach	Ecocritical Pedagogy in Business Communication
Khagendra Raj Dahal	Socio-economic situation of cargo Pedal Rickshaw Pullers in Morang, Nepal	Informal Labor & Socio-Economic Conditions
Khem Raj Rauteda	Rethinking English Language Teaching through Translanguaging: Identity, Engagement, and Empowerment	Translanguaging Pedagogy & Learner Empowerment
Mrs. Laxmi Chaudhary Ms. Susmita Chaudhary	Extending the classrooms Beyond: Exploring Novelty in ELT	Beyond Classroom Learning in ELT
Lila Rai	Community Based Schools Students' Involvement in Project Work	Project-Based Learning in Community Schools
मदनराज बराल	भाषिक मूल्यांकनमा प्रविधिको सान्दर्भिकता	Technology in Nepali Language Assessment
Majibur Rahman Siddique Ramesh Kunwar	Mapping the Evolution of Society 6.0: A Bibliometric Analysis	Bibliometric Analysis of Society 6.0 Concept
Mrs. Mamta Parajuli Susma Neupane	Transformative Teacher Training Models in Developing Nations	Teacher Training Models for Resource-Constrained Contexts
Mandip Bhattarai	Deep Learning-Based Automated Fruits' Freshness Detection System for Nepalese Jumleli and Mustangi Syau	AI & Deep Learning for Agricultural Supply Chain
Mani Ram Ghimire	School Transformation through Innovation in Instruction	Innovative Instruction for School Transformation
Matrika Thapa Trilochan Sitoula	CSR and Ethical Governance in Nepal's Banking: A Sustainability Pathway	CSR, Ethics & Governance in Banking

[Handwritten signatures of three faculty members: Janardan Guragain, Jitendra Kumar Chaudhary, and Kabita Khadka]



Min Prasad Adhikari	बहुभाषिक परिवेशमा आधारभूत तहको शिक्षण: अभ्यास र चुनौती	Multilingual Teaching in Foundational Education
Mitra Prasad Khatiwada	Social Entrepreneurship and Innovation Opportunities in Nepal	Social Entrepreneurship & Innovation in Nepal
Neerodha Chandra Dahal	Youth, Surplus Labor, and the Reserve Army in Nepal	Youth Unemployment & Political Economy of Labor
Niruta Subedi	Users Perception Towards Cybersecurity in banking sector	User Perception of Cybersecurity in Banking
Padam Bahadur Bishwakarma Mr. Raj Kishor Chaudhary	Building Rapport for Yielding Creative Learning: An Insight from Access Class	Rapport Building & Creative Learning in Access Programs
पद्मादेवी पन्थाक	आदरार्थी पद्धतिको कसौटीमा लिम्बूभाषा	Honorific Systems in Limbu Language
Mr. Parshu Ram Shrestha	Developing Students' Speaking Skills through Recap(ping)	Recapping as a Signature Pedagogy for Speaking Skills
Pooja Pant	Fathers' Involvement in Early Childhood Care and Education	Paternal Involvement in Early Childhood Education
Pratibha Adhikary	Corporate Social Responsibility (CSR) and Ethical Governance	CSR & Ethical Governance (Policy Analysis)
Pukar Chaudhary Sukrita Rai	School Social Workers Intervention in Addressing Students' Psychosocial Needs at Public Schools in Nepal: Evidences from Action Research	School Social Work & Psychosocial Intervention
Purushottam Kattel	AI and Digital Tools in ELT: Opportunities, Challenges, and Engagement	AI & Digital Tools in Nepali ELT
Purushottam Lal Karn	Teachers' perceptions of Letter grading system in community secondary schools of Rajbiraj Municipality	Teacher Perceptions of Letter Grading System
Mr. Rabindra Baral Mr. Bikash Rimal	Impact of AI on Organizational Culture and Identity in Language Teachers' Association: An Ethnographic Exploration	AI's Impact on Teacher Association Culture & Identity
Mr. Raj Kishor Chaudhary Mr. Bhola Kumar K.C. Mamata Bhattarai	Empowering English Education: Best Practices from Access Program in Udayapur	Best Practices in Access English Language Program
Rajendra Prasad Gautam Suman Kalyan Adhikari Gaurab Luitel	Sustainable Development Through Cultural Preservation	Cultural Preservation for Sustainable Development
Rajeshwer Prasad Yadav Anil Kumar Mandal	Students' Experiences on Science Learning Engagement Environment in Community School	Student Engagement in Community School Science



Min Prasad Adhikari

Min Prasad Adhikari

Ram Chaudhary	Postmodern Pedagogy and Praxis in the EFL Classroom	Postmodern Pedagogy in EFL
Rohit Guragain	Mapping Dark Side of Social Media: A Bibliometric Review	Bibliometric Analysis of Social Media's Negative Impacts
Roshan Acharya	The Impact of Corporate Social Responsibility and Ethical Governance on Organizational Commitment: A Study of Employee Perceptions in Nepalese Commercial Banks	Employee Perceptions of CSR, Ethics & Organizational Commitment
Mr. Rudra Nath Dahal	Preliminary Study of Ramitedhunga's Footprints in Sabhapokhari-1, Sankhuwasabha, Nepal Made by Early Humans	Archaeology & Prehistoric Human Footprints
Sajan Chaudhary	Breath, Body, Barn: Biopolitical Power on Animal Farm	Biopolitics in Literature (Animal Farm)
Sangita Basnet	Independence leading to Solitude in Kate Chopin's The Awakening	Feminist Literary Analysis (The Awakening)
Santiram Dahal	Educational Transformation Through Digital Assessment: Innovations, Challenges, and Future Directions	Digital Assessment for Educational Transformation
Er. Santosh Dahal	Can AI Replace Teachers?	AI's Potential to Replace Teaching Roles
सन्तोष कार्की	बुढी, बुहारी र बटुवा लोककथाको संरचनात्मक अध्ययन	Structural Analysis of Nepali Folktales
Sareena Prajapati	Mapping Research on Contributors perception of the Social security fund: A bibliometric analysis	Bibliometric Analysis of Social Security Fund Perceptions
Saroj Bhandari	Green Business Models and Circular Economy	Green Business Models & Circular Economy Integration
Sayeja Aryal	Redefining Social Work Education in Nepal: A Curriculum Reform Approach to Mental Health and Counseling	Curriculum Reform in Social Work for Mental Health
Mr. Shankar Dewan	A Plurilingual Lens on Language Education: (Re)engineering Language Policies and Pedagogical Approaches in Nepal	Plurilingualism in Language Policy & Pedagogy
Sikha Gurung	Let's Exchange Stories and Experience the Magic	Storytelling as Cross-Cultural Educational Practice (Workshop)
Surendra Babu Shrestha Suman Sapkota Rojina Luitel	Innovation for Sustainable Transport: A Quantitative Analysis of Consumer Buying Behavior towards Electric Vehicles	Consumer Behavior & Electric Vehicle Adoption



Surya Prasad Chamlagai	Sustaining the Passion for Teaching: Teacher Well-being in Higher Education	Teacher Well-being in Higher Education
Surya Prasad Sharma	Factors Influencing Consumer Buying Behaviour of Organic Food Products in Dang Valley, Nepal	Consumer Behavior & Organic Food Products
Tahsina Shabnam Abu Sayed Md. Mahmudul Haque Chowdhury	Techno-stress and the Modern Academic: Balancing Digital Demands with Mental Wellbeing in Hybrid Learning Environments	Technostress & Digital Wellbeing in Academia
Tirtha Raj Acharya	Medium of Instruction in Community Schools: Opportunities or Challenges	Medium of Instruction Policy in Community Schools
तीर्थराज भट्टराई	सारस्वतेय महाकाव्यमा सादृश्यमूलक अलङ्कार	Literary Analysis of Poetic Devices in Sanskrit Epic
Mr. Umesh Upreti	Mapping and Analyzing Supply Chain of Banana in Jhapa District	Agricultural Supply Chain Management (Banana)
Yubaraj Subedi	Struggle and Tension in City in Nayan Raj Pandey's Ular	Urban Studies in Nepali Literature

The 1st JMC International Conference 2025 concluded with a formal and celebratory closing ceremony, graced by Chief Guest Mr. Hem Karna Poudel, the Mayor of Itahari Sub-Metropolitan City.

The ceremony was a fitting tribute to the spirit of collaboration and philanthropy that underpinned the conference. A special honor shawl was presented to the former Chairperson of the Campus Management Committee in recognition of past service. This was followed by a significant felicitation of Mr. Bhim Kumar Poudel, who was honored with a Letter of Appreciation and a *Dosalla* for his generous donation of NRs. 500,000 to Janta Multiple Campus, highlighting the crucial role of community support in advancing higher education. Adding to the dignitaries present, Former Minister Mr. Ram Kumar Subba shared inspirational remarks, reinforcing the local-global integration. The ceremony also extended gratitude to the academic community, with *Dosallas* and honors presented to the Campus Chiefs of neighboring colleges for their solidarity and support.

The program formally recognized the contributions of all stakeholders through the distribution of certificates and tokens of love. The ceremony concluded with closing remarks delivered by the CMC Chairperson, Mr. Bikash KC (Khatri), who expressed heartfelt gratitude to all stakeholders, summarized the conference's key achievements, and declared the historic event formally closed.



OUTCOMES

The conference served as a transformative platform, synthesizing global perspectives with local realities to chart a sustainable future for higher education. The collective deliberations across all sessions yielded the following key outcomes:

1. Established a Unified Vision for Higher Education

- A consensus emerged that Higher Education Institutions (HEIs) must evolve from traditional knowledge transmitters into dynamic Centers of Excellence integrating Innovation, Research, and Sustainability (IRS).
- This triad was affirmed as the non-negotiable foundation for preparing students as future-ready, ethical leaders and problem-solvers.

2. Advanced the Agenda for Epistemic and Pedagogical Sovereignty

- Strong advocacy was presented for Sovereign Methodology, empowering scholars to theorize from their own cultural and civilizational contexts.
- The conference challenged the hegemony of imported pedagogical models, promoting indigenous knowledge systems, translanguaging, and land-based pedagogies as core to curriculum and research.

3. Diagnosed Systemic Challenges with Clarity

A comprehensive analysis identified critical barriers in the Nepali and South Asian context:

- The 4A Crisis: Issues of Accessibility, Appropriateness, Affordability, and Accountability.
- Structural flaws: Underfunded community campuses, politicized governance, a weak research ecosystem, and a persistent gap between policy rhetoric and classroom practice.
- Emerging risks: Technostress, threats to research integrity from unregulated AI, and the undervaluation of teacher well-being.

4. Generated a Repository of Context-Relevant, Innovative Practices

Over 87 paper presentations and interactive sessions showcased a wealth of actionable strategies:

- **Pedagogical Innovations:** Gamification, storytelling, design thinking, ecocritical pedagogy, and multimodal techniques.
- **Research Focus Areas:** Green business models, circular economy, AI in SMEs, sustainable finance, and psychosocial interventions.

[Handwritten signatures]



- **Community-Engaged Models:** Service-learning, project-based learning, and university-community partnerships for local problem-solving.

5. Empowered Student and Early-Career Researcher Voices

- The Student Spark Sessions and Interactive Poster Fair demonstrated the high research potential and creative agency of students.
- Their work, spanning from creative ELT methods to analyses of consumer behavior and digital tools, validated the importance of youth-centric research methodologies and hands-on learning.

6. Provided a Clear, Multi-Stakeholder Action Framework

Concrete recommendations were directed at specific stakeholders:

- **Policymakers:** Reform funding models, update accreditation for flexibility, and create policies that institutionalize local knowledge and ethical AI.
- **HEI Leaders:** Integrate SDGs into curricula, establish innovation incubators, foster transdisciplinary research, and invest in teacher professional development and well-being.
- **Educators:** Adopt reflective, learner-centered pedagogies, engage in applied research, and build bridges between academia and community.
- **Students:** Develop a mindset of critical inquiry, entrepreneurship, and active citizenship.

7. Strengthened Networks for Collaborative Action

- The conference facilitated crucial dialogues between international experts, national and local policymakers, university leaders, industry representatives, teachers, and students.
- It underscored that sustainable change requires strong public-private-academic partnerships and cross-sector collaboration.

8. Opened Avenues for Resources and Global Engagement

- Sessions by the U.S. Embassy RELO and other international partners highlighted accessible professional development programs, grants, and digital resources, enhancing opportunities for global mobility and academic exchange.

The conference has laid a foundational roadmap, creating both the impetus and the community of practice necessary to drive meaningful, sustainable transformation in higher education.



REFLECTION

The 1st JMC International Conference 2025 was more than just an academic gathering, it was a significant step toward reimagining the role of higher education in Nepal and beyond. The conference brought together voices from across the world to discuss how universities can better serve society through innovation, research, and sustainability. We heard powerful ideas about the need to respect and include local knowledge and traditions in teaching and research. Experts emphasized that education should not just copy foreign models but should grow from our own cultural roots. This means valuing indigenous languages, stories, and ways of knowing alongside global knowledge.

There was a strong focus on the real challenges facing Nepali higher education—problems like unequal access, outdated teaching methods, and lack of funding, especially in community campuses. The discussions were honest and solutions-focused, highlighting the need for better policies, stronger leadership, and fairer resource distribution. A key message from the conference was the importance of putting Innovation, Research, and Sustainability at the heart of everything universities do. This means encouraging creative teaching, supporting meaningful research that solves local problems, and making campuses environmentally and socially responsible.

The energy and talent shown by students during the poster fairs and spark sessions were truly inspiring. Their projects demonstrated that young people are ready to lead change, with fresh ideas about teaching, technology, and community engagement. They are not just learners—they are innovators. The conference also provided practical tools and ideas for teachers, such as using storytelling, technology, and local resources to make classrooms more engaging and relevant. It reminded everyone that teacher well-being and professional growth are essential for educational quality.

Looking ahead, the conference made it clear that real progress will require teamwork. Policymakers, university leaders, teachers, students, and the community must work together to turn these ideas into action. Partnerships with international organizations can also provide valuable support and resources. This conference has planted important seeds for change. It has started a necessary conversation about making higher education more inclusive, innovative, and connected to the real needs of society. The challenge now is to nurture these ideas with commitment, collaboration, and continuous effort from all stakeholders. The journey has begun, and the path forward is one of shared responsibility and hope.



INCOME AND EXPENDITURE

जनता बहुमुखी क्याम्पस

प्रतिवेदन

पहिलो अन्तर्राष्ट्रिय सम्मेलन, आय तथा व्यय 2082

परिचय

यस प्रतिवेदनमा पहिलो अन्तर्राष्ट्रिय सम्मेलनको आय तथा व्ययको विस्तृत विवरण समावेश गरिएको छ। सम्मेलनको सफल आयोजनका लागि विभिन्न व्यक्ति, संस्था तथा सहयोगीहरूबाट आर्थिक सहयोग प्राप्त भएको थियो भने सम्मेलन सञ्चालनमा विभिन्न खर्चहरू भएका थिए। यस प्रतिवेदनले त्यस्ता आय तथा व्ययको बारेमा व्यवस्थित रूपमा जानकारी प्रदान गर्दछ।

सम्मेलन आय व्यय विवरण

Table 2: Income and Expenditure

क्र.सं.	आयको शीर्षक	रकम (रु.)	खर्चको शीर्षक	रकम (रु.)
१	विश्वविद्यालय अनुदान आयोग		यातायात खर्च	५,१९,४८६
२	इटहरी उपमहानगरपालिका-	५,००,०००	होटल तथा आवास खर्च	१०,७८,८९७
३	वडा कार्यालयहरू	४,९०,०००	मायाको चिनो खर्च	९२,१४५
४	नगरपालिका तथा गाउँपालिका	५,३६,०००	मञ्च तथा सजावट खर्च	१,०९,९३७
५	जनता बहुमुखी क्याम्पसका शिक्षक तथा कर्मचारीहरू र अन्य क्याम्पसका सहभागी	३,८०,०००	सरसफाइ खर्च	४२,४००
६			फ्लेक्स, डिजाइन तथा प्रकाशन खर्च	९६,८२७
७			स्टेशनरी सामग्री खर्च	७३,६७०
८			सम्मेलन किट खर्च	५०,०००
९			फोटो, भिडियो तथा टेलिभिजन लाइभ प्रसारण खर्च	१,३१,०५०
१०			अन्य खर्च	३१,७८८
११	कोष पूर्ति गर्ने गरी क्याम्पस कोष	३,००,०००	कुल व्यय	२२,०६,०००
	कूल आय	२२,०६,०००		



Signature

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ANNEXES

Annex 1: Some Photographs of the Program





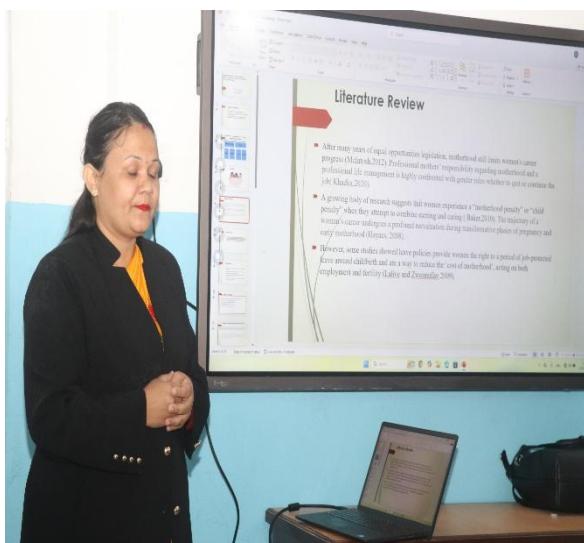













 Dr. H.L. Verma


 Dr. H.L. Verma

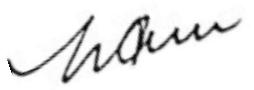


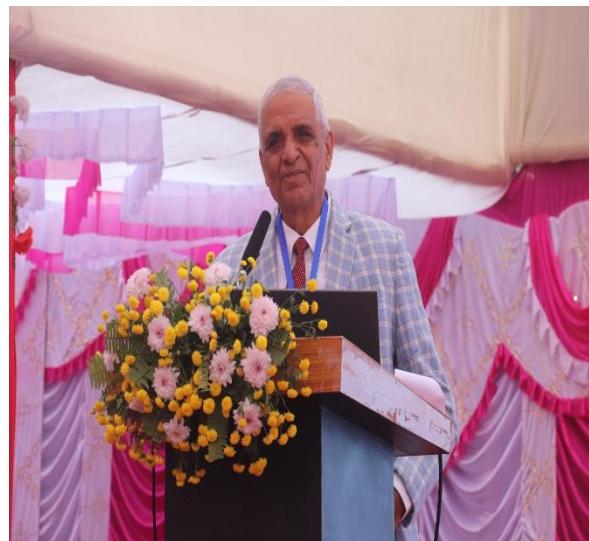


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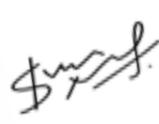
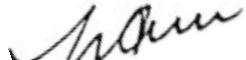






Figure 10: A Canvas showcasing the cherished moments of the First Janta Multiple Campus International Conference Conduct







Annex 2: Program Flyer

1ST JMC
INTERNATIONAL
CONFERENCE 2025

JANTA MULTIPLE CAMPUS
ITAHARI-5, SUNSARI, NEPAL
 AFFILIATED TO TRIBHUVAN UNIVERSITY

“Innovation, Research, and Sustainability in Higher Education”

Call for Proposals
 Presentation Topics:

- 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
- Innovative Pedagogies for 21st-Century Learning
- Education for Sustainable Development (ESD) in Curricula
- Technology-Enhanced Learning and Digital Literacy
- Policy Reforms for Quality Education
- 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
- 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

 **20-21 December 2025**

 **Janta Multiple Campus**
 Itahari-5, Sunsari, Nepal

Abstract Submission Deadline: 30th November 2025

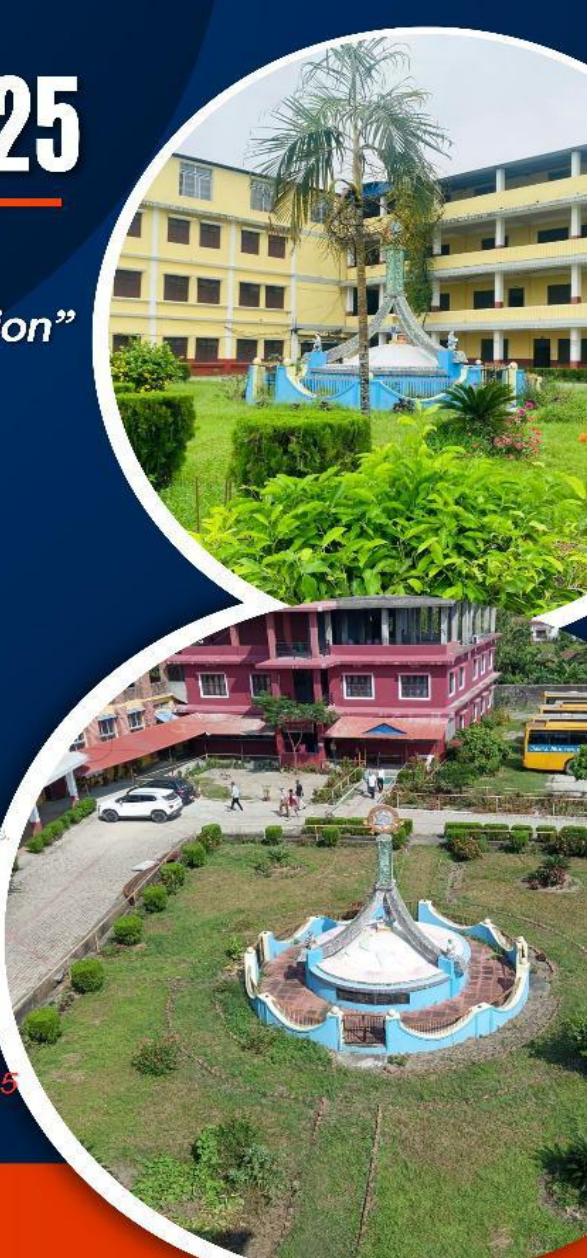
SUBMIT YOUR ABSTRACT

<https://forms.gle/sHr3YnPn6iXabkas6>



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*Suresh
 Mani*

Devi

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

7:00- 8:30	Day One: 20th December 2025, Saturday												
8:45-10:10	Registration and Breakfast												
10:10-10:20	Inaugural Ceremony (Main Hall)												
10:25-10:40	Seeing off the Guests												
10:45-11:25	Mr. Roger F. Cohen , Regional English Language Officer, U.S. Embassy, Kathmandu, Nepal: Lightning Talk												
11:25-12:05	Keynote 1: Prof. Dr. Mahananda Chalise , Dean, Faculty of Management, Tribhuvan University- Higher Education as Catalyst: Nurturing Social Innovation in Nepal												
12:05- 1:05	Keynote 2: Mirendra Karki, PhD , Executive Director, CNAS, Tribhuvan University- Absence as Inquiry: Ka-Prashna and Absductive Sovereign Methodology for Sustainable Research in Higher Education												
1:05-2:20	LUNCH BREAK												
	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 – Holistic Teacher Well-Being: A Pillar for Sustainable Academic: Balancing Digital Demands with Mental Wellbeing in Hybrid Learning Environments	Durga Nath Regmi – Techno-Stress and the Modern Academic: A Pillar for Sustainable Educational Growth	Indira Rai – बहुभाषिक कक्षा शिक्षणका चुनौती र तिनों समाधानका उपाय	Ashok Kumar Yamphu Rai & Maya Dewan – Corporate Social Responsibility in Saving and Credit Cooperatives: A Case Study of Sundarahaireincha 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 <i>Animal Farm</i>	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 लेपाली शोधका सञ्चार्भमा विजिटर उद्देश्यालयको 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 Guragai – Sustainable Development through Cultural Preservation in Higher Education	Umesh Uperti – 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 – आदारार्थी पद्धतिका कसौटीमा लिम्बूभाषा	Bhim Prasad Regmi – Exploring English Language Students' Experiences with Internal Examination	Bishal Karki – Struggle and Tension in City in Nayan Raj Pandey's <i>Ular</i>	Yubaraj Subedi – Struggle and Tension in City in Nayan Raj Pandey's <i>Ular</i>
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 Bishwakarm a & Raj Kishor Chaudhary – Building Rapport for Yielding Creative Learning: An Insight from Access Class	Min Prasad Adhikari – बहुभाषिक परिवेशमा आधारभूत तहको शिक्षण: अङ्गास 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, MPhil Scholar	Umesh Khadka, MPhil	Guna Raj Nepal, PhD Scholar	Jivan Kumar Rai, PhD	Keshab Prasad Bhattarai, MPhil	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. Nirajan 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. Kathmandu, Nepal	‘एका देशमा’ Storytelling in Education: Reflection, Exploration, Discovery and Advocacy Sikha Gurung Academic Coordinator Ullens School

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

8:30-9:10

8:50-9:50

9:10-9:50

Breakfast

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**)

Interactive Poster Fair (IPF): Bishnu Karki (JMC Hall)

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, Bholu 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 Bara & Bikas Rimal – Impact of AI on Organizational Culture and Identity in Language Teachers' Association: An Ethnographic Exploration	Madan Baral – आधिक मूल्यांकनमा प्रविधिको सान्दर्भिकता	Sangita Basnet – Independence Leading to Solitude in Kate Chopin's <i>The Awakening</i>	Sareena Prajapati & Udaya Raj Poudel – Mapping Research on Contributors' Perception of the Social Security Fund: A Bibliometric Analysis	Purushottam Lal Karki – Teachers' Perceptions of Corporate Social Responsibility and Ethical Governance on Organizational Commitment: A Study of Employee Perceptions in Nepalese Commercial Banks	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
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 – बुटी, बुहारी र बट्टा 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	Moderator: Bishnu Karki – Creativity in Action: Enhancing Classroom Engagement through Creative Pedagogies	
	Mohan Kumar Tumbahang, PhD Scholar	Khagendra Pokharel, PhD Scholar	Tirtha Raj Acharya, PhD Scholar	Umesh Khadka, MPhil	Guna Raj Nepal, PhD Scholar	Jivan Kumar Rai, PhD	Saroj Bhandari, MPhil	Keshab Prasad Bhattarai, MPhil	Tritharaj Bhattarai, PhD	Hari Bahadur Katwal, MPhil	Tolanath Kafle, PhD	Benuprasad Sitala, 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	Bholu 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(ing)	Purushottam Kattel – AI and Digital Tools in ELT: Opportunities, Challenges, and Engagement	Tirtha Raj Bhattarai – सारस्वतेय महाकाव्यमा सादृश्यग्रन्थक 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 Community Engagement	
												Medin Bahadur Lamichhane – PhD Scholar, Kathmandu University	

11:25-12:00 Plenary Sessions and Symposium

JMC Hall (4th floor)	A 204	Transforming Higher Education for Sustainable Future: Integration Research and Innovation for Institutional Advancement Prof. Dr. Ramesh Chandra Rath	A 101	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	RMC Hall
					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	शिक्षणक स्पष्टनीयता : शिक्षक तात्त्वम र श्रमता अभिवृद्धि राखेन बाटा, रेप्रेस्डी उपयोगीपाक, शिक्षणागारस्थ केन्द्रीय विभाग विभूतिवान विश्वविद्यालय	Teachers' roles on constructing English-medium instruction policy in community schools Dr. Nani Babu Ghimire Assistant Professor Siddhajyoti Education Campus, Sindhuli, Nepal	Barriers and Pathways to Happiness: Research Based Insights from 15 Different Social Groups and Their Implications for Sustainable Well-being in Higher Education Benuprasad Sitala 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

Closing Ceremony

3:15-4:15